

# COHDA 2014

The Conference on Education and Human Development in Asia 2014

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Hiroshima, Japan

March 2-4, 2014

Official Proceedings

ISSN 2188-3432

**The PRESDA Foundation**

21 Yohachiiri, Tokushige, Kitanagoya  
City, Aichi, 481-0038 Japan

ISSN 2188-3432

The 2<sup>nd</sup> Conference on Education and Human Development in Asia

Hiroshima, Japan, 2014

Official Conference Proceedings 2014

ISSN 2188-3432

Managing Editor: Professor John Latzo

For the PRESDA Foundation and the COHDA 2014 Advisory Committee

Dr Gabriel Barhaim, Bar Il-lan University (Israel)

Dr Scott Valentine, City University of Hong Kong (Hong Kong, SAR) Dr  
Claudio Delang, Hong Kong Baptist University (Hong Kong, SAR) COHDA  
Founding Chairperson, Dr Kevin Tan, SIM University, (Singapore)

Professor and Dean Bhimaraya Metri, The International Management Institute (India) Professor  
John Stayton, Executive Director, Graduate Programs, Sonoma State University (USA) Professor  
Yutaka Kawaguchi, Faculty of Humanities, Tokai Women's College (Japan)

Chairman Takayuki Yamada, PRESDA Foundation Board of Directors (Japan)  
Chairman Sayantan Sinha, PRESDA Foundation Board of Advisers (Japan)  
Professor Michiyo Sugai, Nagoya Sangyo University (Japan)

Mr Michael Sasaoka, Academic Director, Tierra (Japan)

Mr Isao Aratani, Director, Hiroshima Volunteer Association (Japan)



**The PRESDA Foundation**

21 Yohachiiri, Tokushige, Kitanagoya  
City, Aichi, 481-0038 Japan

ISSN 2188-3432



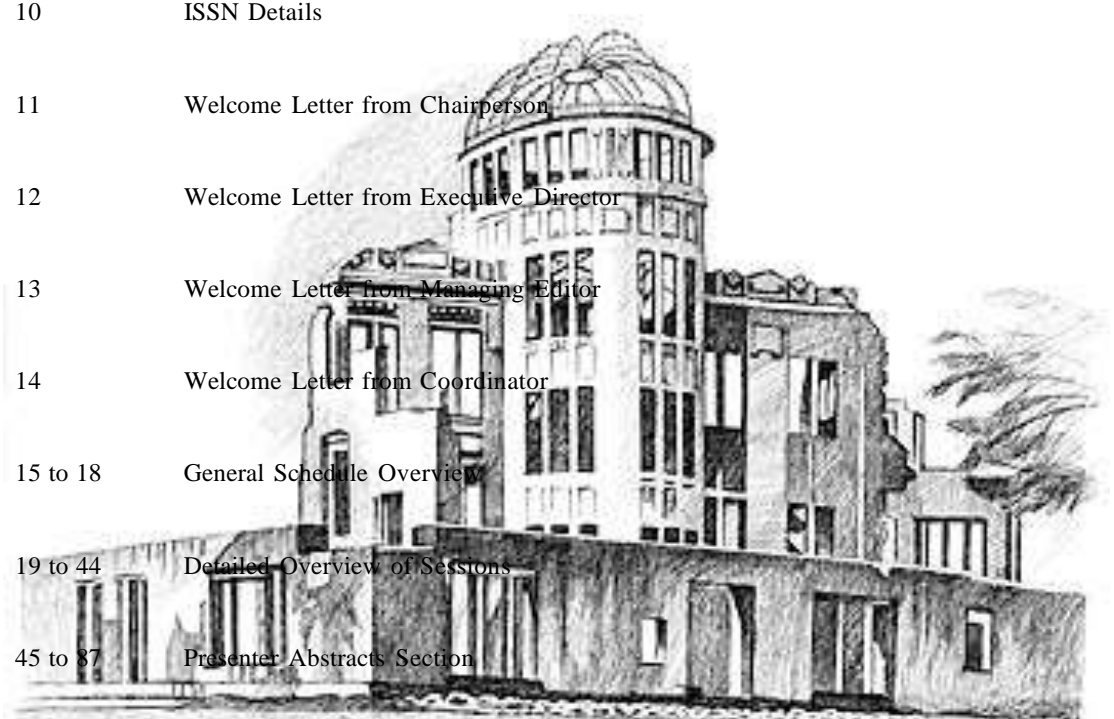
The Conference on Education and Human Development in Asia

Official Conference Proceedings

ISSN 2188-3432

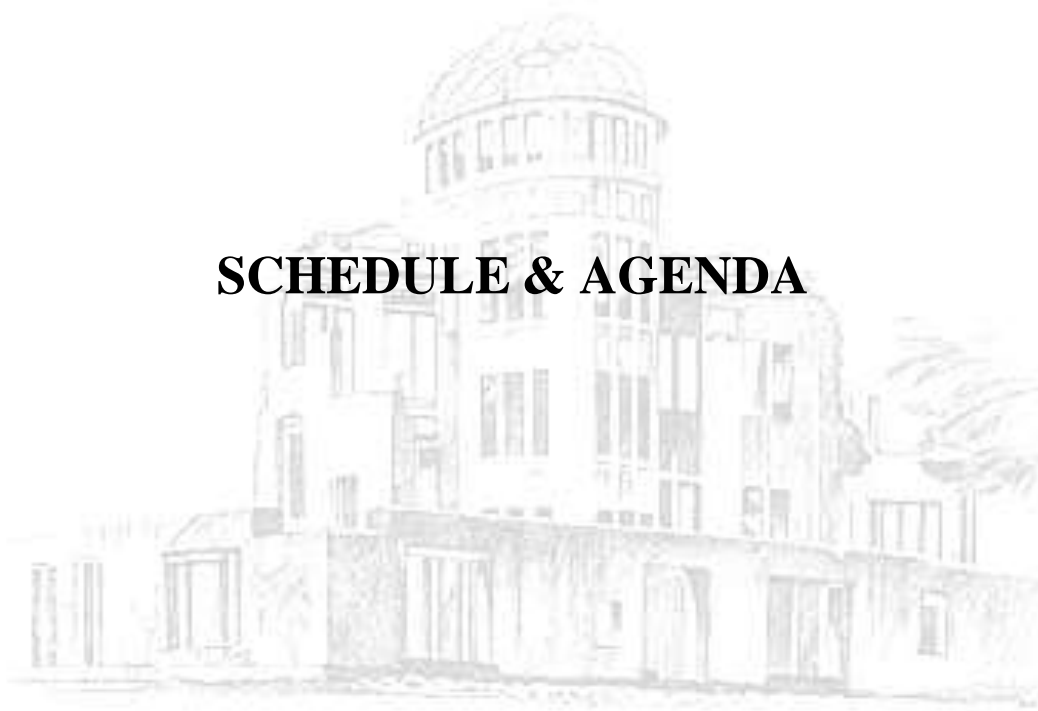
## Contents of the COHDA 2014 Proceedings

Page	Description
2	People
5	Schedule and Agenda
6	Acknowledgements
7	About COHDA
8	Venue Information
10	ISSN Details
11	Welcome Letter from Chairperson
12	Welcome Letter from Executive Director
13	Welcome Letter from Managing Editor
14	Welcome Letter from Coordinator
15 to 18	General Schedule Overview
19 to 44	Detailed Overview of Sessions
45 to 87	Presenter Abstracts Section
88 to 266	Presenter Full Papers Section



Sponsored by:  
**The PRESDA Foundation**  
[www.presdafoundation.org](http://www.presdafoundation.org)

## **SCHEDULE & AGENDA**



## COHDA 2014 ACKNOWLEDGEMENTS

We extend our deepest appreciation to the following institutions and people:

### **COHDA 2014 Sponsor**

The PRESDA Foundation (Japan)

### **Institutional Affiliates**

North Central College (USA)

The Institute for Environmental Science & Policy, University of Illinois at Chicago (USA)  
Sonoma State University (USA)

The Faculty of Agricultural Production at Maejo University (Thailand)  
The International Management Institute (India)

### **Program Committee**

Dr Gabriel Barhaim, Bar Il-lan University (Israel)

Dr Scott Valentine, City University of Hong Kong (Hong Kong, SAR)  
Dr Claudio Delang, Hong Kong Baptist University (Hong Kong, SAR)

Dr Matthew Krystal, Department of Anthropology, North Central College (USA)  
Dr Bhimaraya Metri, The International Management Institute (India)

Prof John Stayton, Executive Director, Graduate Programs, Sonoma State University (USA)  
Prof John Latzo, Division of Humanities and Social Sciences, POSTECH (Korea)

Prof Yutaka Kawaguchi, Faculty of Humanities, Tokai Women's College (Japan)  
Chairman Takayuki Yamada, PRESDA Foundation Board of Directors (Japan)  
Chairman Sayantan Sinha, PRESDA Foundation Board of Advisers (Japan)

Prof Michiyo Sugai, Nagoya Sangyo University (Japan)  
Mr Michael Sasaoka, Academic Director, Tierra (Japan)

Mr Isao Aratani, Director, Hiroshima Volunteer Association (Japan)

### **About the Sponsor**

The Pacific Rim Education for Sustainable Development Alliance (PRESDA) was established in 2010. We are an alliance of grassroots non-profit organizations, teachers, business people, and concerned citizens from around Asia and beyond who wish to make a difference. Incorporated under the laws of Japan, the PRESDA Foundation is an independent, not-for-profit foundation helping to fulfill the Millennium Development Goals by the year 2015.

For more information about the PRESDA Foundation and our projects, please visit our homepage at [www.presdafoundation.org](http://www.presdafoundation.org)

Finally, on behalf of the COHDA 2014 team, we would like to extend our deepest thanks to the people of Hiroshima City for their support and gracious hospitality.

## About COHDA 2014

In an increasingly globalized Asia, the economic, industrial and political developments among the nations that are located within the continent have brought about dramatic social change. Within a span of just over a century, Asia has been a major site of colonialism and decolonization, global warfare, political upheaval and regime change, the rise of new nations, ongoing ethnic and religious conflict, economic boom and recession, population explosion, cultural diasporas, viral epidemics, technological advancement, and severe environmental pollution and disasters.

While commentators and analysts have recognized the vast changes that have shaped the Asian continent, it is also crucial to understand the continuities that are maintained even in the face of such impetus for change. Apart from change, what constants still resist change? In addition, what factors contribute to such ongoing resilience? Although it may be argued that the forces of globalization and development have set in motion a number of positive changes in the ways we live our lives, this has also been counterbalanced by the continuities of inequality and suffering of many others. The tide of change often exists in a state of tension with the forces of continuity. Hence, in order for us to comprehend the forces of change, we must also engage other opposing forces.

At the same time, attempts to mediate the tension between change and continuity have given rise to growing diversities. Driven partly by the forces of migration within a global economic order often guided by transnational markets of production or consumption, new political and social-cultural fragmentations and intersections within nation-states in Asia have emerged. In the face of such developments, the implications of and challenges to efforts at sustainability are numerous. While it is increasingly recognized that sustainability entails dimensions far beyond the ecological sphere, the next step is to examine and understand the impact of change and continuity and the resultant diversities that are contained within.

**Change, Continuity and Diversity: Perspectives on Sustainability for Asia** seeks to explore such issues and their links to the notion of sustainability through the combined and holistic lenses of an interdisciplinary approach.

Taking into account the wider themes of **Change, Continuity and Diversity**, the conference will focus on the following sub-themes:

### Areas of Human Development

- Population and Aging
- Healthcare and Social Support
- Politics and Conflict
- Inequality and Justice
- Gender and Culture
- Migration and Identity
- Environment and Technology
- Economy and Sustainability

- Health, Sex and Physical Education

### Areas of Education

- Liberal Arts Education
- ESL/EFL Education
- Secondary Education
- Teacher Education
- Educational Measurement and Evaluation

- Higher Education and Further Education
- Indigenous and Rural Education
- Special Education
- Adult Education
- Educational Psychology
- Educational Technology and ICT
- Elementary and Early Childhood Education
- Professional Development
- Curriculum, Research and Development
- Distance Education and E-learning
- Education for Sustainable Development
- Advising, Counseling and Student Services
- Enrollment Management
- Administration, Policy and Leadership



## **COHDA 2014 GENERAL INFORMATION**

### **DESIGNATED HOTEL – KKR Hotel Hiroshima**

All COHDA sessions will be held in the KKR Hotel Hiroshima , which is located a short distance from Hiroshima Castle and the government offices of Hiroshima Prefecture.

