EURASIA CONFERENCES

Book of Abstracts

13th World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

NOVEMBER 16-17, 2026

BANGKOK, THAILAND

Hosting Organization:
Eurasia Conferences, 124 City Road, London, EC1V 2NX.



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November 16-17, 2026 | Bangkok, Thailand

BOOK OF ABSTRACTS

Abstracts of the 13th World Conference on Arts, Humanities, Social Sciences and Education

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ABOUT EURASIA CONFERENCES

Established in 2022, Eurasia Conferences has rapidly gained recognition for organizing high-quality conferences across a diverse range of fields including science, technology, social sciences, humanities, business and economics, life sciences, medicine, and healthcare. Our mission is to drive progress and innovation through dialogue and collaboration among professionals worldwide.

Since our inception, we have successfully hosted over 50 conferences, providing platforms for scholars, researchers, professionals, and students to exchange knowledge and cultivate new ideas. Our events are strategically designed to foster networking, stimulate in-depth discussions, and facilitate the sharing of cutting-edge research and practical solutions to address contemporary challenges.

At Eurasia Conferences, we are dedicated to delivering an exceptional conference experience, with a focus on inclusivity and the broad dissemination of knowledge. Participants at our events become part of a community committed to making a positive impact on global society. We invite you to join us at our conferences, where we continually strive for excellence in promoting academic and professional development.

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SCIENTIFIC PROGRAM

08:45-08:50 @
Introduction and Welcome Note
Venue: Ambassador Hotel Bangkok, Garden 1

NOVEMBER 16, 2026

Keynote Sessions

08:50-09:35	**Title: Radical Art Making as a Process for Building Global Citizenship** **Prof. Steve Willis,** Missouri State University, USA **Prof. Allan Richards,** University of Kentucky, USA
09:35-10:05	**Title: Beauty as Information and the Base of Musical Meaning** **Prof. Konstantin Zenkin,** Tchaikovsky Moscow Conservatory, Russia
10:05-10:30	**Title: First Impressions Matter: A Scopus Editor's Guide to Overcoming Desk Rejection** **Assoc. Prof. Supakorn Phoocharoensil**, Language Institute Thammasat University, Bangkok, Thailand

Group Photo & Tea and Refreshments Break 10:30-11:00

11:00-11:30	**Title: Online Targeted Feedback and Explicit Instruction to Improve L2 Spanish Pronunciation for In-Person Classrooms** **Dr. Benjamin Schmeiser,** Illinois State University, USA

Sessions Chair: Prof. Steve Willis, Missouri State University, USA
Sessions Co-Chair: Prof. Allan Richards, University of Kentucky, USA

Speaker Sessions

11:30- 11:50	**Title: Environmental Sustainability Orientation and Organisational Resilience of SMEs: Institutional Quality as a Boundary Condition** **Dr. Hernan 'Banjo' Roxas,** School of Management, University of Technology Sydney, Sydney, Australia
11:50- 12:10	**Title: A Study of Transgender and Gender Non-Binary Health Guided by Identity Behavior Theory** **Dr. Jack D. Simons,** Department of Counseling, Mercy University, USA

12:10- 12:30	**Title: Competing for Graduate Talent in China's Lower-Tier Cities: Urban Livability and Student Satisfaction in Zhanjiang** **Dr. Timothy Scott,** Assumption University, Bangkok, Thailand

Lunch Break 12:30-13:30

13:30-13:50	**Title: Redevelopment of Housing Societies: Its Impact on Sustainability and the Livelihood of Inhabitants** **Dr. Vaibhav Ashar,** KES Shroff College of Arts and Commerce, Affiliated to Mumbai University, India
13:50-14:10	**Title: Migration and Globalisation: Interlinked Dynamics of Human Mobility in an Interconnected World: An Empirical and Analytical Review** **Dr. Mahesh Bhimrao Lavate,** KES Shroff College of Arts and Commerce, Affiliated to Mumbai University, India
14:10- 14:30	**Title: Reframing the Adult Learner Journey: Student Experience, Teaching Delivery, and System Coherence in Higher Education** **Jason Chiam,** SR Nathan School of Human Development, Singapore University of Social Sciences, Singapore
14:30-14:50	**Title: Legal Enforceability of Arrears of Maintenance Under Muslim Family Law in Bangladesh** **Prof. Dr. Syeda Afroza Zerin,** Dean, School of Arts and Social Sciences, Uttara University, Bangladesh **Mohammad Fahad Murshed Nahiyan,** Legal Researcher, Independent University Bangladesh (IUB) Bangladesh
14:50-15:10	**Title: Inclusive Ageing in Thailand: Leveraging Sufficiency Economy Philosophy and Active Ageing as a Roadmap for Local Governance** **Dr. Wanna Prayukvong,** Mahidol University, Thailand
15:10-15:30	**Title: Kirdomicism Philosophy a Case Illustration in a Corporate Setting** **Dr. Yanyong Thammatucharee,** Founder of Ananta Wellness Chiang Mai, Thailand

Tea and Refreshments Break 15:30-15:50

15:50-16:05	**Title: Is Limiting Students' Screen Time Enough? Why Purpose and Digital Literacy Matter** **Khin Sabai Naing,** Ph.D. in Educational Administration and Leadership from Assumption University, Thailand

