

2nd world conference on

Arts, Humanities and Social Sciences and Education &

2nd world conference on

Psychology and Behavioral Science



MAY 25–26, 2023
LONDON, UNITED KINGDOM

09:00-09:10 @ **Introduction,**
Welcome note and Conference
Inauguration
Conference Room: "Collins"

DAY 1
May 25, 2023

Keynote Sessions

- 09:10-09:40** **Title: Progress and Prospects of the Policy State in the Digital Transformation Era.**
Prof. Hae Young Lee, Department of Public Administration School of Political Science and Public Admin. Yeungnam University, Gyeongsan City, South Korea.
- 09:40-10:10** **Title: Infertility, Precarious Bodies, and Assisted Reproductive Technology: An Analysis of Select Indian texts**
Dr. Priyanka Tripathi, Department of Humanities and Social Sciences, Indian Institute of Technology Patna (India)
- 10:10-10:40** **Title: Persuasion in a time of resistance: Understanding misunderstandings**
Prof. William D. Crano, Dept. of Psychology. Claremont Graduate University, Claremont CA, USA
- 10:40-11:10** **Title: Motivation First: The New Frontier in Delivering Group-Based Coercive Treatments in Sexual Abuse, Domestic Violence, and Substance Abuse**
Dr. Jerry L. Jennings, Liberty Healthcare Corporation, 401 E. City Avenue, Suite 820, Bala Cynwyd, PA 19004, United States

Tea and Refreshments Break-11:10-11:30

- 11:30-12:00** **Title: Happy Singlehood: The Rising Acceptance and Celebration of Solo Living**
Dr. Elyakim Kislev, The Federmann School of Public Policy and Governance, Hebrew University, Jerusalem, Israel.
- 12:00-12:30** **Title: Academic English Is Nobody's First Language: The Global Need of Academic Literacy Among University Students**
Dr. BO Wenjin Vikki, College of Interdisciplinary and Experiential Learning, Singapore University of Social Sciences, Singapore.
- 12:30-13:00** **Title: The Value of the Humanities for the Present and the Future Generation: The Past Speaks to the Future**
Dr. Prof. Irina S. Karabulatova, Institute for Advanced Intellectual Research on Artificial Intelligence and Intelligent Systems (Institute of Artificial Intelligence), Lomonosov Moscow State University/ Moscow, Russia

Session Wrap

Lunch Break 13:00-14:00

Speaker Sessions

Session Chair: Prof. Hae Young Lee, Department of Public Administration School of Political Science and Public Admin. Yeungnam University, Gyeongsan City, South Korea

Title: Attachment Orientations and Academic Persistence Among At-Risk Students: The Role of Perceived Teacher Emotional Responsiveness

14:00-14:15

Dr. Sammer Mosa AlNajdi, Associate Professor of Education Technology, Education Technology Department, University of Tabuk, Tabuk, Saudi Arabia

Title: The Cognitive Role of Spatial Diagrams in the Theatre: Mathematical Reasoning in the theatre

14:15-14:30

Dr. Irit Degani-Raz, Faculty of the Arts, Tel-Aviv University, Israel

Title: Main models for crime scenes in 21st century Mexico

14:30-14:45

Dr. Antonio Sustaita, University of Guanajuato, Mexico

Title: Four Types of Daodejing Translations and Their Characteristics in Korean After Liberation from Japan

14:45-15:00

Dr. Seo Reich, Heejung, Center for East Asian Studies, School of International Studies, no.6 Haiqin, Sun Yat-sen University, Zhuhai 519082, China

Title: Decolonising the curriculum: university, pluriversity and epistemic justice

15:00-15:15

Dr. Anat Ben-Gal Dahan, Department of education, Tel-Hai Academic College, Upper Galilee, Israel

Tea and Refreshments Break 15:15-15:30

Title: Examining Fear of Failure on Self-Esteem: How is College Student Success Impacted?

15:30-15:45

Krista L. Nelson, PhD, Behavioral & Social Sciences, Psychology Department, Southern Arkansas University, 100 East University, MSC 9293, Magnolia, Arkansas 71753 United States

Title: Multifaceted approach to the problem of internet addiction, the repercussions, the causes, and the restoration.

15:45-16:00

Anke Brand, Department Research and Development, The Kings Institute operating arm of SAHCET, Pretoria, Gauteng, South Africa

Title: Decolonising the curriculum: university, pluriversity and epistemic justice

16:00-16:15

Dr. Ana Gaio, Department of Media, Culture and Creative Industries, City, University of London, London, United Kingdom

Title: Understanding Internet Gaming Disorder. A subjective and objective review on the dangers of excessive gaming and its effect on the developing brain

16:15-16:30

Eldred de Beer, Digin (Digital Intelligence) Pretoria, South Africa

Title: Critiquing Ayaan Hirsi Ali's View on Adherence to Islam in Heretic (2015)

16:30-16:45

Rizwan Sahib, Department of Humanities and Communication Arts, Western Sydney University, New South Wales, Australia

Title: A Buddhist Approach to Ecology

16:45-17:00

Biplob Sraman, Maha Makut Buddhist University, Thailand

Title: Experiences, psychological health, and prenatal bonding of surrogate mothers: a longitudinal study

17:00-17:15

Nishtha Lamba, Vasanti Jadva, Middlesex University Dubai, Dubai, UAE and University College London, London, U.K

Day 1 Wrap 17:15-17:30

Closing Ceremony

DAY 2

Virtual Session (Via Zoom) | London, UK (GMT+1) M a y 26 , 2023

09:25-09:30 @ **Introduction, Welcome note and Conference Inauguration**

Keynote Sessions

- 09:30-10:00** **Title: Social science research in the digital era: Where the future might take us?**
Dr. Mingming Zhou, Faculty of Education, University of Macau, Macau, China
- 10:00-10:30** **Title: Demystifying work motivation, job quality and work effort**
Dr. Zan Chen, Institute for Adult Learning, Singapore University of Social Science, Singapore

Speaker Sessions

- 10:30-10:50** **Title: Educational Technology during the Pandemic: Reflecting on Real Experience for a Better Future Application**
Dr. Iman Oraif, Assistant Professor, College of Languages and Translation, English Department, Al-Imam University, Riyadh, KSA
- 10:50-11:10** **Title: "You should rather return to your first job." The self-efficacy beliefs of radio personalities**
Dr. Mardi Delport, Department of Communication Sciences, Senior Lecturer: Communication Sciences, Central University of Technology, Free State (CUT), Bloemfontein, Free State, South Africa

Tea and Refreshments Break 11:10-11:20

- 11:20-11:40** **Title: Application and importance of open and big data in the planning of wine tourist destinations in Serbia**
Dr. Radmila Jovanović, Research Associate, Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Spain
- 11:40-12:00** **Title: Pluralisation and Unification for Autonomous Values in the Humanities: Emancipation from Hegemonic Orientations through Eclectic Inclusivism**
Faris Ridzuan, Department of Malay Studies, National University of Singapore/ Graduate Student, Singapore
- 12:00-12:20** **Title: Turning Online Classes into Communities with Whatsapp**
Danri Hester Delport, Department of Mathematics and Physical Sciences, Central University of Technology (CUT), Bloemfontein, Free State, South Africa

- 12:20-12:40** **Title: How to talk about the Philippines in literature class: the case of poetry in Spanish from Mexico After Liberation from Japan**
 Patricia Rebé Rodríguez and Ignacio Ballester Pardo, Department of Innovation and Didactic Education, University of Alicante, Spain
- 12:40-13:00** **Title: Move recycling in Social Science Research Articles: Perceptions of Novice English L1 Scholars vs. Novice Iranian Researchers**
 Kimia Soltani, Iranian Social Security Organization, Ardabil, Iran

Session Wrap

Lunch Break 13:00-14:00

- 14:00-14:20** **Title: Professional youth workers views on causes of involuntary loneliness among adolescents and young adults and their thoughts about its alleviation – a qualitative interview study**
 Yulia Korzhina, Jessica Hemberg, Pia Nyman-Kurkiala, Faculty of Education and Welfare Studies, Department of Caring Science, Health Sciences, Åbo Akademi University, Finland
- 14:20-14:40** **Title: Psychology of Telling Lies: A Theoretical Understanding**
 Dr. Urmita Chakraborty, Associate Professor, Department Of Psychology, Techno India University, Kolkata, West Bengal, India
- 14:40-15:00** **Title: Domain-general and domain-specific cognitive correlates of developmental dyscalculia: a systematic review of the last two decades' literature**
 Ankit Mishra, Psychophysiology Laboratory, Department of Humanities and Social Sciences, Indian Institute of Technology Bombay, Mumbai, Maharashtra, India