Three public transportation rail systems pass within a short distance of the KKR Hotel Hiroshima:

1. JOHOKU Station on the ASTRAM Rail Line is only 3 minutes west on foot.
2. HAKUSHIMA Station on the Dentetsu Streetcar Line (also known as the ‘Hiroden’) is also 3 minutes west on foot. Please transfer at “Hacchobori” to Hakushima-line and get off at the termination.
3. JR HIROSHIMA Station or JR YOKOGAWA Station is only 5 minutes by taxi

### **VENUE**

As one of the largest cities in western Japan, Hiroshima has been a bustling, affluent and prosperous city with a rich history dating back to 1589, when it was established as the capital city of a powerful samurai warlord. Today, of course, Hiroshima is most well-known as the first city in the world to have suffered an atomic bombing, which occurred towards the end of World War II on August 6, 1945. Around the city of Hiroshima, you will find many well-used green spaces, none of which are more important than the poignant Peace Memorial Park, where various statues and monuments reside, as well as the A-Dome building, which has become a symbol of peace and has been registered as a UNESCO World Heritage Site. Apart from war memorials, Hiroshima boasts some of the best traditional Japanese landscaping, including the beautiful Shukkeien Garden complete with tea houses, ponds and bridges.

Finally, there is the iconic Miyajima Shrine Island, which is revered as one of the “three views of Japan” with its towering red torii gate standing in the midst of the inland sea. Built in 593, it was renovated to its current splendor in 1168. The main hall of the shrine is furnished with vermilion-lacquered columns and Japanese cypress bark roofing. The shrine pavilion is a unique example of Heian Period architecture and has been designated as a national treasure of Japan. The Miyajima Shrine is also a UNESCO World Heritage Site and its close proximity to Hiroshima makes for a wonderful afternoon visit.

### **DRESS**

During COHDA sessions and receptions, the expected dress code is business casual.

### **CLIMATE**

March temperatures in Hiroshima can reach an average low of 5C (41F) to an average high of 14C (57F). We advise that you dress warm, wear long sleeve shirts, and bring a light jacket. The temperature at night will be chilly. Also, if you will join the Miyajima Tour, we suggest bringing a pair of comfortable walking shoes.

### **EQUIPMENT**

Presentation rooms are equipped with PC notebook computers, screens, projectors, laser pointers and microphones. We also provide onsite technical support, if needed.

If possible, please send us your presentation in advance, so that we can upload to the computers, which will save time and avoid glitches.

## **SESSION MODERATORS**

In total, each presenter has been allotted 30 minutes; however, presentations should not exceed 25 minutes. There is a 5-minute break for Q&A and time for the next presenter to set up. Please introduce each presenter by name and presentation title and ensure that the time allotted is maintained. It is

not necessary to introduce the presenter's background in detail.

*\* If a presenter does not arrive at the scheduled time, please proceed with the next presenter.*

## **INTERNET ACCESS**

WIFI access is available in the KKR lobby area. Please see the front desk for login and password details.

If you are staying in the KKR, then you can access the Internet free-of-charge in your room using the LAN cable provided.

*Having difficulty connecting to the WIFI inside the KKR?* Please note that the conference organizers have no control over the WIFI access, so please inquire at the hotel front desk.

## **PRINTING**

Photocopies can be made at the Lawson convenience store across from the KKR.

Alternatively, for larger printing needs, there is a Kinko's located on Hon-Dori Avenue. See the KKR front desk for directions.

## **STORES NEAR THE KKR**

There are two convenience stores within easy walk of the KKR: the nearest is a Lawson across from the KKR. Also, there is a 7-11 approximately 5 minutes on foot. Ask the front desk for a map and directions.

## **Banks / ATM / Currency Exchange**

There is a bank that offers currency exchange within 5 minutes walk from the KKR. Please ask the hotel front desk for a map and directions.

All banks in Hiroshima are open until 3:00 p.m. Monday to Friday and closed on Saturday and Sunday. Please remember to bring your passport when exchanging money.

International ATMs with English menus are also available at **7-Eleven** convenience stores, which are open 24 hours with locations throughout the city.

## **Miyajima Tour**

We are arranging an optional tour to Miyajima, also known as the 'floating shrine.' It is considered to be one of the three most scenic places in Japan, and it is only one hour from Hiroshima.

However, transportation to Miyajima can be difficult to find without guidance. Normally, domestic travel agencies will charge more than JPY 5,000 per person, excluding transportation and entrance fees.

*We have arranged a special, reduced tour fee of JPY 2,300 per person. The fee includes: roundtrip transportation, entrance fee to the shrine, and guidance in English.*

The tour will depart from the KKR Hotel lobby at 13:30 on Tuesday, March 4<sup>th</sup> and return to downtown Hiroshima at approximately 16:45. The tour group size is limited. Please visit the registration table for details. Advance purchase is required and must be paid in JPY cash.

**COHDA 2014 Proceedings (CD ROM ISSN 2188-3432)**

All registered participants will receive a CD copy of the conference proceedings. The CD proceedings have been officially registered under ISSN 2188-3432.

Additional copies of the CD may be purchased at the registration desk for JPY 500.

## **Welcome Letter from the COHDA 2014 Chairperson**

Dear Friends,

It is my sincere honor and privilege to welcome all of you to the 2<sup>nd</sup> Conference on Education and Human Development in Asia, which is once again being held in Hiroshima, Japan.

Our inaugural event was held last August during the 68<sup>th</sup> Hiroshima Peace Memorial and was also well attended; however, the number of submissions and participants this year is significantly higher.

We decided to maintain the same theme as last year of 'Change, Continuity and Diversity'; however, at the same time we have given more prominence to the field of education, which is reflected in the diverse array of topics covered by our presenters.

As always, the overarching goal of this conference is to provide an opportunity for academics and scholars concerned with human development to exchange views in a setting encouraging respectful dialogue.

The 2014 conference has brought together nearly one hundred and twenty-five presenters, audience and invited guests from around Japan and over 30 countries.

The range of topics and caliber of conference presenters is impressive. We are confident that everyone will find reason to be inspired by the research presented during this conference.

It is in this spirit of friendship, peace and international cooperation that we express our warmest welcome to every participant.

We hope you will enjoy the conference.

Warmest regards,

**Takayuki Yamada**

Chairman, Board of Governors

PRESDA Foundation

Co-Founder, Chubu Mirai Rotary

Polio-Plus Committee, Rotary Japan



## Letter of Welcome from the COHDA 2014 Executive Director

Dear COHDA Friends,

I extend a warm welcome to all who have joined us at the 2<sup>nd</sup> Conference on Education and Human Development in Asia. I would like to thank each and every one for your participation and support. It is my privilege to serve as the Executive Director of COHDA 2014 at the KKR Hotel in Hiroshima, one of the most vibrant cities in Japan.

Our conference has attracted a healthy number of submissions and I am certain that each of our presenters over this three-day event will undoubtedly play a vital role in enhancing our knowledge and understanding of the various themes on the broad topic of human development in Asia.

By coming together as a collective body of persons with similar interests, we may also propose possible solutions to existing problems and also contribute to the betterment of lives in various nations and cultures.

Finally, I would also like to extend my deep thanks and gratitude to the other members of organizing committee and to all the staff of COHDA 2014 who have worked so tirelessly to make this event a success.

I wish all of you an enjoyable, thought-provoking and memorable COHDA 2014!

Warmest regards,

Tim Desmond

Executive Director

COHDA 2014, Hiroshima, Japan



## **Letter of Welcome from the COHDA 2014 Editorial Committee**

Dear COHDA Participants,

On behalf of the PRESDA Foundation and everyone else involved in the past seven-month journey leading to this culminating event, it is with open arms and minds that we welcome you to the 2<sup>nd</sup> Conference on Education and Human Development in Asia.

We have come here today united by our drive and shared vision of education and human development in Asia through a humanistic means. And it is through this intersection of interests that meaningful discourse and change arise. Your commitment to these objectives and gathering at the KKR Hotel bring great hope and ideas to a continent.

We sincerely thank you for your participation in COHDA 2014 and for broadening the intellectual scope and understanding of the theme 'Change, Continuity and Diversity.' We hope you enjoy your stay in Hiroshima while advancing our shared goals.

On a personal note, I would also like to thank the PRESDA Foundation for inviting me to assist the editorial committee for this conference as well as its greater mission of education for sustainable development.

Sincerely,

Professor John Latzo  
POSTECH, Korea  
COHDA 2014, Editorial Committee





## **Letter of Welcome from the Organizing Committee**

Dear Colleague,

It is with great pleasure that I welcome each and every one of you to COHDA 2014 here at the KKR Hotel in Hiroshima, Japan. By holding this unique conference in Japan's 'City of Peace,' I strongly believe the theme of 'Change, Continuity and Diversity' provides all participants an opportunity to exchange knowledge and share opinions that will help improve human development and education in Asia and beyond.

I'm proud to announce that this year we have participants from over 30 countries, many of whom have traveled quite the distance to be here with us for this important international conference on education and human development. The opportunity to hear different perspectives from people from different countries and backgrounds is what makes this conference so unique and special. With the great diversity among our participants, there is so much that each of us can learn from one another and I know that is exactly what will happen. My hope is that we will not only take new knowledge and ideas from our time together, but also to create new friendships that I'm sure will last a life time.

I would like to take this time to say thanks to the PRESDA Foundation and the COHDA organizing committee for all their hard work and commitment in planning COHDA 2014. Finally, I would like to thank all of the authors who are presenting as well as the attendees. Our role was to plan the program but in fact, this is your conference and your participation in COHDA 2014 is what makes the conference worthwhile.

Yours sincerely,

Michael Sasaoka

COHDA 2014, Organizing Committee Coordinator



## The 2<sup>nd</sup> Conference on Education and Human Development in Asia

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

### **GENERAL SCHEDULE OVERVIEW**

#### **Sunday, March 2, 2014**

##### **Schedule Overview:**

13:00 to 16:45 COHDA Participant Check-in  
(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.)  
Location: KKR Hotel, Main floor lobby

17:00 to 19:00 COHDA Welcome Reception (attendance is open to registrants only)\*  
Opening remarks and a light buffet dinner will be served  
Location: KKR Hotel, Main floor, “Kujaku” room  
R.S.V.P required by February 27, 2014 if you will attend the dinner

\*An additional charge of JPY 4,000 will be required for non-registered guests

#### **Monday, March 3, 2014**

##### **Schedule Overview:**

08:00 to 09:20 COHDA Participant Check-in  
(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.)  
Location: KKR Hotel, Main floor, Kujaku Hall

09:30 to 11:00 Oral Session A (90 minutes)

11:00 to 11:20 Set up period for poster presenters

11:20 to 12:45 Luncheon and Poster Session

13:00 to 14:30 Oral Session B (90 minutes)

14:30 to 15:00 Recess

15:00 to 17:00 Oral Session C (120 minutes)

#### **Tuesday, March 4, 2014**

##### **Schedule Overview:**

08:00 to 08:45 COHDA Participant Check-in

## **The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.)

Location: KKR Hotel Hiroshima, main floor

09:30 to 11:30 Oral Session D (120 minutes)

11:30 to 12:45 Light Refreshments

11:30 to 12:45 Virtual Sessions I, II, III

12:45 to 13:00 Closing Remarks

## The 2<sup>nd</sup> Conference on Education and Human Development in Asia

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

### **DAY 1: OVERVIEW OF SESSIONS**

**Monday, March 3, 2014**

**Oral Session A (90 minutes)**

**09:30 to 11:00**

09:30 to 11:00 Chidori

*Administration, Policy and Leadership*

0204, 0215, 0320

09:30 to 11:00 Suehiro

*New Frontiers in ESL/EFL*

0288, 0331, 0359

09:30 to 11:00 Hakucho

*Interdisciplinary Issues in Education I*

0237, 0261, 0315

09:30 to 11:00 Takasago

*Advancing Higher and Further in Education*

0233, 0321, 0351

09:30 to 11:00 Kujaku

*Educational Technology and ICT I*

0295, 0296, 0297

**Luncheon in Kujaku**

**11:20 to 12:45**

**Poster Session in Kujaku**

**11:20 to 12:45**

0250, 0260, 0264, 0268,

0270, 0276, 0289, 0350, 0353

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Oral Session B (90 minutes)**