16:05-16:20	**Title: How do students put the Declaration on the Use of Generative Artificial Intelligence into practice?** **Eric Kergosien and Celine Matuszak,** Geriico Lab, University of Lille, Lille, France
16:20-16:35	**Title: Strengthening quality assurance through educational leadership, monitoring, and evaluation in Myanmar's alternative higher education institutions** **Saw Hse Nay Moo,** Graduate School of Human Sciences, Assumption University of Thailand, Bangkok, Thailand
16:35-16:50	**Title: Circassian Culture at the Intersection of Religion and Custom: The Socio-Cultural Practices of a Community of Caucasian Origin in Türkiye in Light of the Prophetic Sunnah** **Dr. Arif Gezer,** Çankırı Karatekin University, Faculty of Islamic Studies, Department of Fundamental Islamic Sciences, Çankırı, Turkey

Poster Session @ 16:50-17:10

Poster-1	**Title: Classroom Action Research to Strengthen Critical Seminar Learning in Doctoral Health Sciences: Findings from Two PAOR Cycles** **Dr. Nopparat Songserm,** Ubon Ratchathani Rajabhat University, Ubon Ratchathani, Thailand
Poster-2	**Title: Pubertal Critical Periods: The Role of ERβ-Mediated Signaling in Adult Female Neurological and Psychiatric Vulnerability** **Ms. Tinna Kingphakorn,** Independent Student Researcher, Mahidol University International Demonstration School, Salaya, Nakhon Pathom, Thailand

Certificate Ceremony, Group Photo and Closing Note 17:10-17:30

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KEYNOTE PRESENTATIONS

https://doi.org/10.62422/978-93-47569-01-2-001

Radical Art Making as a Process for Building Global Citizenship





Allan Richards
University of Kentucky Lexington, KY, USA
Steve Willis
Missouri State University Springfield, MO, USA

This presentation focuses on radical artmaking and project-based learning as a pedagogical process for building the knowledge and skills students need to succeed in the global community. These knowledge and skills include, but are not limited to, creative thinking, creative problem solving, multicultural and multilingual education, and small and large group collaboration. Excerpts from the book, Global Consciousness through the Arts: A Passport for Students and Teachers (3rd Ed.), and Critical Conversations About Decolonizing the Legacy of White Supremacy in Art Education will be interspersed throughout the presentation to enhance critical thought, conceptual development, and collaborative processes during the art-making process.

The background of designing this radical artmaking and project-based learning pedagogy is to raise the consciousness of students about issues that will affect them as they navigate the local, regional, national, and global communities. We can educate students through the arts to be citizens who can collaborate with others who are different from them, and create a 21st-century renaissance where all people enjoy peace, equality, justice, and freedom. To achieve this, the arts must be at the center of the school curriculum, we would argue, will require radical artmaking and project-based learning, along with current events pedagogy to convince stakeholders of the importance of the arts in preparing students to succeed in the 21st Century.

Biography:

Dr. Allan G. Richards, a native of Jamaica, earned postgraduate degrees in Mexico and the United States. Before joining the faculty at the University of Kentucky, he taught art, mathematics, biology, and agricultural science at the K–12, undergraduate, and graduate levels. Having lived, worked, studied, conducted research, taught in, and visited more than 35 countries, Dr. Richards brings a global perspective that informs his scholarship and pedagogy in art education. His current scholarship emphasizes the role of art education in decolonizing the legacy of White supremacy, advancing human rights, and fostering global consciousness for a more equitable and sustainable democratic society.

Steve Willis is an educator, artist, and spiritualist. He taught art in public schools for 23 years before joining the faculty at Missouri State University where he is a Professor of Art Education. He has published in national and international journals, book chapters, and a variety of books. His recent books include (2026) with Richards, A. Critical Conversations About Decolonizing the Legacy of White Supremacy in Art Education; (2023) with Richards, A. Global Consciousness through the Arts: A Passport for Students and Teachers 3rd ed., (2023) The Hocq'reila Experience; KDP Publishing, and (2023) Chrysalis: Teaching with Love. KDP Publishing. He creates images concerning spirituality - see http://night4hawk.wixsite.com/stevewillis.

https://doi.org/10.62422/978-93-47569-01-2-002

Beauty as Information and the Base of Musical Meaning



Konstantin Zenkin
Department of Foreign Music, Tchaikovsky Moscow Conservatory, Moscow, Russia.

The aim is to identify the base of musical meaning, proceeding from an understanding of beauty as a universal invariant of art. Starting from Confucius's idea ("beauty is present in everything, but not everyone is given the ability to see it"), we consider beauty as a kind of information. Synthesizing the ideas of Plato (on the divine origin of beauty), Kant (on disinterestedness in the contemplation of the beautiful), and Nietzsche ("beauty is a promise of happiness"), we propose a definition of beauty as information about humanity's kinship with the world and its creator(s).

This information affects not only the intellect, but the whole human being, including physical and emotional nature.

The initial aspect is the beauty of the material, which is partially organized in style, which constitutes the informational field for the creation of texts. The central aspect is form as an integral system for organizing semantic elements. The principle of art is that every element of form carries semantic information, specified in relation to a given text and thereby multiplied.

The goal-oriented aspect is the beauty of meaning. Abstracting from any extra-musical connotations, and following I. Stravinsky, we adopt as the base of musical meaning proper the formation of the moment of the present. This is philosophical task, presupposing further basic things: past, present, future, eternity. Thus, we arrive through music at an understanding of concrete forms of our kinship with the universe, with time, and with eternity.