Tea and Refreshments Break 15:00-15:10

- 15:10-15:30** **Title: Conscious and Unconscious Psychological Development with the Enneagram**
 Christopher Kam, Saint Paul University, Human Sciences, Counselling and Spirituality. Ottawa, Canada
- 15:30-15:50** **Title: A meta-analysis of concepts of work life balance from Gen Y perspective**
 Dr. Supriya Poduval Pal

Keynote Sessions

- 15:50-16:20** **Title: Cultural Partner Program: Enhancing Intercultural Interactions and Transitional Outcomes for International Graduate Level Students**
 Dr. Shengli Dong, Educational Psychology and Learning Systems, Florida State University, Tallahassee, Florida, U.S
- 16:20-16:50** **Title: Metaphorical Speaking: The Power of the Literary Word in the Ballad for the Political Discourse, Past and Present**
 Prof. Albrecht Classen, German Studies, University of Arizona, Tucson, AZ 85721, USA

Poster Sessions 16:50-17:15

- Poster: 1** **Title: Why do People Pay for Comments when it is Free**
 Rakshitha Acharya and Sajith Narayanan, MBA Communications Management, FLAME University, Pune, India

Day 2 Wrap 17:15-17:30



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KEYNOTE PRESENTATIONS | DAY 1

Arts, Humanities and Social Sciences and Education

May 25-26, 2023 | London, United Kingdom



Hae Young Lee

Department of Public Administration, School of Political Science and Public Admin.
Yeungnam University, Gyeongsan City, South Korea

Progress and Prospects of the Policy State in the Digital Transformation Era

With the advent of digital transformation, the State is increasingly faced with its policymaking capability and credibility. The world has rapidly changed since the industrial revolution. In the digital age, the State is driving change to digital technology and its platform operations. Further, it is being propelled via digital politics, platform economy, and digitally challenged to the State constitution and international relations. The State is asked to devote its policy capacity for continuous and balanced services to its citizens' needs and interests without discriminating racial, regional, ideological, economical, and demographical contexts. Although the wealth of State has been determined by economic productivity and military strength at large, the sustainable State power and sovereignty have historically been retained the State policy power and justification for improving the national dignity and destiny by the successful State policymaking systems and process. Citizens are expected to be positioned by the equal, just, and acceptable State policies without economic, political, demographic, and racial segregations. If the State fails to this policy imperative to its people, the world human history evidences that the national fate declines and eventually the State is faded away. Meanwhile, even the capable and responsible State policy is upheld by the principles of policy thought, in which it shall be justified by policy goodness, and which it be balanced with the mental and physical policy causations. Moreover, policy be appreciated with its practicality. After all, policy humans are ordained to interpenetrate with nonhumans because they are identical with all things.

Biography:

Professor of public policy at Yeungnam University, S. Korea.

Ph.D. in policy sciences at the University of Maryland, Baltimore, USA (1990).

Chairman of the Korean Government Evaluation Commission (2014 to 2018).

49th president of the Korean Association for Public Administration (KAPA) (2014).

The Principles of Policy Thought: A Philosophical Approach to Public Policy, (Routledge) (forthcoming).

The Theoretical Frameworks of Policy Thought (2020 in Korean) was awarded the Outstanding Book Prize at the Social Sciences Book Competition hosted by the Korea National Academy of Science (KNAS) (2021).

Arts, Humanities and Social Sciences and Education

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Priyanka Tripathi

Department of Humanities and Social Sciences, Indian Institute of Technology Patna (India)

Infertility, Precarious Bodies, and Assisted Reproductive Technology: An Analysis of Select Indian texts

In our post-modern times, developments in western medical science, as well as information and communication technologies, have forced us to abandon as obsolete the concept of the “natural” and “bounded” human body, actualizing what was earlier thought to belong to the realm of science fiction alone. This development has raised new questions about the status and ownership of the body and its parts for bioethics, law, and feminism. Originating in the West, in recent years, these technologies have proliferated under neo-liberal economic globalization, wherein the ideology of trade without borders is central, as well as under liberal feminist ideals, wherein the right to self-determination, choice and autonomy are ideals to strive for. With developments in biotechnology, the metaphor of the body as a machine composed of parts, used in biomedicine since the eighteenth century, is reinforced. What is new is the replaceability of “flawed” body parts and their further objectification through transplantation medicine and reproductive medicine. The central question that the study intends to pose is, are women “agents” (subjects) in control over their own bodies and owners of their parts or are they “victims” (objects) of the new technologies? Therefore, the research through select Indian texts discuss how these assisted reproduction technologies (ARTs) are utilized to transform the female (potentially) “reproductive” body into a “productive” merchandised body.

Biography:

Priyanka Tripathi is an Associate Professor of English and Head of the Department of Humanities and Social Sciences at the Indian Institute of Technology Patna (India). She is also the Co-Executive Editor of the Journal of International Women's Studies (published by Bridgewater State University). She has been awarded Visiting Research Fellowship (2022-23) by IASH, the University of Edinburgh, for her project titled “Optimizing Caste Intersectionality: A Decolonial Reading of Gender-based Violence in Select Subaltern Fiction in India.” She works in the area of Gender Studies, South Asian Fiction, GeoHumanities, and Graphic Novels. Her ORCID iD is, <https://orcid.org/0000-0002-9522-3391>.

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William D. Crano

Dept. of Psychology, Claremont Graduate University, Claremont CA, USA

Persuasion in a time of resistance: Understanding misunderstandings

Extreme political partisans' resistance to influence has become commonplace, even when involving in-group communicators (i.e., members of the same political party). Partisan rejection of belief-inconsistent appeals is well established, but how and why in-group sources of non-normative appeals are rejected is not. The studies presented here were designed to identify likely sources of intense resistance to counter-attitudinal communications, even when presented by members of one's own political party, and even by those whose party is not an important feature of their self-identities. Our studies describe a search for variables that incline or disincline partisans to open-minded consideration of opposing viewpoints from in-and out-group communicators. These variables include political party affiliation, extremity of attitude position, importance of party affiliation to the individual's self-identity, open-or close-mindedness, willingness to elaborate communications contrary to party orthodoxy, and others. The studies involved voting members of the two major US political parties. Study 1 associated predictors of Republicans' or Democrats' reactions to a Republican source whose appeal on climate change was inconsistent with party norms. Study 2 followed with participants' reactions to a Democratic speaker's appeal contesting normative in-group positions. Analysis revealed approximately 36% of both groups misidentified an in-group "turncoat's" political party; only 4-9% of those exposed to out-group sources misidentified his party affiliation. A third study has identified a series of variables that appear to lie at the heart of resistance to in-group counter-attitudinal communications, and they will be discussed in this presentation.

Biography:

William D. Crano, PhD, is the Oskamp Distinguished Professor of Psychology, Claremont Graduate University, where he directs the Health Psychology and Prevention Science Institute. A social psychologist, his work focuses on persuasion, in applications ranging from political discourse to prevention of risky psychoactive substances. He is an advisor to the UN Office on Drugs and Crime, and to the U.S. State Department, Colombo Plan: Training and Certifying Drug Prevention Professionals in S.E. Asia and the Middle East, and the Organization of American States. He is a Fellow of the American Psychological Association and the Association for Psychological Science.

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Jerry L. Jennings, Ph.D.

Liberty Healthcare Corporation, 401 E. City Avenue, Suite 820, Bala Cynwyd, PA 19004
United States

Motivation First: The New Frontier in Delivering Group-Based Coercive Treatments in Sexual Abuse, Domestic Violence, and Substance Abuse

Coercive group-based treatments are commonly mandated by courts, corrections, and parole/probation authorities for sexual offending, domestic violence, anger management, and substance abuse. Most adult and juvenile clients are unmotivated or even highly resistant to mandated treatment, which requires them to admit responsibility for a behavior problem that entails social condemnation and stigma. For decades, lack of motivation was perceived by treatment providers as denial, evasion, avoidance of responsibility, and resistance. In turn, cognitive behavioral treatment, especially relapse preventive approaches, were confrontational and attacked “denial” as both a key risk factor and the first and primary treatment target.

With the emergence of approaches like Good Lives, motivational interviewing, trauma-informed care, and developmental sensitivity to juveniles, treatment has discarded harsh confrontation, but two shortcomings remain: First, coercive treatments are predominantly delivered in groups with CBT psychoeducational modules. But much of this treatment neglects, ignores, or fails to take advantage of the therapeutic and motivational power of the GROUP modality – achieved, uniquely, in a cohesive and interactive group experience. Second, despite strong empirical support and widespread adherence to Risk-Needs-Responsivity, treatment largely neglects RESPONSIVITY, which is maximizing the individual’s ability to benefit from treatment by tailoring interventions to his learning style, motivation, abilities and strengths. The presenter describes a new client workbook approach that explicitly addresses these two shortcomings by (1) preparing, orientating, and reducing fears about entering group; (2) starting with self-discovery of personal strengths/virtues that will engage in the social experience of group, and (3) using group’s capacity for installation of hope and motivating change. [255]

Biography:

As Vice President of Clinical Services for Liberty Healthcare, Dr. Jennings has focused on the development of specialized clinical treatment programs for challenging populations with a recovery and person-centered emphasis, including psychiatric and forensic patients with co-occurring disorders, sexual abuse, intellectual disabilities, and more. He has published over 50 articles and 8 books in diverse fields, including clinical, forensic, and philosophical psychology. He is recognized for innovative contributions in forensic recovery, phenomenology, group therapy, sex offense-specific treatment, domestic violence, suicide prevention, client-centered dream analysis, restoration of competency, and mindfulness. He has presented at many conferences, including APA, ATSA, NCCHC, NOTA, AGPA, MATSA, NAPN, and more.