**13:00 to 14:30**

13:00 to 14:30 Chidori

*Curriculum, Research and Development*

0186, 0291, 0344

13:00 to 14:30 Suehiro

*Educational Technology and ICT II*

0208, 0222, 0292

13:00 to 14:30 Takasako

*Education for Sustainable Development I*

0330, 0332, 0334

13:00 to 14:30 Kujaku

*Special Education and Student Care*

0210, 0263, 0265

13:00 to 14:30 Hakucho

*Teacher Education and Professional Development*

0229, 0273, 0316

**14:30 to 15:00**

**Recess**

**Oral Session C (120 minutes)**

**15:00 to 17:00**

15:00 to 17:00 Chidori

*Interdisciplinary Issues in Education II*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

0218, 0355, 0357, 0358

15:00 to 17:00 Hakucho

*Perspectives in Human Development I*

0241, 0272, 0302, 0356

15:00 to 17:00 Suehiro

*Education Measurement and Evaluation*

0245, 0283, 0335, 0345

15:00 to 17:00 Takasago

*Education for Sustainable Development II*

0213, 0247, 0333, 0352

15:00 to 17:00 Kujaku

*The Asian Silver Tsunami*

0164, 0254, 0300

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**DAY 2: OVERVIEW OF SESSIONS**

**Tuesday, March 4, 2014**

**Oral Session D (120 minutes)**

**09:30 to 11:30**

09:30 to 11:30 Takasago

*Perspectives in Human Development II*

0249, 0280, 0326, 0327

09:30 to 11:30 Chidori

*Innovative Learning Environments*

0217, 0246, 0303

09:30 to 11:30 Suehiro

*Healthcare, Health and Sex Education*

0179, 0193, 0329, 0360

09:30 to 11:30 Kujaku

*Migration and Identity*

0209, 0235, 0259, 0266

**Light Refreshments and Virtual Presentations**

**11:30 to 12:45**

Virtual Session I Takasago

11:30 to 12:45

0199, 0212, 0220, 0225

Virtual Session II Hakucho

11:30 to 12:45

0198, 0227, 0255, 0271

Virtual Session III Chidori

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

11:30 to 12:45

0194, 0279, 0282, 0293, 0317

**12:45 to 13:00**

**COHDA 2014**

**Closing Remarks in Suehiro**



**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Detailed Overview of Sessions**

**Monday, March 3, 2014**

**Oral Session A (90 minutes)**

**09:30 to 11:00**

Oral Session A

09:30 to 11:00 Room Chidori

*Administration, Policy and Leadership*

0204, 0215, 0320

Session Moderators

Janice Gow Pettey and Sandra Bohlinger

09:30 to 10:00

**0204 Change, Continuity and Diversity: Perspectives on Borrowing and Lending Education Policy**

Sandra Bohlinger<sup>1</sup>, <sup>1</sup>*Osnabrueck University, Osnabrueck, Germany*

10:00 to 10:30

**0215 Organizational Models and Administrative Structures of Corporate Universities as Strategic Learning Establishments**

Ali Simsek<sup>1</sup>, <sup>1</sup>*Anadolu University, Eskisehir, Turkey*

10:30 to 11:00

**0320 Individual and Collective Diaspora Remittances in the Philippines and Korea: An Interpretation of Narrative Identity and Communicative Action**

Janice Gow Pettey<sup>1</sup>, <sup>1</sup>*University of San Francisco, San Francisco CA, USA*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session A

09:30 to 11:00 Room Suehiro

***New Frontiers in ESL/EFL***

0288, 0331, 0359

Session Moderators

Patrick NG and Hirokatsu Kawashima

09:30 to 10:00

**0288 Mirroring Real-Life, Professional Communication: Outcome Based Education with Situated Learning**

Wijarinee Muensa<sup>1</sup>, <sup>1</sup>*Mae Fah Luang University, Chiang Rai, Thailand*

10:00 to 10:30

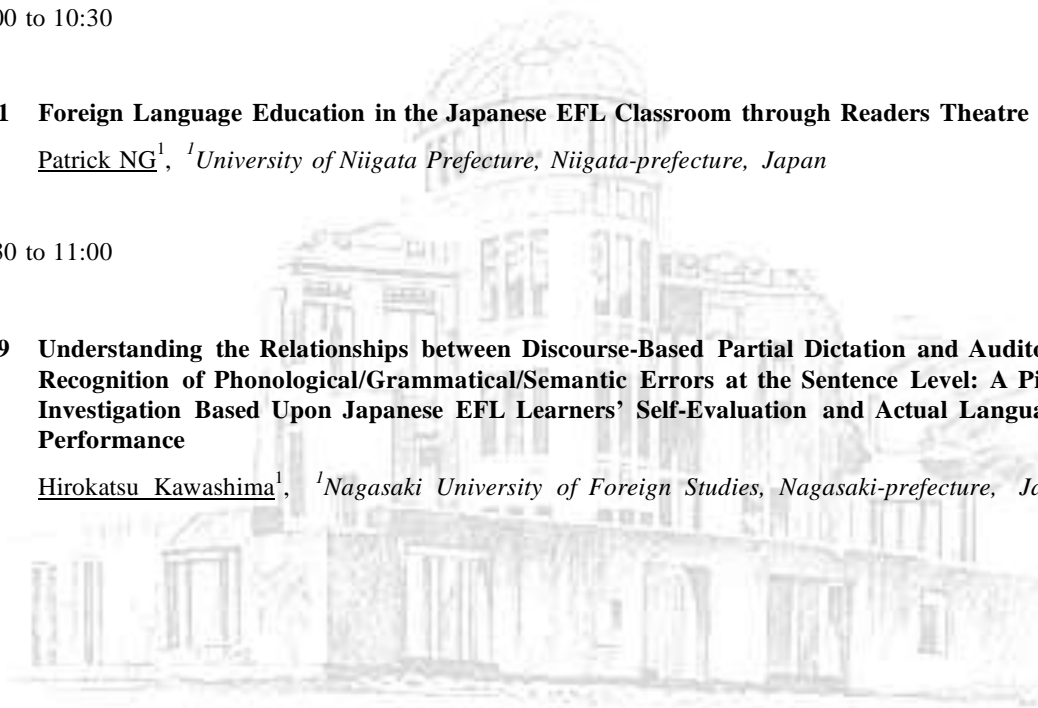
**0331 Foreign Language Education in the Japanese EFL Classroom through Readers Theatre**

Patrick NG<sup>1</sup>, <sup>1</sup>*University of Niigata Prefecture, Niigata-prefecture, Japan*

10:30 to 11:00

**0359 Understanding the Relationships between Discourse-Based Partial Dictation and Auditory Recognition of Phonological/Grammatical/Semantic Errors at the Sentence Level: A Pilot Investigation Based Upon Japanese EFL Learners' Self-Evaluation and Actual Language Performance**

Hirokatsu Kawashima<sup>1</sup>, <sup>1</sup>*Nagasaki University of Foreign Studies, Nagasaki-prefecture, Japan*



**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session A

09:30 to 11:00 Room Hakucho

***Interdisciplinary Issues in Education I***

0237, 0261, 0315

Session Moderators

Peter Simpson and Eiko Kawagoe

09:30 to 10:00

**0237 Living and Teaching in Ginowan City, Okinawa: Reconciling Anxiety, Anger and Solidarity Around Futenma Air Base**

Peter Simpson<sup>1</sup>, <sup>1</sup>*Okinawa International University, Okinawa-prefecture, Japan*

10:00 to 10:30

**0261 Main Problems for Tourists Who Become Sick Overseas**

Eiko Kawagoe<sup>1</sup>, <sup>1</sup>*Kobe College, Nishinomiya Hyogo-prefecture, Japan*

10:30 to 11:00

**0315 Ecological Footprints of Pre-service Teachers in Turkiye**

Berat Ahi<sup>1</sup>, Sibel Ozsoy<sup>2</sup>, <sup>1</sup>*Kastamonu University, Kastamonu, Turkey*, <sup>2</sup>*Aksaray University, Aksaray, Turkey*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session A

09:30 to 11:00 Room Takasago

***Going Higher and Further in Education***

0233, 0321, 0351

Session Moderators

Sabrina Mallon-Gerland and Daniel Bragg

09:30 to 10:00

**0233 The Internationalization of Curriculum in Asian Higher Education**

James Lassegard<sup>1</sup>, <sup>1</sup>*Hosei University, Tokyo, Japan*

10:00 to 10:30

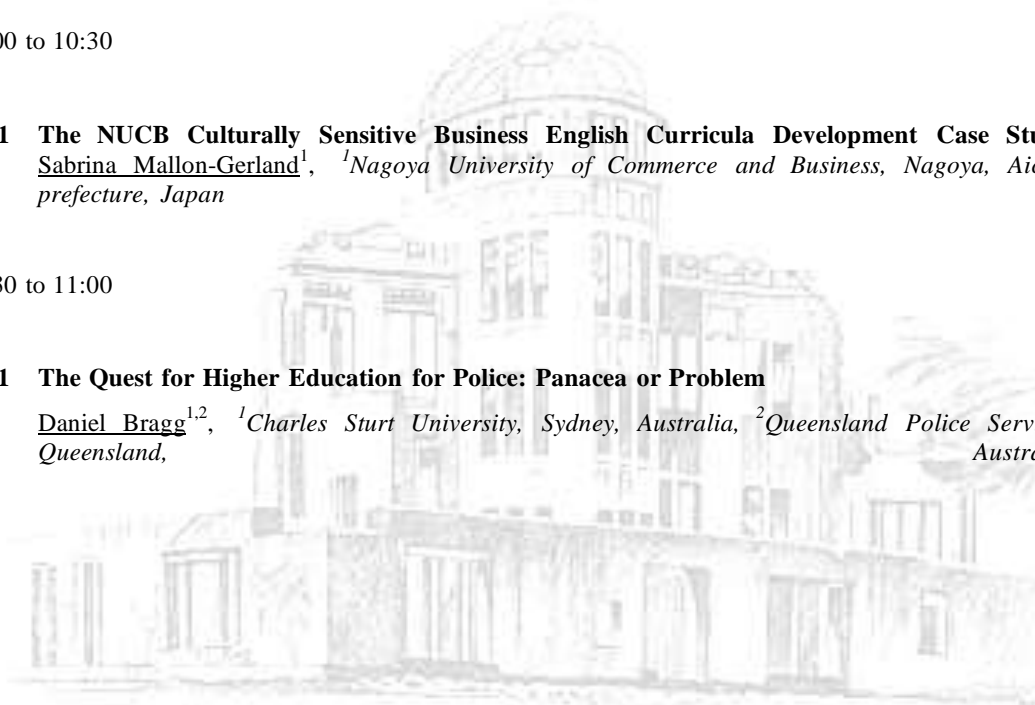
**0321 The NUCB Culturally Sensitive Business English Curricula Development Case Study**

Sabrina Mallon-Gerland<sup>1</sup>, <sup>1</sup>*Nagoya University of Commerce and Business, Nagoya, Aichi-prefecture, Japan*

10:30 to 11:00

**0351 The Quest for Higher Education for Police: Panacea or Problem**

Daniel Bragg<sup>1,2</sup>, <sup>1</sup>*Charles Sturt University, Sydney, Australia,* <sup>2</sup>*Queensland Police Service, Queensland, Australia*



**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session A

09:30 to 11:00 Kujaku

***Educational Technology and ICT I***

0295, 0296, 0297

Session Moderators

Passakorn Ruangrong and Thipprarat Sittiwong

09:30 to 10:00

**0295 Tablet PC: Thai Educational Media in the 21st Century**

Passakorn Ruangrong<sup>1</sup>, <sup>1</sup>*Naresuan University, Phisanulok, Thailand*

10:00 to 10:30

**0296 21st Century Teachers (Educational Technology vs. Thai Teachers in the 21st Century)**

Rujroad Kaew-urai<sup>1</sup>, <sup>1</sup>*Naresuan University, Phisanulok, Thailand*

10:30 to 11:00

**0297 Social Media vs. Thai Education**

Thipparat Sittiwong<sup>1</sup>, <sup>1</sup>*Naresuan University, Phisanulok, Thailand*



**COHDA 2014 Luncheon and Poster Session**

**11:20 to 12:45**

**Kujaku**

The hotel will begin setting tables at 11:00, so we kindly request that participants (other than poster presenters) remain outside of the Kujaku Hall area until 11:20 a.m.