Biography:

Born 1958, Moscow, Doctor of Art Research (1996), Professor of the Tchaikovsky Moscow Conservatory (since 1990), since 2009 – also Vice Rector for research activities. Author of the books: «Chopin's Piano Miniature» (1995), «Piano Miniature and Ways of Musical Romanticism» (1997; 2nd ed. - 2019), «Music – Eidos – Time. A.F. Losev and scope of contemporary discipline of music» (2015, in English transl. - 2018), and articles; read lectures as invited professor in the universities of Philadelphia, Hong Kong, Leuven, Belgrade etc. The main research fields: 19th – 20th century European music, piano performing, philosophy and aesthetics of music.

https://doi.org/10.62422/978-93-47569-01-2-003

First Impressions Matter: A Scopus Editor's Guide to Overcoming Desk Rejection



Supakorn Phoocharoensil[1]
[1]Language Institute Thammasat University, Bangkok, Thailand

The primary challenge in the scholarly publication process often lies not within the technical peer-review phase, but in successfully navigating the initial editorial screening. Desk rejection remains a significant barrier for many researchers, frequently resulting from misaligned presentation or structural deficiencies rather than a deficiency in the research quality itself. This session provides an authoritative perspective from a Scopus-indexed journal editor, illuminating the critical criteria utilized during the preliminary evaluation of manuscripts. By identifying common institutional and stylistic inconsistencies that lead to immediate disqualification, the presentation offers strategic insights into strengthening submissions for maximum impact. Participants will explore sophisticated techniques for refining manuscript architecture, optimizing abstracts for Scopus indexing, and ensuring that the research scope aligns precisely with editorial expectations. Ultimately, this talk empowers authors to master the requirements of professional first impressions, significantly enhancing the probability of a manuscript advancing from the editorial desk to formal peer review.

Biography:

Supakorn Phoocharoensil is an Associate Professor of English and currently holds the position of Director at the Language Institute, Thammasat University in Bangkok, Thailand. He also serves as the Editor-in-Chief of LEARN Journal: Language Education and Acquisition Research Network, a SCOPUS-indexed publication. His main research areas include Second Language Acquisition, Corpus Linguistics, and the study of English collocations and synonymy.

https://doi.org/10.62422/978-93-47569-01-2-004

Online Targeted Feedback and Explicit Instruction to Improve L2 Spanish Pronunciation for In-Person Classrooms



Benjamin Schmeiser
Department of Languages, Literatures, and Cultures, Illinois State University, Normal, Illinois, USA

Though a large body of work exists on improved language pronunciation with online learning, the tendency is to focus on exclusively online, remote, or hybrid classes. The current study treats how to incorporate online learning as a tool in in-person classroom. Additionally, it considers the effects of online learning on pronunciation improvement, which has traditionally been understudied, for native speakers of English in Spanish courses.

Bajorek (2017: 38) has noted that Duolingo provided rudimentary binary feedback, Babbel provided binary feedback with more explicit support, and Rosette Stone also provided binary feedback, but included waveforms and pitch contours. Bajorek goes on to recommend both targeted feedback, explicit instruction, and visual displays should be used as part of working with apps like these. The current study builds on her work (and her recommendations) by considering the use of targeted feedback, explicit instruction, and visual displays and YouTube as part of online learning instruction in a traditional classroom.

By utilizing targeted feedback, explicit instruction, and visual display (in form of spectrographic analysis in Audacity), the positive outcome will be two-fold; first, the student will grasp a given concept better and second, the student will improve his/her participation by moving beyond binary feedback to not only targeted feedback, but also seeing his/her own pronunciation in the visual display. The result is improved knowledge and pronunciation. Initial findings suggest that this improved pronunciation (along with improved understanding of the studied concept) is an advantage of this approach.

Biography:

Benjamin Schmeiser is Professor of Spanish at Illinois State University. He is an award-winning educator with over thirty years of experience teaching Spanish at the university level. His research concentrates primarily on Spanish linguistics. He has published in, and served as an invited reviewer for, premier journals, conferences, and publishers. In addition, he has either taught, conducted field work, presented and/or published his research in the United States, Belgium, Brazil, Canada, China, England, Finland, Greece, Guatemala, Japan, Poland, Portugal, Spain, and Thailand, where he was also a keynote speaker. Finally, he is the author of Las variedades del mundo hispano.

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SPEAKER PRESENTATIONS

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Environmental Sustainability Orientation and Organisational Resilience of SMEs: Institutional Quality as a Boundary Condition



Hernan 'Banjo' Roxas
School of Management, University of Technology Sydney, Sydney, Australia

SMEs in emerging economies often operate in environments characterised by institutional weaknesses, regulatory uncertainty, and limited external support. This study examines whether Environmental Sustainability Orientation (ESO) enhances Organisational Resilience (OR) and whether this relationship depends on Institutional Quality (IQ). Drawing on institutional theory and institutional entrepreneurship, this study posits that sustainability-oriented SMEs may exercise greater organisational agency by developing internal capabilities that compensate for weak institutional environments. The study uses survey data from approximately 400 SMEs in the Philippines. Structural modelling is employed to examine the direct relationship between ESO and OR and the moderating role of IQ. The findings show that ESO is positively associated with OR, indicating that environmental sustainability orientation can serve as a strategic mechanism for coping with disruption and uncertainty. This relationship is significantly stronger under low institutional quality. When institutional quality is relatively acceptable, the ESO–OR relationship becomes weak or neutral. These findings suggest that sustainability-oriented SMEs become more resilient precisely when they cannot rely on effective institutions. The study extends institutional entrepreneurship theory by demonstrating how firm-level sustainability orientation can represent organisational agency, enabling SMEs to compensate for institutional deficiencies and enhance their capacity to survive and adapt.

Keywords: Environmental Sustainability Orientation; Organisational Resilience; Institutional Quality; Institutional Entrepreneurship; SMEs; Organisational Agency; Philippines

Biography:

Banjo Roxas is a business academic and researcher specialising in organisational strategy, sustainability, resilience, and emerging technologies. His research examines SMEs, institutional environments, organisational capabilities, and Generative AI. He teaches management and strategy and contributes to higher education through innovative assessment design, academic leadership, research, and engagement with industry and professional communities.