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Elyakim Kislev

The Federmann School of Public Policy and Governance, Hebrew University, Jerusalem, Israel

Happy Singlehood: The Rising Acceptance and Celebration of Solo Living

Singles are now the fastest-growing demographic group in many countries. Based on British statistics, only 57% of girls and 55% of boys currently aged 13 to 18 will marry in their lifetimes. But it is not only about marriage. Official statistics in China indicate that the percentage of one-person households rose from just 4.9 percent in 1990 to 14.5 percent in 2010. The percentage of one-person households in several major American and European cities has already exceeded 50 percent, and singles account for around 40 percent of all households in countries such as Sweden, Norway, Denmark, and Germany. Yet the wellbeing of those deciding not to opt for couplehood. In this presentation, I will discuss my recent findings on top of the findings collected for my book, *Happy Singlehood* (2019, University of California Press). These new data estimate the extent to which life satisfaction of singles is influenced by their desire to be single. Regression analyses on data from the Panel Analysis of Intimate Relationships and Family Dynamics (pairfam) studies are used to investigate this question, paying particular attention to longitudinal differences between never-married and divorced/separated men and women. Data indicate that decreases in desires for a relationship are significantly associated with greater life satisfaction. The results suggest that many singles may be able to maintain high levels of life satisfaction in the face of social stigma. Additional qualitative findings show the ways they do it.

Biography:

Elyakim Kislev's research articles are on the subjects of singles studies and relationships. Kislev's first book is *Happy Singlehood: The Rising Acceptance and Celebration of Solo Living*, published by the University of California Press and translated into eight languages. His second book is *Relationships 5.0: How AI, VR, and Robots will Reshape our Emotional Lives*, published by Oxford University Press, translated into five languages.

Arts, Humanities and Social Sciences and Education

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BO Wenjin Vikki

College of Interdisciplinary and Experiential Learning, Singapore University of Social Sciences, Singapore

Academic English Is Nobody's First Language: The Global Need of Academic Literacy Among University Students

The role of academic English has been widely researched to examine its impacts on academic performance in English-medium universities, but the target subjects are mostly international students due to their non-English-speaking backgrounds. Home students in the English-medium universities have been overlooked as the target to receive the support of academic English due to the assumption that they would be naturally equipped with academic English skills since English is their first language. However, this assumption seems to be increasingly untenable, with more recent studies understanding the potential struggle of academic literacy among domestic students, including the monolingual and multilingual speakers of English. Certain universities in Australia and New Zealand have started Post-Entry Language Assessment (PELA) at the institutional level to implement the early intervention, but the focus was still on the foreign language speakers of English. Singapore, on the other hand, has extended the provision of academic English assessment and support to the home students who speak English as a lingua franca, since the challenge of domestic students' academic literacy has been reported both by the faculty members and students themselves. This session will first discuss the significant role of academic English upon domestic students' academic performance in the English-medium universities, leading to the universal need of language support in higher education. It will further examine the efficacy of an institutional language programme as the intervention; it will also explore students' learning experiences in the programme, especially how the intervention impacted their academic studies across various disciplines.

Biography:

Dr Bo Wenjin Vikki is the Senior Lecturer in the College of Interdisciplinary and Experiential Learning at Singapore University of Social Sciences. She specializes in the fields of applied linguistics and educational psychology. Her interests include language learning, achievement motivation, academic performance, and technology-enhanced learning. Her research examines the predictive validity of various language assessments and explores the utility of academic literacy support upon university students' academic achievement. Her research also explores the role of educational technology in learning, in relation to learning motivation and academic performance.

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Dr, Prof. Irina S. Karabulatova

Institute for Advanced Intellectual Research on Artificial Intelligence and Intelligent Systems (Institute of Artificial Intelligence), Lomonosov Moscow State University/ Moscow, Russia.

The Value of the Humanities for the Present and the Future Generation: The Past Speaks to the Future

The value of the humanities is being rethought in the age of the dominance of technocratic ideas from complete devaluation to recognition of the priority of the power of the word as an expression of the essence of man himself and artificial intelligence. We say, “There was a Word in the beginning,” forgetting the importance of the chosen word in launching a specific vector of events. When the conversation turns to prognostics with reference to the experience of the past, then the mistakes made earlier come to the fore, and plans are lost against their background. Is it fair to say that man controls history? Or does the evolutionary mechanism control us? When a person interprets the past, seeking to use historical experience in modernity and planning for the future, he unwittingly lays the mistakes of the past in his prognostics. How to avoid them? Or does a mathematically verified so-called “attraction curve” trigger a pendulum of repetitive and similar events over and over again? How to get out of this singular trap, and is it possible? What is the essence of modern civilizational ideology in the era of the curse of change? What is the consensus of human intelligence and artificial intelligence? Scientists define the modern socio-economic and geopolitical global cataclysm as an era of Chaos, or new “dark times”, or metamodernism. Difficult times transform stable meanings and background knowledge to build a new conceptual picture of the world. At the same time, the rejection of the past and traditions “takes out” the core of a person's self-identification.

Biography:

Dr of Philology, Professor, Deputy Head of Laboratory of Machine Learning & Semantic Analysis of Institute of Artificial Intelligence, Lomonosov Moscow State University. Among the significant achievements is development of a new applied section of linguistics – linguistic migrationology; development of prognostic onomastics; ethnosociolinguistic codes for the preservation of the regional speech portrait; identification of the features of recoding the main matrices of human linguistic behavior in the conditions of an electronic and digital society; determination of the mechanism of “guidance” of ethnicity by means of suggestive linguistic techniques in the culture of childhood; analysis of the evolution of the linguistic and social behavior of migrants in a multilingual environment; NLP.



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Session Chair: Prof. Hae Young Lee, Department of Public Administration
School of Political Science and Public Admin. Yeungnam University,
Gyeongsan City, South Korea

SPEAKER PRESENTATIONS | DAY 1

Arts, Humanities and Social Sciences and Education

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Blended Learning the Future of Education

Sammer Mosa AlNajdi

Associate Professor of Education Technology, Education Technology Department, University of Tabuk, Tabuk, Saudi Arabia

Blended learning became the most trendy during the pandemic, it helps students to attend lessons and classes online and face to face. Blended learning offers many opportunities for all students to participate and did not miss classes, it has all the benefits of e-learning and face to face. The main issue of blended learning is creating and designing the contents, which need to follow Instructional Design (ID) models, such as ADDIE model and ensuring to motivate students through motivate models, such as ARCS model. Also, how we could use blended learning patterns, such as flipped classroom. Teachers and instructors must be trained of ID and have an ID expert as a facilitator to support them to design their lessons correctly and effectively.

In this presentation, I will focus on how we could be successful to adopt all the models help to make us better designers of our blended learning.

Biography:

Associate professor of Education Technology, chairperson of Education Technology Department. Hold a Ph.D. in Curriculum and Instruction from Indiana State University 2014, in the track of Educational Technology, and got Instructional Design a Certificate from Indiana State University, USA, 2014.

Served as a part-time consultant in a number of agencies in Saudi Arabia to provide my experiences in e-learning and ensure the quality of e-learning.

Editor member in Journal of Imam Mohammed bin Saud Islamic for Educational Sciences. Reviewer in a number of scientific journals, including some journals in ISI and Scopus.

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The Cognitive Role of Spatial Diagrams in the Theatre: Mathematical Reasoning in the theatre

Irit Degani-Raz

Faculty of the Arts, Tel-Aviv University, Israel

This paper proposes an analysis of the cognitive role of the observation of diagrammatic movements in the theater. The analysis is tightly connected to the recently widely accepted recognition that human reasoning involves information obtained through more than one medium; i.e., not only in the form of sentences but also information obtained through various non-symbolic modes of reasoning, diagrams in particular.

Based on the conjecture that theatrical fictional worlds are a kind of thought experiment (Degani-Raz 2005, 2014), through which spectators' theories about their own world are tested, amended, or even invented, the paper concentrates on the way by which spatial diagrams on stage can provide new insights into the spectators' reality.