Poster presenters may begin setting up easels from 11:00. We suggest setting up your presentation near the table where you will have your lunch.

**Luncheon Menu**

\*Two types of lunch will be served: Japanese and Vegetarian

\*\*Beverages served will be hot Japanese tea and ice water

*\*Japanese lunch may include fish, beef or chicken (no pork entrees will be served)*

*\*\* Coffee will be served during the mid-afternoon recess period*

Silverware will be provided for participants unable to use chopsticks.

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Poster Session Kujaku\***

**11:20 to 12:45**

Session Moderators

Michael Sasaoka and Gary Smith

*\*Posters presenters should begin setting up from 11:00*

0250, 0260, 0264, 0268,

0270, 0276, 0289, 0350, 0353

**0250 Handheld E-Readers as a Tool for Improving the Readability of Texts for Japanese-Language Dyslexic Readers**

Hanae Ikeshita-Yamazoe<sup>1,2</sup>, <sup>1</sup>*Ritsumeikan Global Innovation Research Organization, Ritsumeikan University, Kyoto, Kyoto, Japan,* <sup>2</sup>*Research Institute for Science and Engineering, Waseda University, Shinjuku, Tokyo, Japan*

**0260 A Longitudinal Study of Junior High School Teacher's Cognition, Attitude and Action toward "CO<sub>2</sub> Emission Reduction By Energy Conservation" in Hualien Area**

Chih-Hsiung Ku<sup>1</sup>, Chih-Wei Hsieh<sup>1</sup>, <sup>1</sup>*National Dong Hwa University, Hualien, Taiwan*

**0264 The Impacts of the Gratitude Experience through Internship on Students' Professional Identity and Career Choice: Taking the Students in the Social Work Department Practicing Their Internships in the Long-Term Care Agencies for Elderly as the Example.**

Ju-Huey Wen<sup>1,2</sup>, Shueh-Chin Ting<sup>2</sup>, <sup>1</sup>*Chia Nan University of Pharmacy & Sciences, Tainan city, Taiwan,* <sup>2</sup>*National University of Tainan, Tainan city, Taiwan*

**0268 The Relations between Father-Child Interactions and Children's Arithmetic Strategies**

Shu-Chuan Lee<sup>1</sup>, <sup>1</sup>*National University of Tainan, Tainan, Taiwan*

**0270 Development of a Stereoscopic Japanese Literacy Program for Dyslexic Children**

## **The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Hanae Ikeshita-Yamazoe<sup>1,2</sup>, Naoto Fukui<sup>3</sup>, Masutomo Miyao<sup>4</sup>, <sup>1</sup>*Ritsumeikan Global Innovation Research Organization, Ritsumeikan University, Kyoto, Kyoto, Japan,* <sup>2</sup>*Research Institute for Science and Engineering, Waseda University, Shinjuku, Tokyo, Japan,* <sup>3</sup>*Eleven Graphics, Inc., Meguro, Tokyo, Japan,* <sup>4</sup>*National Center for Child Health and Development, Setagaya, Tokyo, Japan*

### **0276 Mental Health among Rural Secondary School Adolescents**

Vijayakumar Thirukkovela<sup>1</sup>, Radhakishan Dhanalakota<sup>2</sup>, <sup>1</sup>*National Institute of Rural Development,, Rajendranagar, Hyderabad, Andhrapradesh, India,* <sup>2</sup>*College of Teacher Education, Warangal, Andhra Pradesh, India*



**Poster Session Kujaku (continued)**

**11:20 to 12:45**

Session Moderators

Michael Sasaoka and Gary Smith

**0289 Potential Predictors for Health-Related Quality of Life in Preschool Children with Cerebral Palsy**

Chen Chia-Ling<sup>1,2</sup>, Chung Chia-Ying<sup>1,3</sup>, Tsai Chih-Chien<sup>2</sup>, Liu Mei-Chun<sup>2</sup>, Liu I-shu<sup>2</sup>, Chen Hsieh-Ching<sup>4</sup>, Tang Simon Fuk-Tan<sup>1,3</sup>, <sup>1</sup>*Department of Physical Medicine and Rehabilitation, Chang Gung Memorial Hospital, Linkou, Taiwan,* <sup>2</sup>*Graduate Institute of Early Intervention, Chang Gung University, Linkou, Taiwan,* <sup>3</sup>*School of Medicine, College of Medicine, Chang Gung University, Linkou, Taiwan,* <sup>4</sup>*Department of Industrial Engineering & Management, National Taipei University of Technology, Taipei, Taiwan*

**0350 Making and Analyzing Advertisements: A Dynamic Linguistic Tool for Motivating Students**

Ruth Nkombalume<sup>1</sup>, <sup>1</sup>*Nanzan University, Nagoya, Aichi-prefecture, Japan*

**0353 Managing Talent through Systemic Action Research: A Case of Management Associates Program for Taiwanese Century-old Banking**

Hui-Ching Liu<sup>1</sup>, <sup>1</sup>*Fu Jen Catholic University, Taipei, Taiwan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Detailed Overview of Sessions (continued)**

**Monday, March 3, 2014**

**Oral Session B (90 minutes)**

**13:00 to 14:30**

Oral Session B

13:00 to 14:30 Chidori

***Curriculum, Research and Development***

0186, 0291, 0344

Session Moderators

Nicholas Lambert and Wichai Utsahajit

13:00 to 13:30

**0186 Proposals to Improve the Output of Saudi University Education in the Light of the Quality Standards and Accreditation Requirements - Future Vision**

Alhassan Almagidi<sup>1</sup>, <sup>1</sup>*King Khalid University, Abha Assir, Saudi Arabia*

13:30 to 14:00

**0291 A Comparative Study of Results from Grouping Students of the School of Human Resource Development (National Institute of Development Administration) According to Their Learning Styles and According to Their Own Preferences for Group Assignment in Class**

Wichai Utsahajit<sup>1</sup>, <sup>1</sup>*National Institute of Development Administration, Bangkok, Thailand*

14:00 to 14:30

**0344 English for Sport Instruction and Coaching: An Ongoing Research Report**

Nicholas Lambert<sup>1</sup>, <sup>1</sup>*Toyo University, Tokyo, Japan*

Sponsored by The PRESDA Foundation

17

[www.presdafoundation.org](http://www.presdafoundation.org)

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session B

13:00 to 14:30 Suehiro

***Educational Technology and ICT II***

0208, 0222, 0292

Session Moderators

Galiya Berdykulova and Sisca Rahmadonna

13:00 to 13:30

**0208 The Development of Student Working Book on the Subject Matter of Citizenship Education to Improve Student Learning Independence for Elementary School Students in Yogyakarta Special Province**

Suyantiningsih Abrizam<sup>1</sup>, <sup>1</sup>*Yogyakarta State University, Yogyakarta, Indonesia*

13:30 to 14:00

**0222 The Development of Multiple Intelligences Learning Model for Early Childhood in Special Province of Yogyakarta**

Sisca Rahmadonna<sup>1</sup>, Haryanto Haryanto<sup>1</sup>, Nur Cholimah<sup>1</sup>, <sup>1</sup>*Yogyakarta State University, Yogyakarta, Indonesia*

14:00 to 14:30

**0292 Educational Technology and ICT in Higher School of Kazakhstan**

Galiya Berdykulova<sup>1</sup>, Nurlan Berdykul<sup>1</sup>, <sup>1</sup>*IITU, Almaty, Almaty, Kazakhstan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session B

13:00 to 14:30 Takasako

***Education for Sustainable Development I***

0330, 0332, 0334

Session Moderators

Ling-Hsuan Hsieh and Mei-Chen Chang

13:00 to 13:30

**0330 Development and Planning of Energy-Saving and Carbon-Reduction Diversified Learning Environments for High School Students**

Ling-Hsuan Hsieh<sup>1</sup>, Mei-Chen Chang<sup>2</sup>, Yao-Ming Chu<sup>3</sup>, Tsuey-Ling Wu<sup>4</sup>, <sup>1</sup>*National Kaohsiung Normal University, Kaohsiung, Taiwan*, <sup>2</sup>*National Science and Technology Museum, Kaohsiung, Taiwan*, <sup>3</sup>*National Kaohsiung Normal University, Kaohsiung, Taiwan*, <sup>4</sup>*National Feng-Hsin Senior High School, Kaohsiung, Taiwan*

13:30 to 14:00

**0332 High School Student Participation and Engagement in Energy-Saving and Carbon-Reduction Service Learning Programs**

Mei-Chen Chang<sup>1</sup>, Tsuey-Ling Wu<sup>2</sup>, Yao-Ming Chu<sup>3</sup>, Tung-Chung Tsai<sup>4</sup>, <sup>1</sup>*National Science and Technology Museum, Kaohsiung, Taiwan*, <sup>2</sup>*National Feng-hsin Senior High School, Kaohsiung, Taiwan*, <sup>3</sup>*National Kaohsiung Normal University, Kaohsiung, Taiwan*, <sup>4</sup>*National Taitung University, Taitung, Taiwan*

14:00 to 14:30

**0334 Evaluating the Energy-Saving and Carbon-Reduction Attitudes and Learning Processes of High School Students**

Tung-Chung Tsai<sup>1</sup>, Mei-Chen Chang<sup>2</sup>, Yao-Ming Chu<sup>3</sup>, <sup>1</sup>*National Taitung University, Taitung, Taiwan*, <sup>2</sup>*National Science and Technology Museum, Kaohsiung, Taiwan*, <sup>3</sup>*National Kaohsiung Normal University, Kaohsiung, Taiwan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session B

13:00 to 14:30 Kujaku

***Special Education and Student Care***

0210, 0263, 0265

Session Moderators

Wen-Chih Tseng and Cheng-Yu Pan

13:00 to 13:30

**0210 Eliminate Suffering and Bring forth Joy: The Happiness Formula for Promoting Student Learning and Development**

Wen-Chih Tseng<sup>1</sup>, <sup>1</sup>*National Hsinchu University of Education, Hsinchu, Taiwan*

13:30 to 14:00

**0263 Teachers' Professional Identity: Perspectives from Special Education Needs Teachers in Taiwanese Vocational High Schools**

Cheng-Yu Pan<sup>1</sup>, Raija Pirttimaa<sup>1</sup>, <sup>1</sup>*Faculty of Education, University of Jyväskylä, Jyväskylä, Finland*

14:00 to 14:30

**0265 Education for Children with Special Needs (CWSN): Challenges and Opportunities**

Sonal Mobar<sup>1</sup>, Vijayakumar Thirukkovela<sup>1</sup>, <sup>1</sup>*National Institute of Rural Development, Hyderabad, Andhra Pradesh, India*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session B

13:00 to 14:30 Room Hakucho

***Teacher Education and Professional Development***

0229, 0273, 0316

Session Moderators

Jack Frawley and Matilda Mettälä

13:00 to 13:30

**0229 The Role of Emotion and Aesthetics in Workplace Learning - A Case Study of Introductory Courses at Tetra Pak**

Matilda Mettälä<sup>1</sup>, <sup>1</sup>*Education, Lund University, Lund, Sweden*

13:30 to 14:00

**0273 Probing Western Notions of Leadership: Perspectives from Asia and the Pacific**

Jack Frawley<sup>1</sup>, Kim Anh Dang Thi<sup>2</sup>, <sup>1</sup>*Australian Catholic University, Sydney, NSW, Australia,*  
<sup>2</sup>*Vietnam National University - Hanoi, Hanoi, Viet Nam*

14:00 to 14:30

**0316 Investigating Pre-service Teachers' Perceptions of Classroom Teacher Through Their Drawings**

Sibel Özsoy<sup>1</sup>, Hayriye Gül Kuruyer<sup>1</sup>, <sup>1</sup>*Aksaray University, Aksaray, Turkey*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**14:30 to 15:00**