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A Study of Transgender and Gender Non-Binary Health Guided by Identity Behavior Theory



Jack D. Simons[1,2]
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[2]Department of Psychology, Charles University, Prague, Czechia

Proposed legislation to limit the rights of gender minority youth, an increasing number of transgender females being murdered, and a belief that gender is only binary call for more study of transgender and gender non-binary (TNB) individuals' health identity and behaviors. This qualitative study utilized a directed form of content analysis guided by identity behavior theory (IBT) to explore the antecedents of health behaviors among a sample of TNB individuals at different phases of gender identity development. The aim was to identify if, and how, attitudes toward TNB health, TNB health identity, and TNB resilience were related to healthy behaviors (coping) of TNB individuals. Thirty-four TNB people located throughout the United States participated in life story interviews. Interviews were transcribed verbatim, and data analysis was performed. Living a healthy was important, but barriers were often reported. In support of IBT, attitudes, identity, and resilience were all relevant to TNB health. Further understanding of how these factors relate to each other may support development and use of evidence-based interventions by scholars, educators, and helping professionals to improve well-being among TNB individuals.

Biography:

Dr. Jack Simons is an Educational Psychologist and Associate Professor of School Counseling in the School of Social and Behavioral Sciences at Mercy University in New York. He is also affiliated with the Department of Psychology at Charles University in Prague. He is an award-winning researcher who is most well-known for work on LGBT advocacy, identity behavior theory, and artificial intelligence. He leads the Transgender Resilience Project and explores the interplay between identity and behavior that characterizes well-being and competence. His work has been widely recognized by organizations such as the American Counseling Association and the Mediterranean Region Counselor Association.

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Competing for Graduate Talent in China's Lower-Tier Cities: Urban Livability and Student Satisfaction in Zhanjiang



Dr. Timothy Scott
Assumption University of Thailand, Bangkok, Thailand

China's lower-tier cities seek graduates for development but struggle to match first-tier employment prospects and incentives. Research links urban satisfaction to city desirability and settlement intentions, making local students a key recruitment target. A scoping review of 38 China-focused studies found reliance on government records and major-city analyses, with limited direct evidence from graduating students in lower-tier cities. This study assessed satisfaction with Zhanjiang's urban environment using a pilot-tested questionnaire informed by ten review themes. Nonprobability recruitment through university WeChat groups yielded 5,306 fourth-year respondents from all three public undergraduate universities (28.54% response rate); wave ANOVAs found no significant differences across response periods. Structural equation modeling (SEM) specified a second-order urban livability factor (appearance, green spaces, ambiance), with amenities and service quality (transport, healthcare) and personal engagement (community participation) as separate latent predictors. Multi-group SEM compared loadings and structural constraints across gender, university, major, and residential proximity. The model showed satisfactory approximate fit (CFI = .970, TLI = .963, RMSEA = .046, SRMR = .0278), explaining 75.3% of satisfaction variance. Urban livability (β = .500) and amenities and service quality (β = .429) were positively associated with satisfaction (both $p < .001$), while personal engagement had a negligible negative association ($\beta = -.043$, $p = .020$). Constrained models showed minimal fit deterioration ($\Delta CFI \leq .001$), not identical effects. Zhanjiang could rank student priorities, audit transit and healthcare gaps, pilot service improvements, promote verified strengths, and monitor graduate destinations. Retention was not modeled.

Keywords: amenities and service quality, multi-group structural equation modeling, student satisfaction, urban livability, urban policy

Biography:

Dr. Timothy Scott is an internationally recognized scholar and full-time lecturer at Assumption University of Thailand, where he teaches master's and doctoral students in educational leadership, curriculum development, and educational technology. He holds a Ph.D. in Educational Administration and Leadership, specializing in the critical analysis of educational policy, curriculum, and institutional design, particularly in higher education. His scholarly contributions draw on qualitative, quantitative, and mixed-methods research to examine educational systems, institutional effectiveness, and reform opportunities. His work seeks to improve educational experiences, institutional practices, and policy decisions at the micro, mezzo, and macro levels.

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Redevelopment of Housing Societies: Its Impact on Sustainability and the Livelihood of Inhabitants



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Kes Shroff college of arts and commerce (Empowered Autonomus)
Affiliated to University of Mumbai,
Mumbai, Maharashtra, India,
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India's cities are sitting on a lot of housing stock that is just old. As land prices climb and the government sweetens the deal with additional Floor Space Index (FSI) and Transfer of Development Rights (TDR), redevelopment has become the default way that the ageing stock gets renewed in the larger cities. The main argument to make is about safety and modern fittings and putting precious urban land to better use. What is less often asked is what all this actually does to the people who live through it - and curiously, sustainability and livelihood outcomes are almost always studied on their own even though they are really two sides of the same coin. This paper tries to be on both sides. It asks whether redevelopment is perceived to yield better sustainability (green infrastructure, energy and water efficiency, waste handling, access to open space) and how it plays out for resident's day to day cost of living, the disruption of the transit period, social ties and overall quality of life. The analysis is based on a structured survey of 380 people from societies that completed or are undergoing redevelopment; secondary data from the government and municipal sector is also included. Three hypotheses were tested on the basis of the chi-square test of independence, paired sample t-test and one-way ANOVA. Age is very much important in relation to the perception of sustainability; livelihood satisfaction is very high after redevelopment; and the financial burden is quite unequally distributed across income groups, with lower-income households bearing most of the load. The paper ends with a number of policy suggestions for making redevelopment fairer and more environmentally sound.