The proposed analysis is based on a combination of insights derived from different areas of thought: the theoretical framework borrowed from logical semantics, called 'possible worlds'; the analytical corpus concerning the cognitive role of thought experiments in the philosophy of natural science; and the epistemology of diagrams in Charles S. Peirce's semiotic theory.

The paper's main goal is to demonstrate that the cognitive process involved in deciphering theatrical works, particularly those whose central image is dominated by movements, is based on diagrammatic reasoning. Samuel Beckett's dramatic works -Quad and Come and Go -serve here as case studies. I demonstrate that the actors' movements in the performance of these plays generate mathematical and geometrical diagrams, the contemplation of which reveals basic structures of human reality.

Biography:

Irit Degani-Raz is a lecturer at Tel Aviv University. Her research interests include the semiotics of theater and drama, the drama of Samuel Beckett, and the philosophy of science and the philosophy of language. Her publications include "Theatrical fictional worlds, counterfactuals, and scientific thought experiments" (2005) ; "Diagrams, Formalism, and Structural Homology in Beckett's Come and Go (2008); "Language as calculus" in Beckett's writing: A new perspective on Beckett's conception of language" (the 2014 Mouton d'Or Award); Spatial diagrams and geometrical reasoning in the theater" (2021 -The article is based on research enabled by a grant of the ISF)

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Main models for crime scenes in 21st century Mexico

Dr. Antonio Sustaita

Department of Visual Arts, Universidad de Guanajuato, Mexico

Violence in contemporary Mexico has been displayed according to three models: the scenery, the mass grave, and the mass-media display. Each one is associated to a city, where it happens as a case. Accordingly, each model takes the name of the city: Uruapan, for the first model; Ayotzinapa, for the second one; and Culiacán, for the last one. In crime psychology domain, the term "crime scene" has acquired an outstanding relevance. After the profusion of crime scenes in Mexico nowadays, it makes sense to employ Giorgio Agamben's (2010) idea of considering German concentration fields as a paradigm to understand contemporary cities. However, when approaching violence in Mexico, a distinction seems necessary when it comes to crime scenes: there has been a displacement from crime to scenery crime. Robert Jan van Pelt has proposed the relationship mass murder-scenery in "Massive incineration machines and about the scenery" (Atett, Dreyfus, Garibian, 2013). The change that serves here as a conceptual basis appeared early in On murder considered as one of the Fine Arts (De Quince, 2008). The aim of this paper is to explain and outline these models, from a theoretical point of view that combines crime psychology and aesthetic.

Biography:

Antonio Sustaita. Ph.D., Universidad Complutense de Madrid, 2011. Professor Sustaita focuses his research on the relationship between body and language in contemporary art. His first book, *El baile de las cabezas* [Dance of the heads] (Fontamara, 2014) investigates the similarities between the display of violence in Mexico at the beginning of the century and contemporary art. Sustaita is a full-time professor and researcher at the department of visual arts at Universidad de Guanajuato since 2011. He is member of CONACYT-SNI (National Council of Science and Technology-National Research System) level 1 since 2016. He has received the Sabatical fellowship CONACYT 2018-2019. In addition, he is member of Editorial Board of American Research Journal of History and Culture (ARJHC) and member of Colegio Referees CSACA Centro Studi Americanistici Circolo Amerindiano, Perugia, Italia. He has held more than 300 conferences around the world. His research has been published in books and journals in America and Europe. Sustaita is presently at work on a book called *Necroestética. Cuerpo y violencia en México contemporáneo*, which considers three models of sceneries of violence in contemporary Mexico. He is also interested in shamanism and what he calls early shamanic scene.

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Four Types of Daodejing Translations and Their Characteristics in Korean After Liberation from Japan

Seo Reich, Heejung

Center for East Asian Studies, School of International Studies, no.6 Haiqin, Sun Yat-sen University. Zhuhai 519082, China

This article gathers and analyzes the Daodejing (DDJ) translations in Korean that appeared after the liberation from Japan and classifies them into four types: the type continuing jingxue 經學 (traditional exegetics), the linguistic type, the religious type, and the philosophical type according to the academic perspective and methodology of translation. At the same time, the author clarifies the translation characteristics by comprehensively examining the formation process of each type in their historical contexts. Although Daoism had been excluded from the academic curriculum in the pre-liberation era along with Buddhism as heresy, it was later hastily embraced within the category of Oriental Studies for the purpose of building a cultural consensus when the modern and contemporary educational system was established. In the post-liberation era, the formation of each DDJ translation type is directly related to the academic status of Daoism during the modernization of the Korean educational system—a process in which the years 1990 and 2015 stand out as essential turning points. The characteristics of DDJ translations in Korean can be analyzed from five perspectives depending on the Ur-text, ideological approach, linguistic methodology, national characteristics, and relation to Christianity.

Keywords: Daodejing; Translation; Korean; Daoism; Oriental Studies; jingxue

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Attachment Orientations and Academic Persistence Among At-Risk Students: The Role of Perceived Teacher Emotional Responsiveness

Anat Ben-Gal Dahan¹

¹Department of education, Tel-Hai Academic College, Upper Galilee, Israel

The purpose of the research was to examine the contribution of attachment orientations (anxiety, avoidance) to academic persistence among at-risk youth and non-at-risk youth and the potential mediating role of students' perceptions of teacher's emotional responsiveness. We conducted a cross-sectional survey, in which 411 adolescents (57.8% male) completed self-report questionnaires designed to evaluate anxious and avoidant attachment orientation, perception of teacher's emotional responsiveness, and academic persistence. The findings indicate an association of attachment anxiety with lower academic persistence and perception of the teacher as less emotionally available. In the same vein, perceived teacher emotional responsiveness was associated with higher academic persistence. In addition, at-risk youth perceived their teachers as less emotionally available and displayed lower academic persistence than non-at-risk youth. Finally, the perception of the teacher's emotional responsiveness mediated the relationship between avoidant attachment and academic persistence, with students scoring higher on avoidant attachment perceived their teacher as less emotionally responsive, which, in turn, predicted lower academic persistence. In conclusion, the findings emphasize the importance of teacher responsiveness to students as a safe foundation that may affect academic and socioemotional functioning, especially among at-risk and educationally excluded youth.

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Examining Fear of Failure on Self-Esteem: How is College Student Success Impacted?

Krista L. Nelson, PhD

Behavioral & Social Sciences Psychology Department Southern Arkansas University 100 East University, MSC 9293 Magnolia, Arkansas 71753 United States

Introduction and Problem: During the 20th and 21st centuries, the model of fear of failure has become a popular area of study. Conroy and colleagues (2007, p. 239), define fear of failure as “a tendency to appraise threat and feel anxious during situations that involve the possibility of failing.” As a result, these individuals often avoid situations where failure is a possibility.

Research has identified several consequences and implications of fear of failure, with negative impact to individual self-esteem feelings being one of the most common (Elliot & Sheldon, 1997).

Methods: There were 137 volunteer participants who completed surveys. The research instruments used included a consent form, demographics questionnaire, Rosenberg Self-Esteem Scale (RSES, 1965) and Performance Failure Appraisal Inventory (PFAI; Conroy, 2001).

Results: The results of this study are still being analyzed using multiple regression. Preliminary results indicate strong significance between the primary variables of fear of failure and self-esteem. Particularly notable, results indicate as fear of failure increases, self-esteem decreases dramatically.

Discussion: The current study is important because identifying variables that are impactful to student performance, specifically if a student has low self-esteem or significant fears of failing, can assist educators in improving student achievement. Fear of failure has been linked to student success and performance (Elliot & Sheldon, 1997). Feelings of low self-esteem and poor self-confidence can relate to career choice and educational goals (Sherman, 1988). If a student fears they will fail, or if they are experiencing self-doubt and low self-esteem, educational accomplishment is likely being impacted.

Biography:

Dr. Krista Nelson is an Associate Professor of Psychology at the Southern Arkansas University in Magnolia, Arkansas in the United States. She earned her PhD in Counseling Psychology from Louisiana Tech University in Ruston, Louisiana in 2012.

Krista is trained as a Counseling Psychologist and Licensed Professional Counselor, and worked for several years in the mental health field before entering academia in 2010. Her research interests center around fear of failure, self-efficacy, gender roles, terrorism, self-esteem, body esteem, and the impostor phenomenon.