**Recess**

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Overview of Sessions**

**Monday, March 3, 2014**

**Oral Session C (120 minutes)**

**15:00 to 17:00**

Oral Session C

15:00 to 17:00 Chidori

***Interdisciplinary Issues in Education II***

0218, 0355, 0357, 0358

Session Moderators

Bhagavathi Naidoo and Kanokon Rattanapon

15:00 to 15:30

**0218 Confirmatory Factor Analysis of Thai version of Achievement Goal Orientation Scale**  
Chanut Poondej<sup>1</sup>, Ravinder Koul<sup>2</sup>, <sup>1</sup>*Srinakharinwirot University, Bangkok, Thailand*, <sup>2</sup>*Penn State University, Pennsylvania, USA*

15:30 to 16:00

**0355 Managing the Benefits and Challenges offered by the Globalisation of Education to Accelerate the Development of the Dili Institute of Technology (Timor Leste)**

Bhagavathi Naidoo<sup>1</sup>, <sup>1</sup>*Dili Institute of Technology, Dili, Timor-Leste*

16:00 to 16:30



**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**0357 Taxation Learning Achievement of 3rd and 4th Year Students, Khon Kaen University International College by Using the Combinations of Traditional Lecturing and CLIL Learning Method Activity.**

Phaninee Naruetharadhol<sup>1</sup>, <sup>1</sup>*Khon Kaen University International College, Khon Kaen, Thailand*

16:30 to 17:00

**0358 Cooperative Learning Techniques and The Improvement of Students' English Writing Skill**

Kanokon Rattanapon<sup>1</sup>, <sup>1</sup>*Khon Kaen University International College, Khon Kaen, Thailand*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session C

15:00 to 17:00 Hakucho

***Perspectives in Human Development I***

0241, 0272, 0302, 0356

Session Moderators

Chin Joo Quek and Longanadhan D. Naidoo

15:00 to 15:30

**0241 Adult Education: Second Chance Academic Qualification or Skills Upgrading?**

Chin Joo Quek<sup>1</sup>, <sup>1</sup>*Nanyang Polytechnic, Singapore, Singapore*

15:30 to 16:00

**0272 Reconstruction Model Of Public Participation in Spatial Planning Policy To Ecological Justice**

Nita Triana<sup>1</sup>, Naqiyah Mukhtar<sup>1</sup>, <sup>1</sup>*STAIN Purwokerto, Purwokerto/Central Java, Indonesia*

16:00 to 16:30

**0302 "'the Other" in the Education": Comparative Study on Identity Education between China and Singapore**

Chi Ching Fung<sup>1</sup>, <sup>1</sup>*Hong Kong Policy Research Institute, Hong Kong, Hong Kong*

16:30 to 17:00

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**0356 Labour Broking: A South African Case Study**

Loganadhan D. Naidoo<sup>1</sup>, <sup>1</sup>*Mangosuthu University of Technology, KwaZulu-Natal, South Africa*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session C

15:00 to 17:00 Suehiro

***Education Measurement and Evaluation***

0245, 0283, 0335, 0345

Session Moderators

Kristy King Takagi and Shalini Gopalkrishnan

15:00 to 15:30

**0245 Employability Skills of Malaysian Vocational Education and Training (VET) Graduates**

Mohd Zuhdi Ibrahim Ahyat<sup>1</sup>, <sup>1</sup>*Universiti Kebangsaan Malaysia, Bangi Selangor, Malaysia*

15:30 to 16:00

**0283 Research on High-Stakes Testing, in Japan and Abroad**

Kristy King Takagi<sup>1</sup>, <sup>1</sup>*University of Fukui, Fukui-prefecture, Japan*

16:00 to 16:30

**0335 Improving Student Performance by Removing Psychological Barriers**

Shalini Gopalkrishnan<sup>1</sup>, <sup>1</sup>*Valencia College, Orlando Florida, USA*

16:30 to 17:00

**0345 Intercultural Sensitivity of Freshmen at Mahidol University International College**

John Chocce<sup>1</sup>, Patreeya Kitcharoen<sup>1</sup>, <sup>1</sup>*Mahidol University, Nakhonpathom, Thailand*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session C

15:00 to 17:00 Takasago

***Education for Sustainable Development II***

0213, 0247, 0333, 0352

Session Moderators

Chun-Wei Yeh and Barbara Pamphilon

15:00 to 15:30

**0213 Learning about Learning: Using the Experiential Learning Cycle with Women Smallholder Farmers**

Barbara Pamphilon<sup>1</sup>, Katja Mikhailovich<sup>1</sup>, <sup>1</sup>*University of Canberra, ACT, Australia*

15:30 to 16:00

**0247 The Key Points of Multiple Intelligences Development for Elementary School Students in the Children Social Welfare Institute**

Chun-Wei Yeh<sup>1</sup>, Chen-Wan Chang<sup>2</sup>, <sup>1</sup>*Tung-Nan University, New Taipei City, Taiwan*, <sup>2</sup>*Central Region Children's Home, Taichung City, Taiwan*

16:00 to 16:30

**0333 The Design and Effects of Energy-Saving and Carbon-Reduction Service Learning Activities for High School Students**

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Yao-Ming Chu<sup>1</sup>, Tung-Chung Tsai<sup>2</sup>, Mei-Chen Chang<sup>3</sup>, <sup>1</sup>*National Kaohsiung Normal University, Kaohsiung, Taiwan*, <sup>2</sup>*National Taitung University, Taitung, Taiwan*, <sup>3</sup>*National Science and Technology Museum, Kaohsiung, Taiwan*

16:30 to 17:00

**0352 Capacity Building of School Management Committees for Sustainable Development of Education**

Lakshmi sunita Burra<sup>1</sup>, Vijayakumar Thirukkovela<sup>2</sup>, <sup>1</sup>*Pratham Education Foundation, Hyderabad, India*, <sup>2</sup>*Natioinal Institute of Rural Development, Hyderabad, India*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session C

15:00 to 17:00 Kujaku

***The Asian Silver Tsunami***

0164, 0254, 0300

Session Moderators

Achara Suksamran and Paulina Neisch

15:00 to 15:30

**0164 Psychological Abuse of the Elderly in Thailand**

Achara Suksamran<sup>1</sup>, <sup>1</sup>*Prachomklao College of Nursing Phetchaburi, Phetchaburi, Thailand*

15:30 to 16:00

**0254 Life In Circles: An Exploratory Study on the Speech Patterns of Geriatrics Residing in Manila**

Kate Ashlyn Dayag<sup>1,2</sup>, <sup>1</sup>*Far Eastern University, Manila, The Philippines*, <sup>2</sup>*University of the Philippines Diliman, Quezon City, The Philippines*

16:00 to 16:30

**0300 Cultural Aspects of Senior Housing**

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Paulina Neisch<sup>1,2</sup>, <sup>1</sup>*Nagoya University, Nagoya, Aichi-prefecture, Japan,* <sup>2</sup>*LAVUE-CRH, Paris, France*



**DAY 2: SESSION OVERVIEW**

**Tuesday, March 4, 2014**

**Oral Session D (120 minutes)**

**09:30 to 11:30**

Oral Session D

09:30 to 11:30 Takasago

***Perspectives in Human Development II***

0249, 0280, 0326, 0327

Session Moderators

Sophie Wang and Wen-Bing Gau

09:30 to 10:00

**0249 Is Social Capital Eroded by China's Rapid Urbanization? - A Case Study on Indigenous Villagers in the Urban Fringe of Beijing**

Sophie Wang<sup>1</sup>, Lei Zhang<sup>1</sup>, Li Yu<sup>1</sup>, <sup>1</sup>*Central University of Finance and Economics, Beijing, China*

10:00 to 10:30

**0280 The Roles of Muslim Women in Achieving the Millennium Development Goals (MDG'S) on the Basis of Mosque in Malang Indonesia**

## **The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Naqiyah Naqiyah<sup>1</sup>, Nita Triana<sup>1</sup>, <sup>1</sup>*The State Institute of Islamic Studies (STAIN Purwokerto), Purwokerto, Central Java, Indonesia*

10:30 to 11:00

### **0326 The Essential Core Competencies of Local Health Security Fund Committees for Self-Health Care Management in Phrae Province, Thailand**

Siriporn Phuntulee<sup>1</sup>, Bongkochmas Ek-Iem<sup>2</sup>, <sup>1</sup>*Maejo University, Chiang Mai, Thailand*, <sup>2</sup>*Maejo University, Chiang Mai, Thailand*

11:00 to 11:30

### **0327 Leadership for Senior Citizens' Communities of Practice**

Wen-Bing Gau<sup>1</sup>, <sup>1</sup>*National Chung Cheng University, Chia-Yi, Taiwan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session D

09:30 to 11:30 Chidori

***Innovative Learning Environments***

0217, 0246, 0303

Session Moderators

Thanita Lerdpornkulrat and Wang-Kun Chen

09:30 to 10:00

**0217 The influence of Motivational Goal Orientation and Classroom Learning Environment on Perceived Responsibility for Learning**

Thanita Lerdpornkulrat<sup>1</sup>, Ravinder Koul<sup>2</sup>, <sup>1</sup>*Srinakharinwirot University, Bangkok, Thailand,*  
<sup>2</sup>*Penn State University, Pennsylvania, USA*

10:00 to 10:30

**0246 Annyeong Teacher: Communication Styles Employed by Teachers in an On-Line ESL Distance Learning and its Influence to Self-Disclosure and Attachment to Korean Students.**

Reyjane Calicdan<sup>1</sup>, <sup>1</sup>*University of the Philippines, National Capital Region, The Philippines,*  
<sup>2</sup>*Centro Escolar University, National Capital Region, The Philippines*

10:30 to 11:00

**0303 An Information-Technology Applied Education Model with Interactive Response systems**

Wang-Kun Chen<sup>1</sup>, <sup>1</sup>*Jinwen University of Science and Technology, New Taipei, Taiwan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session D

09:30 to 11:30 Suehiro

***Healthcare and Sex Education***

0179, 0193, 0329, 0360

Session Moderators

Norman Mudor and Tu Nguyen

09:30 to 10:00

**0179 The Effect of an Oral Hygiene Instruction Intervention Program on Plaque Control by Dental Nurse Students, Sirindhorn College of Public Health, Yala**

Adhhiyah Mudor<sup>1</sup>, <sup>1</sup>*Sirindhorn College of Public Health, Yala, Thailand*

10:00 to 10:30

**0193 Antipsychotic Associated Priapism: A Case Report in Yala Hospital, Thailand**

Norman Mudor<sup>1</sup>, <sup>1</sup>*Yala Hospital, Yala, Thailand*

10:30 to 11:00

**0329 Antioxidant and Anticancer Activities of Lactobacillus Rhamnosus PN04**

Tu Nguyen<sup>1</sup>, Dao Nguyen<sup>1</sup>, Vinh Doan<sup>1</sup>, Huu Nguyen<sup>1</sup>, <sup>1</sup>*School of Biotechnology, Ho Chi*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

*Minh City International University, National University, Ho Chi Minh City, Viet Nam*

11:00 to 11:30

**0360 The Process of Burmese Transborder Labour's Health Management in Chiang Mai Province, Thailand**

Wattana Wanitchanont<sup>1</sup>, Apichart Traisaeng<sup>1</sup>, <sup>1</sup>*Maejo University, Chiang Mai, Thailand*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Oral Session D

09:30 to 11:30 Kujaku

***Migration and Identity***

0209, 0235, 0259, 0266

Session Moderators

Ratthasirin Wangkanond and John Lowe

09:30 to 10:00

**0209 Colorblind Talks: How Taiwanese People from the Mainstream Group View Others**

YihYeh Pan<sup>1</sup>, <sup>1</sup>*Akita International University, Akita-prefecture, Japan*

10:00 to 10:30

**0235 The Implementation of Thailand Political Development Plan for Strengthening the People**

Ratthasirin Wangkanond<sup>1</sup>, <sup>1</sup>*Mahidol University, Nakhonpathom, Thailand*

10:30 to 11:00

**0259 Reflexive Transformations of Identity: International Students in a Chinese University**

John Lowe<sup>1</sup>, Mei Tian<sup>2</sup>, <sup>1</sup>*University of Nottingham Ningbo, Ningbo, China*, <sup>2</sup>*Xi'an Jiao Tong University, Xi'an, China*