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Migration and Globalisation: Interlinked Dynamics of Human Mobility in an Interconnected World: An Empirical and Analytical Review



Dr. Mahesh Bhimrao Lavate
Department of Geography, KES Shroff College of Arts and Commerce, Affiliated to Mumbai University, Mumbai, Maharashtra, India.

Globalisation and international migration move together, each reinforcing the other, and together they have redrawn the economic, social, and political landscape of the twenty-first century. This paper looks at how the two are connected, drawing on recent figures from the United Nations Department of Economic and Social Affairs (UN DESA, 2025), the United Nations High 4 Commissioner for Refugees (UNHCR, 2026), the World Bank (Ratha, Plaza, & Kim, 2024), and the International Organization for Migration (World Migration Report, 2024). By mid-2024 the global stock of international migrants had reached 304 million, or 3.7 per cent of the world's population (UN DESA, 2025; Migration Policy Institute [MPI], 2025), while remittances to lowand middle-income countries climbed to somewhere between US$685 and US$700 billion, outpacing the combined value of foreign direct investment and official development assistance flowing to those same economies (Ratha et al., 2024; United Nations, 2025). Forced displacement, meanwhile, has climbed to record levels, with 117.8 million people displaced worldwide by the end of 2025 (UNHCR, 2026). The central argument here is that globalisation has, in effect, produced two migration regimes running side by side: one that is facilitated and market-driven, built around skilled labour and capital, and another that is constrained, often dangerous, and reserved for low-skilled workers and those who have been forcibly displaced. Using descriptive 10 statistical analysis alongside a review of current policy frameworks, the paper finds that trade liberalisation, digital connectivity, and transnational labour markets have all accelerated migration flows even as they provoke increasingly nationalist, restrictive responses in destination countries. It closes by considering what this means for global governance, labour markets, and social 9 cohesion, and makes the case for multilateral frameworks capable of reconciling the economic logic of globalisation with the rights of the people who migrate.

Keywords: Migration; globalisation; international migrant stock; remittances; forced displacement; labour mobility; transnationalism; global governance

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Reframing the Adult Learner Journey: Student Experience, Teaching Delivery, and System Coherence in Higher Education



Jacqueline Tan[1], Tan Eng Joo[2], Jason Chiam[3], Lee Yew Haur[4] and Kumaravel Selvom[5]

[1]Office of the Provost, Singapore University of Social Sciences, Singapore
[2]School of Business, Singapore University of Social Sciences, Singapore
[3]SR Nathan School of Human Development, Singapore University of Social Sciences, Singapore
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As adult learners navigate higher education alongside work, family, and other responsibilities, the quality of their learning experience depends not only on curriculum content, but also on how teaching, assessment, communication, and institutional systems are encountered across their student journey (Kahu & Nelson, 2018; Xavier & Meneses, 2022). Understanding student experience as a holistic and continuous process is critical for improving engagement and learning outcomes. This paper presents findings from a mixed-methods Student Experience Research study conducted at the Singapore University of Social Sciences (SUSS), examining the experiences and satisfaction levels of current students across different stages of their academic journey.

The study aimed to identify key challenges that shape the student journey and to generate evidence-based insights for improving experience and institutional support. In Phase 1, focus group discussions were conducted with student leaders. These discussions explored six areas: enrollment and early expectations, curriculum and course design, assessment and evaluation, instructor engagement and teaching, university support systems, and personal and external factors. This was followed by an online questionnaire completed by 801 students across intake years and programme types.

Findings indicated that student experiences are generally positive, particularly among postgraduate students, who highlighted strong programme support and responsiveness from academic staff. At the same time, the study surfaced recurring issues that affect the quality of the student journey, including unclear course expectations, inconsistent teaching practices, fragmented administrative communication, outdated digital learning environments, and limited flexibility for learners balancing multiple commitments. These findings align with prior research emphasising the importance of instructional design, system coherence, and digital learning environments in shaping student experience (Aldowah et al., 2020; Dallasheh, 2025; Li & Wong, 2019). Differences also emerged across programme type and intake year, suggesting that experience is shaped by where learners are situated in their academic journey.

This paper argues that adult learning delivery should be understood as a journey-wide experience rather than a series of isolated academic interactions. This aligns with broader perspectives on student engagement, which emphasise the interaction between learners and institutional environments as central to educational quality (Kahu & Nelson, 2018; Pirkkalainen et al., 2023). It offers practical implications for institutions seeking to strengthen clarity, flexibility, teaching quality, and system coherence to better support adult learners throughout their educational journey.

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Legal Enforceability of Arrears of Maintenance Under Muslim Family Law in Bangladesh



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Maintenance represents one of the most fundamental financial rights arising from marriage under Islamic law. While considerable scholarly attention has focused upon post-divorce maintenance during the iddat period, comparatively less attention has been devoted to maintenance that accrued during marriage but remained unpaid at the time of divorce. This article has demonstrated that such accrued maintenance raises important questions concerning statutory interpretation, Islamic jurisprudence, constitutional values, and gender justice within the Bangladeshi legal system.The objectives of this study are fourfold. First, it examines the Islamic jurisprudential foundations governing maintenance obligations and their transformation into recoverable debts. Second, it analyses the existing statutory framework regulating maintenance claims in Bangladesh. Third, it critically evaluates judicial interpretation concerning recovery of past maintenance after divorce.