Arts, Humanities and Social Sciences and Education

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Multifaceted approach to the problem of internet addiction, the repercussions, the causes, and the restoration

Anke Brand

Department Research and Development, The Kings Institute operating arm of SAHCET, Pretoria, Gauteng, South Africa

Within recent years there has been increasing societal concern around the compulsive and excessive use of digital and Internet-enabled devices, such as the use of social media, online video gaming or online pornography and associated risks and harms. The research discusses why it is of tremendous importance to understand the effect of the Internet, smartphones, and other new digital technologies on individuals' productivity as well as spiritual and emotional well-being. Besides its recognized addictive nature, it also becomes clear that such technology inevitably alters our natural social lives, which has the potential to harm entire societies. To address this issue, the research will review the current conceptualisations of digital addiction used within the research literature and identify common features of digital addiction. The initial process assessed definitions for features of digital addiction within Internet, gaming, smartphone, and pornography addiction. In addition, focus was placed on the emotional, physiological, and spiritual harm caused by the phenomenon and on the user's behaviours associated with the phenomenon. It was also found that key constructs are not specific to the usage domain, i.e. whether it is related to gaming, the Internet, pornography or smartphone use. We present arguments as to why the study of technological (over) use and its consequences is of tremendous importance. Finally, the research will provide some initial ideas and solutions on how to cut down technology use to live more satisfying and happier lives. This study can be used as a resource for parents, educators, counsellors and academic scholars in the recovery and healing process from the consequences of digital addiction.

Biography:

Anke is the director of research and Development at The King's Institute, the operating arm of SAHCET. She is a respected speaker, researcher, consultant, and author on the pressing issues of technology and its devastating effects on mankind. She uses her extensive knowledge and experience in the counseling room to help people understand and guide them in the use of digital media. She has worked with school organizations, churches, and law enforcement and has done a second PhD in Interdisciplinary studies. She runs a private counselling practice and counsel parents, leaders, pastors, teachers, and young people country wide while continuing her research and writing. Digital addiction is her passion and focus of her research and ministry.

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Decolonising the curriculum: university, pluriversity and epistemic justice

Dr Ana Gaio

Department of Media, Culture and Creative Industries, City, University of London, London, United Kingdom

The crisis created by the Covid-19 pandemic and the inequalities that it exposed has not only reenergised social agendas such as Black Lives Matter but has also provided fresh momentum to similar debates in Higher Education (HE) institutions across the world. Not least, the decolonising movement rising from all corners of global academia has challenged the (cultural and moral) authority of curricula, pedagogical and research practices that are still dominated by Eurocentric discourses, worldviews, knowledge canons and ways of knowing, 'seeing' and 'hearing'; at the expense of 'othered', otherwise representative intellectual, cultural and historical frameworks, contributions and traditions.

The field of Arts and Cultural Management (ACM) education, an applied subject that has culture as its object, is no exception. Drawing on experiences of curriculum decolonisation in Arts and Cultural Management in different geo-cultural HE contexts, this paper interrogates the tensions inherent in a discipline that emanated in the West but is now studied in many countries and universities across the globe. How is epistemic justice shaping ACM education and curricula and how are the theoretical gaps between Western disciplinary/theoretical canons and the realities of local ecosystem being bridged, questioned, or even replaced? And what kinds of learning and teaching approaches are being deployed to bring about effective education and a meaningful experience for students in the field? We conclude with a reflection on how educators resolved the ontological and epistemic discontinuities between the standard disciplinary canon and local realities to embed and contextualise the discipline.

Biography:

Dr Gaio has worked and researched in the cultural and creative sector for over 25 years, in the UK and internationally. In her time at City, University of London she has taught and researched in this area of studies and is currently Associate Dean for Education in the School of Communication and Creativity. She is involved in HE international networks, was Vice-President of ENCATC (the European network for cultural policy and management education and research), ex-officio member of the US Association of Arts Administration Educators' board, and an advisor to the China Arts Administration Education Association.

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Understanding Internet Gaming Disorder. A subjective and objective review on the dangers of excessive gaming and its effect on the developing brain

Eldred de Beer

Digin (Digital Intelligence) Pretoria, South Africa

The inclusion of Internet Gaming Disorder (IGD) in the World Health Organization's International Classification of Diseases and the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders reflects growing concern on individuals' physical, mental health, social wellbeing and especially on the academic performance of the developing brain.

Gaming can lead to social isolation and addiction, as individuals spend increasing amounts of time playing video games instead of engaging in social activities or developing relationships. Moreover, excessive gaming can lead to decreased productivity, desensitization to violence, lack of empathy and social skills, increased aggressive behavior and has been shown to have a negative impact on self-esteem.

Excessive gaming can lead to a decrease in attention and concentration, making it difficult for learners to focus on academic tasks resulting in poor grades, decreased motivation, and a lack of interest in learning.

Impeded pro-social behavior, decreased cognitive function and inhibition control may lead to a decrease in overall academic performance.

Research has shown that IGD can have a significant impact on the developing brain, particularly in children and teenagers. IGD can lead to a decrease in gray matter in the prefrontal cortex, which is responsible for impulse control and decision-making. This can lead to a decrease in academic performance and an increase in risky behavior. Additionally, IGD can affect the reward center of the brain, leading to a decrease in dopamine receptors. This can lead to a decrease in motivation and an increase in depression and anxiety.

Addicts, parents, educators and policy makers need to understand the mechanics, neurophysiology, causes, risk factors, symptoms and solution to empower them to take steps to mitigate the devastating effects that excessive gaming has shown to create.

Biography:

Eldred de Beer is an accomplished presenter, author, and has been a guest on TV and radio shows specializing in the field of gaming addiction. He holds degrees in both Exercise Science and Physical Therapy, but moreover has over two decades of personal experience as a gaming addict. Eldred has dedicated his career to understanding the complex interplay between video games and addiction.

Eldred's interest in gaming began as a teenager, where he found solace, escape, affirmation and a sense of accomplishment in the immersive world of video games. As he grew older, his passion for gaming intensified, leading to a period of addiction that lasted for over 20 years.

However, Eldred did not allow his addiction to define him. Instead, he used his experience as a catalyst for change, channeling his energy into understanding the psychology and neuroscience of gaming addiction.

His personal experience as a gaming addict has given him a unique perspective on the issue and has fueled his passion for helping others who may be struggling with addiction.

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Critiquing Ayaan Hirsi Ali's View on Adherence to Islam in Heretic (2015)

Rizwan Sahib

Department of Humanities and Communication Arts, Western Sydney University, New South Wales, Australia

In her fourth book *Heretic*, published in 2015, Ayaan Hirsi Ali, a former Muslim and vocal critic of Islam, claims that adherence to Islam in Western societies causes Muslims cognitive dissonance due to its incompatibility with secular, liberal societies. Unfortunately, *Heretic* does not contain reference to empirical research on Muslim religious life in the West to support its claim. This paper critiques *Heretic*'s claim by reading it against data from interviews with 29 Australian Muslims about their Islamic practice in everyday life. The interviews show that despite some obstacles, Muslims practice Islam widely and successfully in Australia due to various social, religious, and individual factors. This finding reveals a disjuncture between Australian Muslims' Islamic practice and *Heretic*'s criticism of adherence to Islam. The paper concludes that a major reason for this disjuncture is that Ayaan Hirsi Ali is out of touch with Western Muslims, Islam, and the West, which indicates the importance of empirical research in making claims in relation to Islam and Muslims.

Biography:

Rizwan Sahib is a third-year PhD student at Western Sydney University. He is co-author of *Sociological Study of Tabligh Jama'at: Working for Allah* (Palgrave Macmillan, 2022) and has published articles in *Religions*, *Australian Journal of Islamic Studies*, and *Jurnal Living Hadis*.

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A Buddhist Approach to Ecology

Biplob Sraman

M.A(Religion & Philosophy) Maha Makut Buddhist University, Thailand

The teachings of the Buddha, although foremost focused on the struggle with the human psychological features of greed, hatred and delusion, nevertheless pay attention to the preservation of nature and the ecological system by engaging in promoting and spreading a non-violent teaching for the preservation of the ecological system-the protection of nature, the forests, wild animals, the earth etc. Indeed, in the ecological sense, there is no any other suitable place than the Earth for beings to survive, at least no other such place has been found to this moment. Humankind faces a direct threat, once the living conditions on earth are damaged.

With regard to the protection and safeguarding of the ecological system and its animals the rule of non-harming or no-killing is the most observable precept for the Buddhist. In addition to the idea of non-harming, Buddhism proposes the philosophy of loving-kindness towards all living things visible and invisible, which should be protected as a mother protects her children. Ultimately, because of mercy and kindness towards living beings, Buddhism proposes a philanthropic attitude-the compassionate empathy for all forms of life-which undoubtedly qualifies the conservation of the ecology.

Buddhist monks who are dependent upon ecological conditions for the survival of their life-style, practice disciplinary rules to preserve the forests while living in the forests and provide good examples how to preserve nature while being with nature. In this sense, Buddhism and nature are inter-related and inter-dependent.

This paper attempts to show Buddhist engagement in ecological systems and how Buddhist thought and texts encourage followers to be with nature. Furthermore this paper will examine how Buddhist concepts of a simple but contented life with few belongings, expressing love towards all, caring and sharing, contemplative of inward and outward circumstances and developing a comprehensive understanding of oneself and the world in general-challenge and confront today's ecological challenges.