11:00 to 11:30

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**0266 From International Student to Migrant Skilled-Worker: Research Agendas and the Development of Our Explanatory Capacity**

Zhen Li<sup>2</sup>, John Lowe<sup>1</sup>, <sup>1</sup>*University of Nottingham Ningbo, Ningbo, China,* <sup>2</sup>*University of Nottingham, Nottingham, UK*

**Light Refreshments in Suehiro and Virtual Sessions**

**11:30 to 12:45**

**Virtual Session I**

**Takasago**

11:30 to 12:45

0199, 0212, 0220, 0225

**0199 Asking the Right Questions to Get the Right Results**

Christian Rogers<sup>0</sup>, <sup>1</sup>*Indiana University-Purdue University Indianapolis, Indianapolis, IN, USA*

**0212 Motivations for Entrance, Career Cycles and Job Satisfaction of ESL teachers in Korea**

Akli Hadid<sup>1</sup>, <sup>1</sup>*Academy of Korean Studies, Seongnam, Republic of Korea*

**0220 Scope and Aims of Intellectual Capital Management and Reporting in Universities**

**Towards a Sustainable Education for the 21<sup>st</sup> Century**

Konstantinos Kalemis<sup>1,2</sup>, Anna Kostarelou<sup>1</sup>, <sup>1</sup>*National Centre for Local Government and Public Administration, Athens, Attiki, Greece*, <sup>2</sup>*National and Kapodistrian University of Athens, Athens, Attiki, Greece*

**0225 Sexuality Education for K-12 Students: Coordination among Schools, Teachers, Parents, and Students**

Luis Miguel Dos Santos<sup>1</sup>, <sup>1</sup>*City University of Macau, Macau, Macao*

**Virtual Session II**

**Hakucho**

11:30 to 12:45

0198, 0227, 0255, 0271

**0198 Testing Communication Abilities**

Staci-Anne Ali<sup>1</sup>, <sup>1</sup>*Aichi University-Toyohashi, Toyohashi City, Aichi-prefecture, Japan*

**0227 How can Community Services Experience Promote Community Health Knowledge to Pre-Service Medical Doctors and Medical Students**

Hofai Lo<sup>1</sup>, Luis Miguel Dos Santos<sup>1</sup>, <sup>1</sup>*Open University of United Kingdom, Milton Keynes, UK*,  
<sup>2</sup>*City University of Macau, Macau, Macao*



**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**0255 Rethinking Professional Skill Development in Competitive Corporate World:  
Accelerating Time-to-Expertise of Employees at Workplace**

Raman K. Attri<sup>1</sup>, <sup>1</sup>*KLA-Tencor, Singapore, Singapore*

**0271 Reliability and Validation of the Motor Developmental Scale for Preschool Children in  
Taiwan**

Chen Chia-Ling<sup>1,2</sup>, Wang Chia-Chi<sup>2</sup>, Chung Chia-Ying<sup>1</sup>, Liu Wen-Yu<sup>4</sup>, Hong Wei-Hsien<sup>5</sup>, Wu  
Katie PH<sup>1,3</sup>, Wong Alice May-Kuen<sup>1,4</sup>, <sup>1</sup>*Department of Physical Medicine and Rehabilitation,  
Chang Gung Memorial Hospital, Taiwan, Taiwan,* <sup>2</sup>*Graduate Institute of Early Intervention,  
Chang Gung University, Taiwan, Taiwan,* <sup>3</sup>*School of Medicine, College of Medicine, Chang  
Gung University, Taiwan, Taiwan,* <sup>4</sup>*Department of Physical Therapy, Chang Gung University,  
Taiwan, Taiwan,* <sup>5</sup>*Department of Sports Medicine, China Medical University, Taiwan, Taiwan*

**The 2<sup>nd</sup> Conference on Education and Human Development in Asia**

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

**Virtual Session III**

**Chidori**

11:30 to 12:45

0194, 0279, 0282, 0293, 0317

- 0194 The folksonomic use of technology to scaffold autonomous learning in a hybrid international "South East Asian Literature" class: empowering our technology-savvy students**

Agus Santoso<sup>1</sup>, <sup>1</sup>*Universitas Pelita Harapan, Lippo Village - Tangerang, Indonesia*

- 0279 Future of Sri Lankan Entrepreneurial Graduates**

H.M.T.S. Herath<sup>1</sup>, Sunethrani Amaratunge<sup>1</sup>, <sup>1</sup>*Department of Commerce and Management, University of Kelaniya, Kelaniya, Western Province, Sri Lanka*

- 0282 Developing a Positive Researcher Character among Postgraduates through a Change in a Postgraduate Course**

Khazriyati Salehuddin<sup>1</sup>, Radha Nambiar<sup>1</sup>, Noraini Ibrahim<sup>1</sup>, <sup>1</sup>*Universiti Kebangsaan Malaysia, UKM Bangi, Selangor, Malaysia*

- 0293 The Self Negotiation**

Rogério Londero Boeira<sup>1</sup>, <sup>1</sup>*Cultman Education, Rio de Janeiro, RJ, Brazil*

- 0317 The Meinong Police Station in Taiwan: an iconic symbol of power and authority for over a century**

Min-Chia Young<sup>1</sup>, <sup>1</sup>*Shu-Te University, Kaohsiung, Taiwan*

**12:45 to 13:00**

**COHDA 2014**

**Closing Remarks in Suehiro**

**COHDA 2014**  
**Presenter Index**

<b>Presenter Name (Institution)</b>	<b>Paper</b>	<b>Page</b>
<i>Abrizam, Suyantiningasih (Yogyakarta State University)</i>	<b>0208</b>	<b>13</b>
<i>Ali, Staci-Anne (Aichi University-Toyohashi)</i>	<b>0198</b>	<b>26</b>
<i>Almagidi, Alhassan (King Khalid University)</i>	<b>0186</b>	<b>12</b>
<i>Attri, Raman K. (KLA-Tencor)</i>	<b>0255</b>	<b>26</b>
<i>Berdykulova, Galiya (IITU)</i>	<b>0292</b>	<b>13</b>
<i>Bohlinger, Sandra (Osnabrueck University)</i>	<b>0204</b>	<b>5</b>
<i>Bragg, Daniel (Charles Sturt University)</i>	<b>0351</b>	<b>8</b>
<i>Burra, Lakshmi sunita (Pratham Education Foundation)</i>	<b>0352</b>	<b>20</b>
<i>Calicdan, Reyjane (University of the Philippines)</i>	<b>0246</b>	<b>23</b>
<i>Chang, Mei-Chen (National Science and Technology Museum)</i>	<b>0334</b>	<b>14</b>
<i>Chen, Wang-Kun (Jinwen University of Science and Technology)</i>	<b>0303</b>	<b>23</b>
<i>Chia-Chi, Wang (Chang Gung University)</i>	<b>0271</b>	<b>26</b>
<i>Chia-Ling, Chen (Chang Gung Memorial Hospital)</i>	<b>0289</b>	<b>11</b>
<i>Chocce, John (Mahidol University)</i>	<b>0345</b>	<b>19</b>
<i>Christian Rogers (Indiana University-Purdue University Indianapolis)</i>	<b>0199</b>	<b>26</b>
<i>Chu, Yao-Ming (National Kaohsiung Normal University)</i>	<b>0333</b>	<b>20</b>
<i>Dayag, Kate Ashlyn (Far Eastern University)</i>	<b>0254</b>	<b>21</b>
<i>Dos Santos, Luis Miguel (City University of Macau)</i>	<b>0225</b>	<b>26</b>
<i>Frawley, Jack (Australian Catholic University)</i>	<b>0273</b>	<b>16</b>
<i>Fung, Chi Ching (Hong Kong Policy Research Institute)</i>	<b>0302</b>	<b>18</b>
<i>Gau, Wen-Bing (National Chung Cheng University)</i>	<b>0327</b>	<b>22</b>
<i>Gopalkrishnan, Shalini (Valencia College)</i>	<b>0335</b>	<b>19</b>
<i>Gow Pettey, Janice (University of San Francisco)</i>	<b>0320</b>	<b>5</b>
<i>Hadid, Akli (Academy of Korean Studies)</i>	<b>0212</b>	<b>26</b>
<i>Herath, Tishani Shereen (University of Kelaniya)</i>	<b>0279</b>	<b>27</b>
<i>Hsieh, Ling-Hsuan (National Kaohsiung Normal University)</i>	<b>0330</b>	<b>14</b>
<i>Ibrahim Ahyat, Mohd Zuhdi (Universiti Kebangsaan Malaysia)</i>	<b>0245</b>	<b>19</b>
<i>Ikeshita-Yamazoe, Hanae (Ritsumeikan Global Innovation Research Organization, Ritsumeikan University)</i>	<b>0270</b>	<b>10</b>
<i>Kaew-urai, Rujroad (Naresuan University)</i>	<b>0296</b>	<b>9</b>

<i>Kalemis, Konstantinos (Nat'l Centre for Local Government and Public Admin)</i>	<b>0220</b>	<b>26</b>
<i>Kawagoe, Eiko (Kobe College)</i>	<b>0261</b>	<b>7</b>
<i>Kawashima, Hirokatsu (Nagasaki University of Foreign Studies)</i>	<b>0359</b>	<b>6</b>
<i>King Takagi, Kristy (University of Fukui)</i>	<b>0283</b>	<b>19</b>
<i>Ku, Chih-Hsiung (National Dong Hwa University)</i>	<b>0260</b>	<b>10</b>
<i>Kuruyer, Hayriye Gül (Aksaray University)</i>	<b>0316</b>	<b>16</b>
<i>Lambert, Nicholas (Toyo University)</i>	<b>0344</b>	<b>12</b>
<i>Lassegard, James (Hosei University)</i>	<b>0233</b>	<b>8</b>
<i>Lee, Shu-Chuan (National University Of Tainan)</i>	<b>0268</b>	<b>10</b>
<i>Lerdpornkulrat, Thanita (Srinakharinwirot University)</i>	<b>0217</b>	<b>23</b>
<i>Li, Zhen (University of Nottingham)</i>	<b>0266</b>	<b>25</b>
<i>liu, Hui-Ching (Fu Jen Catholic University)</i>	<b>0353</b>	<b>11</b>
<i>Lo, Hofai (Open University of United Kingdom)</i>	<b>0227</b>	<b>26</b>
<i>Londero Boeira, Rogério (Cultman Education)</i>	<b>0293</b>	<b>27</b>
<i>Lowe, John (University of Nottingham Ningbo)</i>	<b>0259</b>	<b>25</b>
<i>Mallon-Gerland, Sabrina (Nagoya University of Commerce and Business)</i>	<b>0321</b>	<b>8</b>
<i>Mettälä, Matilda (Education, Lund University)</i>	<b>0229</b>	<b>16</b>
<i>Mudor, Adhhiyah (Sirindhorn College Of Public Health)</i>	<b>0179</b>	<b>24</b>
<i>Mudor, Norman (Yala Hospital)</i>	<b>0193</b>	<b>24</b>
<i>Muensa, Wijarinee (Mae Fah Luang University)</i>	<b>0288</b>	<b>6</b>
<i>Naidoo, Bhagavathi (Dili Institute of Technology)</i>	<b>0355</b>	<b>17</b>
<i>Naidoo, Loganadhan (Mangosuthu University of Technology)</i>	<b>0356</b>	<b>18</b>
<i>Naqiyah, Naqiyah (The State Institute of Islamic Studies (STAIN Purwokerto)</i>	<b>0280</b>	<b>22</b>
<i>Naruetharadhol, Phaninee (Khon Kaen University International College)</i>	<b>0357</b>	<b>17</b>
<i>Neisch, Paulina (Nagoya University)</i>	<b>0300</b>	<b>21</b>
<i>NG, Patrick (University of Niigata Prefecture)</i>	<b>0331</b>	<b>6</b>
<i>Nguyen, Tu (Hochiminh City International University)</i>	<b>0329</b>	<b>24</b>
<i>Nkombalume, Ruth (Nanzan Uiversity)</i>	<b>0350</b>	<b>11</b>
<i>Ozsoy, Sibel (Aksaray University)</i>	<b>0315</b>	<b>7</b>
<i>Pamphilon, Barbara (University of Canberra)</i>	<b>0213</b>	<b>20</b>
<i>Pan, Cheng-Yu (Faculty of Education, University of Jyväskylä)</i>	<b>0263</b>	<b>15</b>
<i>Pan, YihYeh (Akita International University)</i>	<b>0209</b>	<b>25</b>
<i>Phuntulee, Siriporn (Maejo University)</i>	<b>0326</b>	<b>22</b>
<i>Poondej, Chanut (Srinakharinwirot University)</i>	<b>0218</b>	<b>17</b>