The analysis reveals that Bangladesh's legal framework remains fragmented. Although the Muslim Family Laws Ordinance 1961 and the Family Courts Act 2023 provide important procedural foundations, neither statute expressly regulates claims for accrued maintenance following divorce. Consequently, courts continue to rely heavily upon classical Islamic jurisprudence and judicial precedent, producing inconsistent outcomes. Therefore, this research proposes reforms capable of reconciling Islamic legal doctrine with constitutional commitments to fairness, legal certainty, and gender justice.

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Inclusive Ageing in Thailand: Leveraging Sufficiency Economy Philosophy and Active Ageing as a Roadmap for Local Governance



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In 2023, Thailand began a complete-aged society where more than 12 million people, or approximately 19 per cent of the Thai population, were aged over 60 years. This figure is projected to increase to 33 per cent by 2050, transforming Thailand into a super-aged society. However, this increase in the aging population has preceded the achievement of high-income status, exposing millions of elderly Thais to the stark reality of poverty and marginalization. My study looks at a possible solution through a multisectorial approach involving academics, local governments, health agencies, and local communities to create sustainable aging strategies. Our work is based in Phayuha Khiri District, Nakhon Sawan Province, where 27.2% of residents are aged 60 years and above. Specifically, academics work with the Local Administrative Organizations (LAOs) that are district level government agencies charged with care and welfare of the local population. We adopted the World Health Organization's (WHO) Age-Friendly Cities framework, Blue Zone longevity principles, and Thailand's Sufficiency Economy Philosophy (SEP) to create a strategic roadmap for a Healthier and Happier Active Ageing Society/Community (HHAS/C). Our findings suggest that integrating SEP into local governance can strengthen social participation and community resilience, offering a scalable model for inclusive ageing in developing societies.

Keywords: Inclusive ageing; Thailand; Active ageing; Sufficiency Economy Philosophy; local governance; Roadmap

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Kirdomicism Philosophy a Case Illustration in a Corporate Setting



Yanyong Thammatucharee
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The 21st century is marked by turbulence and violence from terrorism, pandemic, wars and rapid technological advancement, challenging conventional beliefs and irrelevant practices, and revealing a need for innovations beyond current financial and non-financial systems. Kirdomicism philosophy has been designed to reshape thinking and action effectiveness. Drawing on insights from an extended case illustration within a corporate setting between 2020 and 2026, this paper introduces a concept of action value accountability using action grid as a key mechanism, intended as an alternative to the current monetary double-entry accounting concept. The philosophy posits that human purpose involves ongoing contribution in response to 12 fundamental life questions, requiring accumulation of effective action value created through self-forced actions and discerning different levels of reality. Kirdomicism is grounded in extended philosophical five principles – anxergy (ontology), exdysivity (logic & aesthetic), dexterience (epistemology), avalremy (axiology) and atammayata (ethics). This proposition may offer an alternative framework for addressing contemporary challenges in accounting and management science, and insights into the future of humankind amid volatility, unpredictability and systemic risks.

Biography:

Dr. Yanyong Thammatucharee is a scholar-practitioner currently serving as the Founder of Ananta Wellness Chiang Mai. He holds a PhD in Organizational Development from Assumption University, where he was honored with the Rector's Award for Academic Excellence. His research focuses on integrating philosophical frameworks into modern business management, specifically through his development of the "Action-Centric" philosophy known as Kirdomicism. With over three decades of leadership experience at global firms including PwC, Panasonic, and Emerson Electric, Dr. Yanyong bridges the gap between theoretical philosophy and practical organizational strategy.

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Is Limiting Students' Screen Time Enough? Why Purpose and Digital Literacy Matter



Khin Sabai Naing
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The growing use of digital technology among adolescents has created concerns about screen time and its potential effects on academic performance and mental health. This article argues that only limiting the duration of screen use is insufficient for understanding or addressing these outcomes. First, the impact of screen time cannot be determined by duration alone; the purpose and nature of technology use also matter. Screen use for learning, communication, and productive activities may have different implications from passive or unproductive use. Second, restricting screen time alone is insufficient because students also need the knowledge and skills to use digital technology effectively and responsibly. Drawing on findings from a study of 1,466 high school students in Mandalay, Myanmar, this article examines the role of digital literacy in the relationship between screen time, academic performance, and mental health. The findings show that higher screen time was associated with lower digital literacy, while digital literacy was positively associated with academic performance and mental health. Digital literacy also mediated the relationships between screen time and both outcomes. These findings support a shift from a restriction-centered approach to one that combines reasonable screen-time boundaries with digital literacy development and purposeful technology use. The article concludes that helping adolescents use technology effectively and responsibly may be more meaningful than focusing on screen-time duration alone.

Keywords: Academic performance; Adolescents; Digital literacy; Mental health; Screen time.

Biography:

Khin Sabai Naing holds a Bachelor's degree in English from the University of Foreign Languages, Mandalay, and a Master of Arts in English from Mandalay University. She earned her Ph.D. in Educational Administration and Leadership from Assumption University, Thailand. She has worked as an English teacher since 2013, with experience in English language education, teacher development, and academic administration. In 2017, she founded an International Education Center in Mandalay, where she serves as an educator and administrator. She has also conducted teacher training programs for English language educators in Myanmar and authored a Burmese guidebook for parents.

Journal Publication

Naing, K. S. (2025). Systematic Review of Screen Time Impact on Adolescent Learning and Mental

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How do students put the Declaration on the Use of Generative Artificial Intelligence into practice?