Explores the ecological and environmental teachings of Buddha, particularly Dhamma (nature) and their relationship with deep Ecology as well as with effective public participation.in the context of this book, dhamma (also known as Dhamma by many Buddhists) is nature, natural truth, natural law and the teachings of Buddha. The lack of effective communication and citizen participation in environmental affairs, especially between westerners and the people of Asian, has been the cause of needless environmental, societal and economic problems and costs. Buddhism, especially thought Dhamma and Deep Ecology offers a means to secure that participation in the decision making process in both Buddhism and Non-Buddhism nations.

Technical experts offer countless opinions, pros and cons, on the development that may change forever a stream, stand of rain forest, or other fragile ecological settings. But although technical comment abound, it is unfortunately, for sale or hire by highest bidder. Public opinion is scarcely heard over the cacophony chorus of vested interests. The author trusts the Buddhism and deep ecology will bring some harmony to the discordant voice of all those concerns with the life on this planet.

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Experiences, psychological health, and prenatal bonding of surrogate mothers: a longitudinal study

Nishtha Lamba, Vasanti Jadv

Middlesex University Dubai, Dubai, UAE and University College London, London, U.K.

Background: Globally there is limited information on the long-term psychological health of surrogates. Power differentials between surrogates and intending parents and the commercial aspect of the surrogacy arrangement raise concerns regarding the psychological health of surrogates, specifically in low-income countries. This is the first study of the psychological well-being of surrogates in a low-income country.

Aim and methods: The study explores the psychological well-being and prenatal bonding of surrogates in comparison to a matched group of expectant mothers in India who had children for international intending parents. Surrogate mothers were interviewed at three time points: during pregnancy, 4-6 months post-birth, and 5 years post-birth. Semi-structured interviews and standardized questionnaires were administered to 50 surrogates and 69 expectant mothers during pregnancy, 45 surrogates and 49 expectant mothers 4-6 months post-birth, and 19 surrogates 5 years post-birth.

Results: Overall psychological health did not significantly differ for the surrogates over the three time points, surrogates had higher levels of depression compared to the comparison group of mothers, during pregnancy and post-birth. Low social support during pregnancy and stigma associated with surrogacy from others were found to be predictive of higher depression in surrogates a few months post-birth. Surrogates emotionally bonded less but they instrumentally bonded more with the fetus. Prenatal bonding was not significantly associated with greater psychological distress during pregnancy or after relinquishment. Nearly half of the surrogates did not meet the intended parents and only one third met the newborn. None of them met the child at the time of delivery.

Biography:

Nishtha Lamba holds a PhD and MPhil in Psychology from the University of Cambridge. She is a behavioral scientist specializing in psychological health and social policy informed by both quantitative and qualitative analytical skills. She also holds a BA in Psychology and Sociology from Hunter College, City University of New York. Currently, she is a Senior Lecturer in Psychology and Founder and Head of Social Psychology Research Lab at Middlesex University Dubai. Her research includes mental health of marginalized communities and trauma in the context of South Asia. She takes keen interest in gender issues rooted in South Asia.





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KEYNOTE PRESENTATIONS | DAY 2

Arts, Humanities and Social Sciences and Education

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Mingming Zhou

Faculty of Education, University of Macau, Macau

Social science research in the digital era: Where the future might take us?

The social sciences seek to achieve bigger impacts by influencing individuals to think about the world in a more precisely reasoned and better informed way to make better decisions and produce societal outcomes. As society is increasingly digitized, digital technologies are entangled in the structures of society in many different, complex, and even contradictory ways. Technology does not solely change our behavior of accessing information, but also cognitive processes of processing information and psychological sources of confronting digital information. Both challenges and obstacles emerge during this process.

The continued digitization of society requires a research approach capable of integrating social sciences and information technology. In this talk, I would like to discuss issues of scholarships, methods, and epistemologies in social sciences in the digitalized era. It is concerned with the opportunities for researching society opened up by digital data, effective methods and techniques to address emerging issues, and more importantly, the changing relationships between social life. By reflecting upon how digital technology avails opportunities to step outside 'normal science', and to interrogate taken-for-granted presumptions in this discipline, we are able to re-think what "the digital" can actually offer for revolutionizing social knowledge and methods.

Biography:

Dr. Zhou received her Ph.D. degree in educational psychology and educational technology from Simon Fraser University in Canada. Prior to joining University of Macau in 2013, she was Assistant Professor in Nanyang Technological University in Singapore. Dr. Zhou's research interests focus on how technology impacts human cognition, psychology, and behavior. This includes the investigation of technology enriched classrooms in K-12 and higher education, technology-based innovative measurement in education and psychology as well as big data in education and social sciences.

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Dr Zan Chen

Institute for Adult Learning, Singapore University of Social Science, Singapore

Demystifying work motivation, job quality and work effort

Studies have shown the level of work satisfaction, motivation and job quality all have an influence on the level of well-being among the workers. In this keynote talk, I will start with a brief account of the constructs of job quality (including work autonomy, skills utilization, job security, intensity, and work complexity); work motivation (including intrinsic motivation, extrinsic motivation and amotivation); and work outcomes (such as work effort and work satisfaction). I will then present the key findings from a nationwide survey of adult educators in Singapore on the mediational relations of work motivational types, job quality and work outcomes. Our analyses found work motivational types have differentiated pathways between job quality indicators such as work autonomy, skills utilization, job security, work intensity, and work complexity, and work-related outcomes. The differentiated motivational paths emerged in the analysis where intrinsic motivation mediated between work autonomy, skills utilization, with work effort, but not work satisfaction. The study also reveals that extrinsic motivation and amotivation hardly drive work satisfaction which contradicts the assessment on the influences of the direct influence of compensation administration on work satisfaction. The analyses contribute to the extant understanding on the specific relations of the motivational subtype of job quality and work behavior and psychological well-being. I will end my talk on the implications to inform how job design may foster positive work behavior and psychological wellbeing to help retain adult educators in the service.

Biography:

Dr Zan Chen is a Principal Researcher and Senior Lecturer at the Institute for Adult Learning in Singapore University of Social Sciences. She has 20 years of research and teaching experiences in universities in both China and Singapore. Her research focuses on training and adult education, professional development, and work motivation. She has published widely in her field and presented regularly at both international and local conferences. She also serves as a national expert to projects related to adult education and training run by the UK, the European Commission's Directorate General for Education and Culture, Korea, and Australia.

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Shengli Dong

Educational Psychology and Learning Systems, Florida State University, Tallahassee, Florida, U.S.A

Cultural Partner Program: Enhancing Intercultural Interactions and Transitional Outcomes for International Graduate Level Students

International students, especially graduate-level students, experience unique challenges as they make a transition to a new social and cultural environment. However, limited research has focused on their transition. This study examines impacts of the Cultural Partner Program on transition outcomes for incoming graduate-level international students. Of the 171 participants recruited from a public research university in the southeast U.S., 39 participated in the control group and the rest in the experimental group. These participants were from 27 different countries, with those from China constituting the most significant proportion (43.3%), followed by India (13.5%), and then by South Korea (9.4%), and each of the other countries accounting for less than 6%. A participant in the experimental group was paired up with one domestic graduate-level student at the same university and engaged in a semester-long intercultural interaction. Although the regression analysis did not reveal significant results, supplemental standardized mean difference analyses was conducted considering the wide 95% confidence intervals and the relatively small sample size in the regression analysis. The standardized mean difference analyses revealed that in comparison with the control group, the experimental group performed better on specific transition outcomes (i.e., intercultural interaction enjoyment, self-esteem, stress, perceived social support, social and academic integration, and attitudes toward seeking professional help) but performed worse on other intercultural sensitivity subscales and cultural identity. Higher education professionals need to foster inclusive and creative environments for international students to enhance their transition experiences and outcomes.

Biography:

Dr. Dong is an associate professor at Florida State University. He has published more than 50 papers and conducted more than 60 professional presentations at international, national, state levels. He has been awarded a federal grant (2022 to 2024) from the National Institute of Health to foster wellbeing and prevent depression for immigrant youth through using mobile health application. Dr. Dong serves as editorial board members for several flagship journals such as Journal of Multicultural Counseling and Development, Rehabilitation Counseling Bulletin, Journal of Rehabilitation. Dr. Dong received the Sylvia Walker National Multicultural Award of 2020 from the National Rehabilitation Association.