<i>Quek, Chin Joo (Nanyang Polytechnici)</i>	<b>0241</b>	<b>18</b>
<i>Rahmadonna, Sisca (Yogyakarta State University)</i>	<b>0222</b>	<b>13</b>
<i>Rattanapon, Kanokon (Khon Kaen University International College)</i>	<b>0358</b>	<b>17</b>
<i>Ruangrong, Passakorn (Naresuan University)</i>	<b>0295</b>	<b>9</b>
<i>Salehuddin, Khazriyati (Universiti Kebangsaan Malaysia)</i>	<b>0282</b>	<b>27</b>
<i>Santoso, Agus (Universitas Pelita Harapan)</i>	<b>0194</b>	<b>27</b>
<i>Simpson, Peter (Okinawa International University)</i>	<b>0237</b>	<b>7</b>
<i>Simsek, Ali (Anadolu University)</i>	<b>0215</b>	<b>5</b>
<i>Sittiwong, Thipparat (Naresuan University)</i>	<b>0297</b>	<b>9</b>
<i>Suksamran, Achara (Prachomklao College of Nursing Phetchaburi)</i>	<b>0164</b>	<b>21</b>
<i>Thirukkovela, Vijayakumar (National Institute of Rural Development)</i>	<b>0276</b>	<b>10</b>
<i>Thirukkovela, Vijayakumar (National Institute of Rural Development)</i>	<b>0265</b>	<b>15</b>
<i>Triana, Nita (STAIN Purwokerto)</i>	<b>0272</b>	<b>18</b>
<i>Tseng, Wen-Chih (National Hsinchu University of Education)</i>	<b>0210</b>	<b>15</b>
<i>Utsahajit, Wichai (National Institute of Development Administration)</i>	<b>0291</b>	<b>12</b>
<i>Wang, Sophie (Central University of Finance and Economics)</i>	<b>0249</b>	<b>22</b>
<i>Wangkanond, Ratthasirin (Mahidol University)</i>	<b>0235</b>	<b>25</b>
<i>Wanitchanont, Wattana (Maejo University)</i>	<b>0360</b>	<b>24</b>
<i>Wen, Ju-Huey (Chia Nan University of Pharmacy &amp; Sciences)</i>	<b>0264</b>	<b>10</b>
<i>Wu, Tsuey-Ling (National Feng-hsin Senior High School)</i>	<b>0332</b>	<b>14</b>
<i>Yeh, Chun-Wei (Tung-Nan University)</i>	<b>0247</b>	<b>20</b>
<i>Young, Min-Chia (Shu-Te University)</i>	<b>0317</b>	<b>27</b>

COHDA 2014

Presenter Abstracts Section



# Abstracts for Oral Presentations

## 0164 Psychological Abuse of the Elderly in Thailand

Achara Suksamran, *Prachomklao College of Nursing Phetchaburi, Phetchaburi, Thailand*

Elder mistreatment has been a serious social problem that adversely impacts the health and well-being of older adults worldwide. In Thailand (TH), the prevalence of psychological abuse (PA) had been estimated to be anywhere from 11.2-70.3%. Surprisingly, the prevalence rates of PA found in Western countries were much lower than those reported in TH and other Asian countries. The prevalence was puzzling given the emphasis on cultural factors such as respect and filial piety in most Asian cultures. They suggested that the conceptualization of PA in Asia may not be culturally sensitive. The ambiguity in conceptualizing and measuring PA might contribute to the high rates of PA found among Thai populations. The objectives of this study were to develop and validate a culturally sensitive conceptual definition of PA of the elderly in TH. This study employed Walker & Avant's (2005) method of concept analysis and validation of the findings from concept analysis. The study was divided into two phases. Phase I was a Concept Analysis approach and Phase II was the validation of the conceptual definition of PA. The major findings revealed major attributes and components of the concept. The conceptual definition of PA of Thai elderly reached a consensus on its representative of the attributes and its relevance to Thai culture. All constructed cases of PA of Thai elders were clear and representative of the problem. The findings suggested that prevalence of PA in TH might be inflated by the influences of Thai cultural values and norms.

## 0179 The Effect of an Oral Hygiene Instruction Intervention Program on Plaque Control by Dental Nurse Students, Sirindhorn College of Public Health, Yala

Adhhiyah Mudor, *Sirindhorn College of Public Health, Yala, Thailand*

**Objective:** To investigate the effect of an oral hygiene instruction intervention program by comparing plaque index score before and after oral health instruction.

**Methodology:** The samples were 255 patients who had received dental hygiene instruction from dental nurse students. Plaque index scores were recorded for each patient. First, a patient's teeth were stained with a disclosing agent. The patient underwent an oral hygiene instruction immediately after the first recording.

**Results:** The majority of patients were female (54.1 %) and aged in the range 5-14 years old (54.6 %). Paired t-test was used to analyze differences in the plaque index scores before and after getting instruction. We found that the plaque index scores were significantly lower after instruction ( $p$ -value < 0.001). Anova was used to analyze

The PRESDA Foundation

2

21 Yohachiiri, Tokushige, Kitanagoya  
City, Aichi, 481-0038 Japan

ISSN 2188-3432

differences in mean of the plaque index scores compare with age. The patients aged between 10-14 years old have lower plaque index scores after instruction significantly more than other groups (p-value < 0.05).

**Conclusion:** We found that the plaque index scores were significantly lower than before getting oral hygiene instruction. We concluded that oral hygiene instruction can lead to the efficient control of dental plaque accumulation in most patients.



### **0186 Proposals to Improve the Output of Saudi University Education in the Light of the Quality Standards and Accreditation Requirements - Future Vision**

Alhassan Almagidi, King Khalid University, Abha Assir, Saudi Arabia

The study aims to submit proposals to improve the quality of the outputs of the Saudi university education in the light of the quality standards and accreditation requirements.

The study provided a vision for improving the quality of university education in the light of the Saudi quality standards and accreditation requirements including:

1. The formation of a committee that includes in its membership representatives of institutions of higher education, training and employment devices and private sector representatives to review the needs of universities mother and new universities.
2. Similar formation of a committee to review the contract to the Ministry of Higher Education aims to increase faculty members in various disciplines in the new universities.
3. Encourage faculty members at universities mother like what you 're doing new universities of settlement faculty members, and clocks allowance increase, scarcity allowance for faculty members and contractors Saudis.
4. To attract and retain faculty of the highest caliber and varied through:

§ salaries and allowances are encouraging and competitive help in choosing the best increases incentive and long-term contracts in foreign demand with counseling services. Reduced teaching load to encourage scientific research. Allow faculty members to work outside the university. Increase investment in training and development of faculty members. Proposals to improve the output of Saudi university education in the light of the quality standards and accreditation requirements - "Future Vision"

---

### **0193 Antipsychotic Associated Priapism: A Case Report in Yala Hospital, Thailand**

Norman Mudor, Yala Hospital, Yala, Thailand

**Introduction:** Priapism is a prolonged and unwanted erection of the penis. It's not related to sexual stimulation. Priapism is defined as an erection lasting greater than 4 hours. It is grouped into three types: ischemic (low flow), non-ischemic (high flow), and stuttering priapism. Priapism has an incidence of 1.5 per 100,000 persons per year and can occur in all age groups from the new born to elderly. Idiopathic cases of priapism are the most frequent; it can be found 50-60 % of cases. The others are from hematological disorder and use of medication such as anti-depressants, anti- psychotics and anti- hypertensives drug.

**Case report:** A 24 year-old Thai male, was complaining about 17-hour prolonged erection with persistent pain and difficulty to avoid. He developed prolonged erections followed with three antipsychotics drug, trifluoperazine, trazodone and ACA. Physical examination, laboratory examination supported the diagnosis of low flow priapism. Intracavernous aspiration and irrigation with normal saline was immediately performed, but detumescence not

achieved. Then intracavernosal phenylephrine injection was done. The symptoms subsided after this procedure. Erectile dysfunction was not found after three weeks follow up.

**Keywords:**

Priapism,

Prolong

Erection

**0204 Change, Continuity and Diversity: Perspectives on Borrowing and Lending Education Policy**

Sandra Bohlinger, *Osnabrueck University, Osnabrueck, Germany*

Shaping education policy by comparing and contrasting education systems across countries and continents is one of the oldest and most controversial issues in comparative education. Mostly, such investigations are based upon quantitative studies and tend to neglect the system's environment and history. This applies particularly to adult and vocational education where the notion of 'system' is either inadequate or refers to parts of the system only.

Against this background, this paper critically reflects on historical developments and changes, epistemological positions and methodological approaches to policy borrowing, lending and learning and the risk of cherry picking rather than understanding the nature of 'the other' education system and its elements. The purpose of this paper is to contribute to the discourse on shaping educational policy transfer that by focusing on the aspect of respecting countries' cultures, histories, labour market and educational structures.

The paper is based on a critical cross-country review of current and past policy transfer approaches between the 1950 and 2010s ranging from cases of imposed educational transfer to educational practices under constraint to conscious educational borrowing (based on e.g. the Yearbook of Education, Comparative Education or Compare and reports of international stakeholders).

It contributes to the discourse on shaping modes and models of education policy transfer and an improved understanding of policy borrowing, policy lending and policy learning with a particular focus on adult and vocational education.

**0208 The Development of Student Working Book on the Subject Matter of Citizenship Education to Improve Student Learning Independence for Elementary School Students in Yogyakarta Special Province**  
Suyantiningsih, M.Ed., *Yogyakarta State University, Yogyakarta, Indonesia*

The research aims to develop student working sheet on citizenship education for elementary school students in order to improve students' learning independent in Yogyakarta Special Province. Specifically, the purposes of this research are: (1) producing student working book as an instructional media of citizenship education to improve students' learning independent for elementary school students; (2) validating product through preliminary field testing, main product revision, main field testing, operational product revision, and final product revision; (3) socialising student working book by conducting training for elementary school teachers in Yogyakarta Special Province; (4) measuring the level of student learning independent toward the use of student working book for students in elementary school on citizenship education learning process.

The approach which is used in this research is Research and Development (R & D). The subjects are teachers and students of grade 4 elementary school in Yogyakarta that is selected by purposive sampling. The technique of data

collection is using questionnaire, observation, interview, and documentation study, supported with focus group discussion (FGD), and also logbook. Data is analysed using quantitative descriptive and qualitative.

The targeted result in this research is: (1) model of student working book as an instructional media for elementary school students to improve the level of students learning independent is produced; (2) students working book is socialised through teachers training scheme; (3) the level of student learning independent is measured after using student working book on the subject matter of citizenship education.

Keywords: Student Working Book, Student Learning Independent, Citizenship Education

# DEVELOPING THE STUDENT WORKBOOK OF CIVIC EDUCATION TO IMPROVE THE LEARNING INDEPENDENCE LEVEL OF ELEMENTARY SCHOOL STUDENTS IN *DAERAH ISTIMEWA YOGYAKARTA* (DIY)

**Suyantiningsih**

Department of Curriculum and Educational Technology  
State University of Yogyakarta  
yanti.abrizam@gmail.com

## ABSTRACT

This research aims at developing the student workbook of civic education to improve the learning independence level of elementary school students in Yogyakarta. Specifically, this research has some purposes, they are; (1) arranging a student workbook as the learning media for civic education to improve the learning independence level of elementary school students; (2) conducting validity test through preliminary field-test, main product revision, main field-test, operational product revision, operational field-test, and final product revision; (3) socializing the first-year student workbook to the elementary school teachers in Yogyakarta through the training; (4) measuring the learning independence level of the students after using the student workbook of civic education.