Eric Kergosien and Celine Matuszak
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AFace au développement de l'IA, des instances comme le Haut Conseil du Travail Social1(HCTS) et la CNAPE (Convention nationale des associations de protection de l'enfant) lancent des groupes de réflexion pour encadrer les pratiques et souhaitent une future convention professionnelle chargée de co-construire un cadre pour identifier les enjeux de l'intégration de l'IA dans le domaine du travail social. Ces démarches visent à rompre avec les usages isolés afin de favoriser une appropriation col-lective, transparente et maîtrisée de ces technologies. Dans le secteur de la justice, tout comme l'enseignement, la création d'un Observatoire de l'IA est également recommandée afin d'assurer un suivi éthique et d'anticiper l'impact sur les métiers. Dans ce cadre, nous présentons dans cette communication la façon dont les étudiants de notre université utilisent les intelligences artificielles au regard de leurs travaux, et plus précisément pour la rédaction de leur mémoire de fin d'études. La méthode mise en place combine un questionnaire, une analyse fine des mémoires rédigés et des entretiens réalisés lors des soutenances. Ce travail mené en collaboration avec le service d'appui à l'enseignement de l'Université nous permet de définir un premier cadre d'usages des IAgs pour l'ensemble de l'université. Nous montrerons comment cette étude permet de définir un guide d'usages des IAgs dans un cadre professionnel pour les années à venir.

In response to the development of AI, bodies such as the High Council for Social Work[1] (HCTS) and the CNAPE (National Convention of Child Protection Associations) are setting up think tanks to provide guidance on practices and are calling for a future professional convention tasked with jointly developing a framework to identify the challenges involved in integrating AI into the field of social work. These initiatives aim to move away from isolated uses in order to promote a collective, transparent and controlled adoption of these technologies. In the justice sector, as in education, the creation of an AI Observatory is also recommended to ensure ethical oversight and to anticipate the impact on professions. In this context, this paper sets out how students at our university use artificial intelligence in their academic work, and more specifically when writing their final-year dissertations. The methodology employed combines a questionnaire, a detailed analysis of the dissertations written, and interviews conducted during the defence sessions. This work, carried out in collaboration with the university's teaching support service, enables us to establish an initial framework for the use of AI tools across the entire university. We will demonstrate how this study can be used to develop a guide to the professional use of AI tools for the years to come.

Biography:

Eric Kergosien is an Associate Professor (Lecturer) in Information and Communication Sciences at the University of Lille. He teaches at the Information and Document Sciences (SID) department and conducts research at the GERiiCO laboratory, where he serves as Deputy Director. His expertise focuses on information architecture, text mining, open data, and knowledge organization. Additionally, Kergosien acts as a mission officer for "Science with and for Society" (SAPS) at the university. He also contributes his scientific expertise to prominent national committees, including the scientific councils of InIST (CNRS) and the INA Lab.

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Strengthening Quality Assurance Through Educational Leadership, Monitoring, and Evaluation in Myanmar's Alternative Higher Education Institutions



Saw Hse Nay Moo
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Myanmar's alternative higher education institutions, including ethnic and community-based providers and online initiatives, sustain learning amid political disruption. Uneven governance, limited resources, data-security risks, and uncertain credential recognition complicate quality assurance (QA). A narrative synthesis of regional and international literature on educational leadership, QA, Total Quality Management (TQM), and monitoring and evaluation compares compliance procedures with improvement practices. The reviewed literature indicates that formal QA structures and stakeholder surveys do not consistently translate into academic improvement when direct evidence of student learning, staff participation, and follow-up are weak. Addressing this gap requires three connected functions: educational leaders establish minimum academic standards, assign responsibilities, and authorize improvement decisions; the Context, Input, Process, and Product (CIPP) model organizes evidence on learner needs, resources, program delivery, and outcomes; and TQM encourages shared responsibility for implementing and reviewing changes. Institutions can select a manageable set of indicators for learning, assessment, and student support, assign feasible responses, and assess progress through repeated review. For example, declining participation can prompt adjustments to low-bandwidth access or student support. Data minimization and restricted record access help adapt this process to security constraints, while the scope of review can vary with institutional capacity. The resulting evidence-to-action cycle offers a proportionate way to connect academic accountability with improvement rather than treating documentation as an endpoint. The proposed integration has not been evaluated in Myanmar's alternative institutions; participatory pilot studies are needed to examine feasibility, administrative burden, information security, and educational value.

Biography:

Saw Hse Nay Moo prepared a Master of Education thematic paper in Educational Administration and Leadership at Assumption University of Thailand. The research examines quality assurance in Myanmar's alternative higher education institutions, with particular attention to educational leadership, monitoring and evaluation, Total Quality Management, and CIPP. It considers how limited institutional resources, data security, academic accountability, and uncertain credential recognition shape feasible improvement practices.

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Circassian Culture at the Intersection of Religion and Custom: The Socio-Cultural Practices of a Community of Caucasian Origin in Türkiye in Light of the Prophetic Sunnah



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The interaction between religion and culture has been one of the most dynamic and multifaceted processes in the history of Muslim societies. Upon embracing Islam, communities did not entirely abandon their local customs. Some practices were retained in harmony with Islamic principles, while others came into tension with the limits set by the religious texts (naṣṣ).

This study examines the customary practices of the Circassians in light of the Prophetic Sunnah and hadith literature. The Circassians are a Northwest Caucasian people who were subjected to forced migration in the second half of the 19th century. They settled in Anatolia and still live in various parts of Türkiye, particularly in Tokat (Erbaa-Kozlu) and its environs.

Among the traditional codes that form the backbone of Circassian culture are kaşenlik, the practice of choosing a sweetheart; mixed-gender folk dances; zexes, youth gatherings held late into the night around a fire in summer or in large halls such as the village room in winter; a relatively flexible understanding of gender segregation (haremlik-selamlık); and the social norm prohibiting marriage between relatives, including cousins.