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Prof. Albrecht Classen

German Studies, University of Arizona, Tucson, AZ 85721, USA

Metaphorical Speaking: The Power of the Literary Word in the Ballad for the Political Discourse, Past and Present

As we all know, literature represents an elusive art and has, so it seems, no direct impact on society. Only few poets can make a living through their writing, and all criticism voiced within the literary discourse tends to be esoteric, abstract, imaginary, and not really influential on society. However, at closer analysis, literature carries enormous power within itself although it seems so removed from reality and assumes nothing but a fictional character. Drawing from the genre of the ballad, the critical discussion of the poetic narrative easily demonstrates the true significance of the poetic word. Since the early Middle Ages, but particularly since the late eighteenth century did the ballad emerge as a major literary medium to reflect on social, economic, political, ethical, moral, and religious issues. The poets of ballads use the poetic framework but they really tell a story or relate a message of critical importance for society at large. In short, contrary to general notions of the alleged irrelevance of the literary discourse, the close reading of a sample of ballads allows us to comprehend, quite surprisingly, the key importance of the poetic word for our lives both in the past and the present. After a theoretical introduction on literature as such in general and on the ballad in particular, I will examine the Old High German “Hildebrandslied,” Goethe’s “Zauberlehrling,” Fontane’s “Brücke am Tay,” and Brecht’s “Ballade von der Entstehung des Buches Taoteking.” Each one of them has a direct message for us today, as different they all prove to be by themselves.

Biography:

Dr. Albrecht Classen is University Distinguished Professor of German Studies at the University of Arizona and has published, currently, 119 scholarly books and ca. 820 articles. He is focused currently on topics of ‘the secret in medieval lit.’ (book to appear in Sept. 2022), on globalism in the pre-modern world (maybe June 2023), and has explored many other fundamental issues in his work. He is the editor of the journals *Mediaevistik* und *Humanities*. He holds the rank of knight since 2017.





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SPEAKER PRESENTATIONS | DAY 2

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Educational Technology during the Pandemic: Reflecting on Real Experience for a Better Future Application

Dr. Iman Oraif

Assistant Professor, College of Languages and Translation, English Department, Al-Imam University, Riyadh, KSA

Rapid changes in today's world, especially in the adoption of technology, have made it imperative to be able to adapt. This is equally the case with educational technology. There are two factors at work here: the first being the rate of innovation, and the second being the global crisis brought about by the coronavirus pandemic. During the pandemic, education providers worldwide sought solutions to the problem of continuing education during the periods of quarantine and social distancing. In the process, online teaching was identified as the only solution. Accordingly, many countries struggled to meet the challenge with the best options, especially in the developing world. Therefore, this presentation reflects on the experience from the perspective of Saudi Arabia, looking at how the obstacles were overcome. This includes the measures taken by the Saudi Ministry of Education and the facilities it offered.

In consideration of recent research concerning the Saudi experience of the pandemic's impact on schools and higher education, recommendations are made in this presentation. These were derived from the results of applying similar technological aids to those adopted elsewhere in the world, as a means of addressing the circumstances that faced educators during the pandemic. The author is specialised in teaching English as a foreign language (EFL) and so will discuss experiences of this field in most detail, especially in online education. Moreover, it is proposed here that investment could be made in the online environment to supplement face-to-face teaching.

In particular, successful instructional designs in the field of EFL have been drawn from the relevant literature and included in this presentation, supported by educational theory. It is anticipated that from this review, stakeholders in many other countries will be able to replicate the experience of the Saudi education system.

Biography:

Iman Oraif is an Assistant Professor at the College of Languages and Translation within the English Department at Al-Imam University, Riyadh, KSA. She has 15 years of experience in the academic field, with a research interest in the implementation of technology to teach EFL courses. She has authored a number of pioneering studies in the area of instructional design and the impact of technology implementation on EFL students' performance and psychological well-being.

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“You should rather return to your first job.” The self-efficacy beliefs of radio personalities

Dr. Mardi Delport

Department of Communication Sciences, Senior Lecturer: Communication Sciences, Central University of Technology, Free State (CUT), Bloemfontein, Free State, South Africa

The rapidly changing face of the media landscape brought about by the digital revolution on the one hand and the Covid-19 pandemic on the other, have sparked a renewed interest in audio creation and consumption around the globe. Radio professionals are encouraged to think in new and creative ways. Creativity is generally influenced by several factors, including personality and self-efficacy. Self-efficacy, a key determinant of performance, is an under-researched psychological factor that may influence on-air performance in the broadcasting arena.

This study explored the self-efficacy beliefs of radio personalities at a community radio station in South Africa to answer the research questions: Is high self-efficacy important for radio presenters, and why? What is the nature of the relationship between self-efficacy beliefs and broadcasting performance? What are the factors impacting on radio presenters' self-efficacy beliefs?

Eleven semi-structured face-to-face interviews were conducted with radio presenters at a community radio station based in the Free State province of South Africa. The results were analysed by means of directive coding.

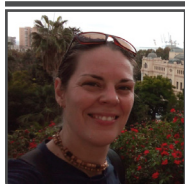
The findings in this study confirm existing scholarship by suggesting that mastery experience is indeed the most influential source informing self-efficacy beliefs. Performance accomplishments, successes and goal setting are instrumental in shaping self-efficacy beliefs. In addition, the findings unpack the factors that impact positively and negatively on self-efficacy beliefs and may help navigate station management towards rendering the necessary support in empowering and retaining these employees. Lastly, guidelines are suggested for Programme Managers at radio stations in supporting radio personalities building strong self-efficacy beliefs.

Biography:

Dr Mardi Delport is a Senior Lecturer in the Department of Communication Sciences at the Central University of Technology, Free State (CUT) in South Africa. She obtained her under- and postgraduate qualifications from the University of the Free State. Her radio broadcasting career extends over 29 years and she presented programmes on community and commercial stations in South Africa. She also facilitates communication- and writing workshops and do freelance copy-writing and voice-over work for various radio stations.

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Application and importance of open and big data in the planning of wine tourist destinations in Serbia

Dr Radmila Jovanović

Research Associate, Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Spain

Viticulture and wine production have a long tradition and are a very important agricultural branch in Serbia with untapped potential. Serbia has favorable conditions for the development of winemaking and viticulture, as well as the development of wine tourism destinations. However, over the centuries, winemaking and viticulture have gone through different phases: from a period of stagnation due to war events, to bad economic conditions, natural disasters, bad market conditions, the decline of large wineries, high production costs and fragmentation of vineyards, the import of cheap wines from abroad, lack of modern processing capacities, weak marketing and other circumstances.

For the assessment and planning of wine-growing tourist destinations in Serbia, a series of open and large data from different sources was used: VIIRS Nighttime Lights, for visualization of terrain conditions in three dimensions (3D) and topographic data, the Digital Elevation Model (DEM), CORINE Land Cover 2012, temperature and precipitation data, Open Street Map (OSM) data, geotagging field survey data, social media, nature zones, hiking and cycling data, etc.

Integrated models are used for tourist evaluation and planning of wine-growing tourist destinations in Serbia - Analytical Hierarchy Process (AHP) and Geographical Information System (GIS), which includes several stages: assessment, standardization and classification, determination of sub-criteria of weight consistency and obtaining an overall assessment and mapping of standardized weight measurements using GIS techniques.

The obtained results indicate the existence of several vineyards in certain wine-growing areas of Serbia with the potential for the formation of wine tourism products. The obtained results indicate the existence of several vineyards in certain wine-growing areas of Serbia with the potential for the formation of wine tourism products. In some wine-growing areas of Serbia, the results indicate the existence of tourist attractions, general infrastructure that is appropriate. Tourism infrastructure exists to a lesser extent, which also leads to an inadequate tourist experience. However, the tourist attractions of certain wine-growing areas are generally insufficiently recognizable on the wider, national or international tourist market.

Biography:

Dr Radmila Jovanović is Research Associate, Postdoctoral Researcher, at Department of Geography, Faculty of Tourism and Faculty of Philosophy and Letters, University of Malaga, Spain. My field of research are Tourism (wine tourism and viticultural areas), (Geo)Spatial analysis (big data, data mining), Applied Cartography, Tourism and Territorial (Planning), Geographic Information Systems (GIS), smart (tourist) destinations, etc. I finished all levels of studies (BSc, MSc, PhD) at Faculty of Geography, University of Belgrade, (Serbia). From March of 2022, I started second PhD studies at Faculty of Tourism, University of Malaga, Spain. During 2021 at the same Faculty, I finished my first postdoc research. From November 2022 I started my second postdoc research. Also, I am researcher on two projects: "Residents versus tourists in Andalusian historic centers? Conflicts, strategies and new post-Covid scenarios" (P20_01198), call for R+D+I research projects within the framework of the Andalusian Plan for Research, Development and Innovation (PAIDI 2020), Government of Spain and "New strategies for new tourist conflicts in Andalusian historic centers" (UMA-FEDER-005), University Of Malaga, Department Of Geography, Faculty Of Tourism, Campus of Teatinos (Spain).