This research belongs to a Research and Development research. The subjects are the teachers and students of 4th grade of elementary schools in Yogyakarta who were chosen by using the purposive sampling. The data collection used questionnaire, observation, interviews, and documentation study supported by focus group discussion (FGD) and also the logbook. The data were analyzed through the quantitative and qualitative-descriptive methods. The subjects of the research came from 3 elementary schools in 3 regencies of Yogyakarta.

There are some results targeted in this research, they are; (1) arranged student workbook model as the learning media for civic education to improve the learning independence level of elementary school students; (2) socialized student workbook on the second year to the elementary school teachers in Yogyakarta; (3) measured learning independence level after using the student workbook of civic education.

**Keywords:** Student Workbook, Learning Independence Level, Civic Education, Elementary School

## 1 INTRODUCTION

The student worksheet as known as LKS is a classic model of learning media for students that is dominantly help the students on learning and understanding the materials and also doing the exercises. Student worksheet is also a tool to educate the students to be independent learners. There are some similarities found in some student worksheets. However, the student worksheet itself is trying to help the students to do the exercise by using some steps which are made by the question maker.

Recently, there are many facts indicated the ineffective usage of the student worksheet in order to improve students' learning independence level. Empirically, there is no demand of work and the user guide in using the worksheet. Nowadays, the existing student worksheets are not indicated to be suited to the basic principles of arranging the student worksheet as the learning media for students. Most of them only consist of materials fragments to answer the questions. It was clearly irrelevant and needs some correction to formulate a relevant student worksheet according to its basic principles to be a better student workbook.

Based on the problems above, this research aims at developing student workbook of civic education to improve the learning independence level of elementary school students. The existence of the student workbook is essential and required as it is the only materials source used by schools.

Besides, the level of learning independence is the main and essential media to be given to the students in order to prepare them to the higher education level.

## **2 STUDENT WORKBOOK FOR LEARNING**

Student Worksheet as known as LKS is one of teaching materials used by the students as guidance in learning. As it was proposed by Tian Belawati (2009: 12), teaching materials are any materials which are arranged systematically either written or not, so that it will create a suitable environment or situation for students to learn. In concordance with the statement above, Paulina Panen (2003) states that teaching materials are information, tools, and texts needed by teachers or instructors to plan and analyze the implementation of learning process. From those explanations, it can be concluded that teaching materials are materials arranged systematically to show a whole figure of competencies that will be mastered in the learning process.

The teaching materials referred in this research are the materials which are packed in the form of student workbook which consists of materials and evaluations completed by a series of instructions and guidance to make the learning process easier and to lead the students to improve the level of learning independence.

Andi Prutowo (2012: 26) states that the functions of the teaching materials are main media in learning process, tools to arrange and supervises students' process in getting information, and also supporting media for individual and group leaning.

In concordance to the statement above, a student workbook is a workbook designed in many ways to be the learning materials that support and help the learning process of civic education and to lead elementary school students to improve the level of learning independence.

## **3 STUDENTS' INDEPENDENCE LEVEL**

The term of independent learning often gives an impression of a misunderstanding of its concept to most of Indonesian people. Basically, independent learning is not learning individually but realizing that learning is a need not a necessity.

An independent learner does not mean that she/he should comprehend anything, any knowledge and any concept but willing to learn and know many things. For example, they have activity such as using media, discussing with other people, or other activities which can improve self quality and start from self motivating to know something.

The opinion above is also reinforced by Syarif Hidayat (2009) in his paper. He states that independent learning has more orientation on the learners to have their freedoms and big responsibilities to control their own learning process. In the same paper, it explains that independent learning consists of many forms of teaching learning condition, where the teachers and students do the tasks and responsibilities differently one to another and communicate in many ways.

According to the explanation above, it can be concluded that principally, independent learning gives freedoms to the learners to control their own learning process based on their needs or situation and condition existed on themselves. The success of learning will be very depended on the ability of learning independently. To realize the independent learning, every side has to be involved on the process to help the learner to be a responsible independent learner.

## **4 CIVIC EDUCATION SUBJECT IN ELEMENTARY SCHOOL**

Education in Indonesia is expected to be able to prepare students to be citizens who have a strong commitment and consistent to defend the country. A strong commitment and consistency to the national principles and spirits in the social, national, and state living which are based on the

*Pancasila* and National Constitution of Indonesia have to be transmitted continuously to give deep understanding about Unitary State of the Republic of Indonesia. Historically, Indonesia is a Unitary State which is in form of Republic (Depdiknas, 2006: 270)

In the future, Indonesia is not expected to implement the authoritative government system which gags the citizens' rights to implement the democracy principles in the social, national, and state living. Democratic living in daily life in family, school, social, government, and non-government organizations environment are have to be identified, started, internalized, and implemented in order to achieve the glory of Indonesia (Depdiknas, 2006: 271).

Related to the points explained above, school has a very important role and responsibility in preparing the citizens to have a strong commitment and consistency to defend the country. Effort that can be done is by conducting an education program which gives many skills through civic education to be a good citizen.

## **5 THE RELEVANCES BETWEEN STUDENT WORKBOOK AND CIVIC EDUCATION SUBJECT**

Civic education is often normative and difficult to be applied in daily life. In fact, this subject is a very important subject in order to build the characters and morale of Indonesian citizens. Considering the importance of this subject to solve the problems faced by Indonesian citizens, so that there is a need to implant the consciousness from the elementary school level. The purpose of this subject is to give the following competencies, there are:

- a. Thinking critically, rationally, and creatively, in responding the issues of civic
- b. Participating excellently and responsibly, and Acting smartly in social, national, and state activities.
- c. Developing positively and democratically to form ourselves based on the characteristics of Indonesian citizens in order to live together with other nations.
- d. Interacting with other nations in the world directly or indirectly by utilizing the information and communication technology.

The student workbook is one of the alternatives offered to be used to solve those problems and educate the students to be independent learners. Learning independence level will appear through the consciousness of how important the learning and self motivation are.

The student workbook that is developed in this research was made by considering the characteristics of elementary school students as the subject of user and being suited to the applied curriculum and also adding the relevant and contextual teaching materials that are still in the corridor of the curriculum accompanied by supporting tools in the form of the effective worksheets and anything that can build the independence of the students.

Besides, the developed student workbook was referred to the concept of independent learning because of forming the students to be independent learners is very significant and needed to be started earlier. There are some concepts that are used to form the independent learners, they are:

1. There are some choices of teaching materials that are suitable to the needs of the participants in various forms.
2. The arrangement of elastic learning time, considering the conditions of each learner.
3. The advancement of learning that is controlled by many sides to be implemented to the learners whenever they are ready.
4. The chosen location of learning by the learners themselves.
5. The conducted diagnosis to the initial abilities and needs and also remediation if those abilities were not sufficient or exception if the abilities had been mastered.
6. The evaluation of learning results in many ways such as, mastering, portfolio making, etc.
7. The choices of forms of teaching and learning process that are suitable to the conditions and characteristics of learners or subjects.

By referring to the concept of independent learning, the students are expected to be independent learners who are responsible to both themselves and their surrounding environment.

## **6 RESULTS AND DISCUSSIONS**

### **6.1 Results**

This research was designed for 2 years. In order to implement the whole of the research and achieve the desired research objectives, this research used a general approach, that is Research and Development (R&D) which adopted the development model of Borg and Gall (1989: 784 – 785) version. The use of R&D in this research was caused by the purpose of this research that is developing student workbook. The main procedure of this research is: a) analyzing the developed product, b) developing the beginning product, c) expert validation, d) field experiment, and e) final product revision.

This research was started by the preliminary research and data collection needed to develop the product (literature review, class observation). The next step was developing product that will be socialized and disseminated later about the importance of student workbook to form the independence level of the students.

The subject of this research was 9 schools. 3 schools are from Yogyakarta Regency, 3 are from Sleman Regency, and the last 3 schools are from Bantul Regency. Those schools represented the state elementary schools with their categories as schools located on the villages or cities. Respondents from each school involved the 4<sup>th</sup> grade teachers and students. The subject of this research was also involving a materials expert and a learning media expert. The sample taking technique was done by using the purposive sampling.

The data collection in this research was using many techniques. They are, questionnaire, observation, interview, and documentation study based on the activity steps in the research. For data analysis, it was using quantitative and qualitative data analysis methods. For product validity test would be conducted by materials expert or learning media expert. Later, it would be experimented to the user to know the level of understanding and ability in using the developed product. The used analysis method was quantitative-descriptive.

The achievement indicator for the first-year was the realization of student workbook that was validated by media and materials expert.

### **6.2 Discussions**

The preliminary study of this research was conducted in 9 schools in 3 regencies / cities in Yogyakarta. The preliminary study aimed at investigating the student workbook used all the time and the use of student workbook in the learning process. Instruments that were used in the preliminary study were interview, observation and documentation guide. The preliminary study included the learning tools, the used student workbook, the pattern of usage of student workbook in the learning process, the ways of learning of the students, and the access of the students in using various supporting learning sources.

The result of the preliminary study in 9 schools showed that there was a similarity in pattern of using the student worksheet in the learning process. The curriculum that was used by the schools was the 2006 curriculum, where the approach used was the subject for the 4<sup>th</sup> grader. The documents of curriculum that were available at schools included syllabuses and lesson plans. However, the lesson plans were only the completion of the documents of curriculum.

The target of this research is producing a student workbook that is more than a paper to answer the questions like in common workbook. It is like a module of independent learning unit



which is suitable to the documents of curriculum of civic education. This student workbook were developed according to the theme which is integrating learning materials where the instructions and guidance of the way of thinking and questions are available in an easily accessible unit that is not published everywhere yet. From the result of materials validation conducted by the materials expert, generally, it was known that every scoring component was feasible enough to be continued to the experiment stage.

Based on the scoring from the media and material experts, the researcher team made some revisions to the student workbook that was developed, so that the student workbook would be ready to be experimented to the targeted subjects on the second year.

Although the scores are in the range of “very good”, the material experts gave a written suggestion as the correction to the student workbook developed by the researcher before it will be experimented on the field. The material experts gave some revisions to add the user guide for the teachers because the teachers as the facilitators have also to know the process of using the student workbook when it was integrated to the learning process.

The other suggestions were related to the reinforcement through the stories (folk/legend) also short information about culture and cultures variety. Here is the illustration of the change in the form of stories/fairytales and the reinforcement on this student workbook. While the illustration above is related to the addition of the stories to enrich the knowledge or understanding about the cultures variety of Indonesia on the real context which can help the students to apply the attitude of honouring and appreciating the culture variety of other friends

## 7 CONCLUSIONS

According to the conducted research and the results of the resulted development research, there are some conclusions. They are: 1) all of the stages of the research on the first year had been successfully conducted based on the arranged development research design; 2) the student workbook for the 4<sup>th</sup> grade students of elementary school had been arranged and developed to improve the level of learning independence of the students. The student workbook had been validated and stated to be feasible for using with the very good criteria on every scoring process (validity test conducted by materials and media experts); 3) according to all of the stages of developing process until the validation of the student workbook, the developed student workbook were ready to be used on the experimental stage on the second year.

## REFERENCES

- [1] Andi Pratowo, (2012), *Panduan Kreatif membuat bahan ajar inovatif*, Diva Press Yogyakarta.
- [2] Badan Standar Nasional Pendidikan, (2006), *Standar Kompetensi dan Kompetensi Dasar*, Jakarta.
- [3] Walter R. Borg, Meredith D. Gall, (1989), *Educational Research: An Introduction* (8th Edition), 784-785, Longman, New York.
- [4] Departemen Pendidikan Nasional, (2006), *Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 tentang Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta.
- [5] Departemen Pendidikan Nasional, (2006), *Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*, Jakarta.
- [6] Paulina Panen, (2003), *Penulisan bahan ajar; pusat antar universitas untuk peningkatan dan pengembangan aktivitas instruksional*, Jakarta.
- [7] Syarif Hidayat, (2009), *Pengembangan Model Pembelajaran*, Downloaded from: [http://repository.upi.edu/operator/upload/d\\_pls\\_057230\\_chapter2.pdf](http://repository.upi.edu/operator/upload/d_pls_057230_chapter2.pdf). Accessed on March 10<sup>th</sup>, 2013.
- [8] Tian belawati, (2009), *Pengembangan Bahan Ajar*, Jakarta.