The study analyzes these practices from psychological, sociological and religious perspectives. It follows a descriptive and analytical design and draws on the normative principles of hadith and fiqh sources as well as first-hand observation and fieldwork. It assesses how far the customs the Circassian community in Türkiye has preserved for centuries are consistent with Islam and the Prophetic Sunnah. Drawing on the Prophet's hadiths, it also identifies where these practices converge with or diverge from Prophetic practice.

Keywords: Prophetic Sunnah; Circassian Culture; Privacy; Consanguineous Marriage; Folk Dances; Custom and Religion

Biography:

Assistant Professor Arif Gezer In 1989, he graduated from the Department of Eastern Languages and Literatures at Istanbul University. In 1994, he completed his master's degree at Ankara University's Institute of Social Sciences. The title of his master's thesis is: " Mehir (Drahoma)". He completed his doctorate in the same institute in 2001. The subject of his doctoral thesis is: "The Place of Imam al-Qurtubi in the Science of Hadith." He has been serving as an assistant professor at the university level since 2011.His research interests include Hadith, Arabic language and literature, and the languages and peoples of the Caucasus.

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Classroom Action Research to Strengthen Critical Seminar Learning in Doctoral Health Sciences: Findings from Two PAOR Cycles



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Background: Doctoral education requires critical thinking, synthesis of research evidence, and independent methodological decision-making. Structured research seminars offer opportunities to develop these competencies through authentic thesis-related learning activities.

Objective: To examine the evidence-informed development of three sequential doctoral research seminar courses through two Plan–Act–Observe–Reflect (PAOR) cycles.

Methods: This classroom action research comprised two cycles. Cycle 1 analyzed five routine educational evaluation datasets collected during the 2025 academic year using descriptive statistics, qualitative content categorization, and triangulation. Cycle 2, conducted during the first semester of the 2026 academic year, implemented an advanced statistical analysis workshop and collected reflections from 10 doctoral students using five open-ended knowledge-management questions. The team synthesized responses into key takeaways, good practices, knowledge gaps, and action points.

Results: Cycle 1 showed high student ratings for critical thinking (4.81±0.42), evidence synthesis (4.84±0.39), and research skills (4.86±0.38). Four instructors rated the promotion of critical thinking, research, and student participation at 5.00±0.00. Faculty/committee assessments indicated lower ratings for knowledge synthesis and new knowledge generation (4.33±0.58) than for literature review (4.67±0.58), highlighting areas requiring further instructional support. Cycle 2 reflections identified progressive thesis development, research-gap identification, methodological reasoning, and supportive feedback as important learning experiences. Students also identified needs for advanced statistical analysis, qualitative research, ethical AI use, academic English writing, and international research dissemination.

Conclusion: Integrating educational evaluations with structured student reflections supported evidence-informed improvements in doctoral seminar teaching. The two-cycle PAOR approach identified practical priorities for strengthening research evidence synthesis, methodological reasoning, structured feedback, and thesis-related learning across sequential seminar courses.

Biography:

Nopparat Songserm is an Associate Professor at the Faculty of Public Health, Ubon Ratchathani Rajabhat University, Thailand, and Chair of the Ph.D. Program in Health Sciences. His academic interests include doctoral education, curriculum development, research supervision, and innovative teaching practices. His current educational research uses classroom action research with two PAOR cycles to strengthen critical thinking, evidence synthesis, and methodological decision-making through doctoral research seminars. He is particularly interested in evidence-informed teaching improvement, reflective learning, and developing research competencies among doctoral students in health sciences.

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Pubertal Critical Periods: The Role of ERβ-Mediated Signaling in Adult Female Neurological and Psychiatric Vulnerability



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Female puberty is a period of hormonal change and neural remodeling, yet the role of estrogen receptor beta (ERβ; encoded by ESR2) remains incompletely understood. This narrative review examines evidence linking ERβ-mediated estradiol signaling to pubertal brain development, distinguishes ERβ-specific effects from those of estrogen receptor alpha (ERα), and evaluates implications for later cognitive and emotional health. PubMed and Google Scholar were searched June to August 2026 using terms related to ERβ, female puberty, neurodevelopment, synaptic plasticity, cognition, emotion, and psychiatric disorders; reference lists were also screened. English peer-reviewed studies examining molecular, cellular, circuit-level, or behavioral mechanisms relevant to female pubertal maturation were prioritized. Cell-based and animal studies suggest that ERβ may influence cortical inhibitory circuitry, hippocampal plasticity, BDNF-related signaling, fear extinction, and stress responsiveness. In some rodent experiments, selective ERβ activation produced effects not observed with ERα activation, although findings vary by brain region, developmental stage, and experimental model. Human evidence linking pubertal ERβ signaling to later outcomes remains limited, and findings from adult or non-pubertal models cannot establish effects during human adolescence. Although direct educational and social outcomes remain unestablished, these findings provide a framework for interdisciplinary research into how pubertal neurobiological processes may relate to adolescent learning, emotional regulation, and stress adaptation in educational and social contexts. The literature supports ERβ as a plausible contributor to neurodevelopment, not a confirmed causal pathway to lifelong disease. Puberty-specific models and longitudinal human studies are needed to clarify receptor-specific effects and determine whether pubertal ERβ trajectories predict later brain health.

Biography:

Tinna Kingphakorn is a high school student in Thailand with a strong interest in biomedical sciences and biomedical engineering. Her research interests center on women's health and neuroscience, particularly the intersection between female reproductive biology, brain development, and neurological health. She hopes to pursue a related field at university.

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