Arts, Humanities and Social Sciences and Education

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Pluralisation and Unification for Autonomous Values in the Humanities: Emancipation from Hegemonic Orientations through Eclectic Inclusivism

Faris Ridzuan

¹Department of Malay Studies, National University of Singapore/Graduate Student, Singapore,

²Department of Asian Studies, College of the Humanities and Social Sciences, National University of Singapore / Academic Tutor, Singapore

Within the humanities, there are colonially introduced hegemonic orientations like Orientalism, Eurocentrism. Ethnocides, epistemicides, genocides and the robbing of autonomous destinies amongst indigenous or/and colonised populations and the Global South have resulted in the entrenchment of these hegemonic orientations, in light of the impetus to amass and increase the capillary powers of colonial capitalism and imperialism. Knowledge producers, learners and educators from these populations have suffered marginalisation and silencing, cast as merely objects to be studied, data to be mined and case studies to be gleaned, from the dominant paradigms of Eurocentric/Orientalist theories, philosophies, concepts, epistemologies and ontologies. This is structurally conditioned by academic dependency and intellectual imperialism, where the Global South and indigenous populations remain dependent on dominant centers of knowledge production, fueled by global neoliberal capitalism. I propose that indigenous/colonised peoples and the Global South should be universally empowered as subjects and not objects, as theoretical voices rather than data providers, to transcend the incommensurable conflict between postmodernism and modernism. Through my epistemology of “eclectic inclusivism” in knowledge production, learning and education in the humanities, I expand the autonomous intellectual tradition of *ilmu mandiri* that arose in the Malay/Indonesian world, from my current Malay Studies Department in the National University of Singapore. This is an ethico-moral and values driven imperative in rejection of relativistic nihilism through the emphasis on the relational nature of truths and values, to practice hermeneutically reflexive engagement via Gadamerian fusions of horizons, alongside creative and emancipative autonomous knowledge productions to ensure that the humanities remain grounded in lived realities severely endangered by existential issues like climate change and the threat of nuclear disaster, within an autonomous theory-praxis engagement that is not only free of colonial hegemonic orientations, but also pre-colonial hegemonic orientations like traditionalism, sectarianism, androcentrism and culturalism.

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Turning Online Classes into Communities with Whatsapp

Danri Hester Delpont

Department of Mathematics and Physical Sciences, Central University of Technology (CUT), Bloemfontein, Free State, South Africa

The COVID-19 pandemic indicated a unique challenge to educational systems around the globe as the teaching and learning process were changed from fact to face to predominantly online learning. Although WhatsApp as an e-learning tool has been favoured by many educators and students as an online learning tool during the COVID-19 pandemic, many students felt like just a number, or that their attendance on such groups does not matter. Students want to feel that they belong, form part of a community, and will be missed if they are not around. Classes can be turned into communities when students are allowed to have discussions in forums, for example WhatsApp groups, where each student's voice can be heard. The purpose of this article is to assess students' perceptions on the use of WhatsApp as an online learning tool at a South African university. Multiple WhatsApp groups were created which include groups where only subject content was posted and "community" groups where students were allowed to interact with each other. The responses to an open-ended questionnaire showed that, apart from the electronic connection they had on WhatsApp, they valued the emotional connection as well. The sharing, support, love, as well as cooperation among students also emphasised the importance of ubuntu in educational settings. Students were provided with opportunities where they could freely ask questions, assist each other, and make new friends. Not only did students feel guided, supported and comforted, but also encouraged to continue online learning, despite all the challenges they had to face.

Key words: WhatsApp, communities, first-year students, online learning, South African university

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How to talk about the Philippines in literature class: the case of poetry in Spanish from Mexico

Patricia Rebé Rodríguez and Ignacio Ballester Pardo

Department of Innovation and Didactic Education, University of Alicante, Spain

In 1606, Antonio de Morga published *Sucesos de las Islas Filipinas*, appearing to establish a point of contact, which endures in the still-overlooked but undeniably extant relationship of the Philippines with contemporary Mexican Spanish-language poetry. Although minimal, certain Philippine ties have been observed in recent decades in Mexico, the country with the greatest number of Spanish speakers in the world. Unlike Cuba or Puerto Rico, the Philippines has been forgotten by Hispanic culture in a tradition that continues in the twenty-first century. Despite this uprooting from, which might be observed in a first preliminary study that other researchers may want to undertake (still underexplored and in fact practically non-existent in the critical panorama), such Mexico Philippines relationships continue settling in the Mexican poetry insomuch as they mark meeting points that explain globalization and the search for identity that also exists in lyricism. In this work, which traces Mexican literature, the presence of the Philippines in Tomás Calvillo Unna's 1995 poetry collection *Filipinas, textos cercanos* (2010) is analyzed using an ecocritical approach to recoveries from pre-Columbian Mexico and colonial New Spain. In addition to investigating which poets have been influenced by the Philippine tradition, this text delves into historical and geographical relationships, especially as the basis of the Manila Galleon trade. The issue of violence, also present in texts examined here, will refer to colonization and to neocolonial practices. This article analyzes some texts that can be used to learn about Asia and the Philippines in Spanish literature class.

Biography:

Patricia Rebé Rodríguez and Ignacio Ballester Pardo are teachers of Spanish Language and Literature in Alicante, Spain. They have dedicated themselves to the study of didactics and the relationships established between America, Europe and Asia through the Philippines. They introduced the "False Friends" Conference at PLURImpulsa ODS4: new methodologies in the field of multilingualism focused on inclusion and diversity (code: 23AL51IN007), where they addressed the importance of language to reflect correct didactics of the aforementioned cultures. Through literature, then, they establish an original point of departure from the Philippines with Spain through Mexico, always for didactical purposes.

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Move recycling in Social Science Research Articles: Perceptions of Novice English L1 Scholars vs. Novice Iranian Researchers

Kimia Soltani¹ and Davud Kuhi²¹Iranian Social Security Organization, Ardabil, Iran.²English Language Department, Maragheh Branch, Islamic Azad University, Maragheh, Iran.

Inspired by the difference between "big culture" and "small culture" in intercultural rhetoric theories, the current study investigates whether the cultural backgrounds (big culture) and educational contexts (small culture) of novice English L1 and Iranian social science RA authors affected their views on move recycling (MR) or move repetition. In order to accomplish this, 30 participants, including 18 Iranian and 12 English-speaking Ph.D. students from six social science disciplines, were invited via email to share their reasons for utilising MR in their research papers. As a means of explaining MR to them, their use of MR was underlined in the Word document. Participants were also exposed to the five plausible causes of MR and asked to pick one or more and explain why they thought the selected factor(s) caused MR. A thorough review of their responses revealed that, whereas English L1 novice researchers could adequately justify their chosen reasons, their Iranian counterparts could not. This implies that educational policies in the two contexts differ. The findings call into question critical pedagogy in non-English academic contexts such as Iran, and they may imply that EAP writing instructors in EFL settings need to encourage students to apply English academic writing conventions critically and concisely rather than arbitrarily.

Biography:

Kimia Soltani holds a Ph.D. in TEFL and works as an operating room nurse for the Iranian Social Security Organisation. She has published several papers in scholarly journals. Her area of research interest is discourse analysis.

Davud Kuhi Ph.D. in TEFL, is a full-time professor at Islamic Azad University in East Azerbaijan, Iran. His main research interests include ESP, academic discourse analysis, and genre analysis. He has served as a reviewer for numerous reputable English journals, a keynote speaker at several international conferences, and the author of a number of scholarly articles and books.

2nd World Conference on

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Professional youth workers views on causes of involuntary loneliness among adolescents and young adults and their thoughts about its alleviation – a qualitative interview study

Yulia Korzhina, Jessica Hemberg, Pia Nyman-Kurkiala

Faculty of Education and Welfare Studies, Department of Caring Science, Health Sciences,
Åbo Akademi University, Finland,

Loneliness is acknowledged as a global public health problem and found to be most prevalent during adolescence. A variety of negative mental health outcomes are associated with loneliness during adolescence (World Health Organization, 2018). Given the negative effects that loneliness has on adolescents' and young adults' health and well-being, it is important to recognize the complexity of loneliness as a phenomenon and further explore its nature, underlying causes and possible methods of its alleviation. Professional youth workers have a broad experience of working with adolescents and young adults possessing unique knowledge regarding involuntary loneliness in this group.

Aim of the study is to get insight into youth workers views on causes of involuntary loneliness among adolescents and young adults and the possible methods of its alleviation.

Method The study has a qualitative research approach where three qualitative focus group interviews are conducted with 15 professionals who work with adolescents and young adults. The analysis method consists of qualitative content analysis according to Graneheim and Lundman (2004), which is inspired by a manifest approach.

Results The preliminary results show that mental illness, global changes in the society and the feeling of exclusion on various levels can be factors that contribute to loneliness among young people. The preliminary results also show that holistic thinking and cooperation with other actors characterize the working methods used to prevent loneliness among adolescents and young adults.

Biography:

Yulia Korzhina, PhD candidate, MSc (Corresponding author), PhD candidate at Åbo Akademi University, Vaasa, Finland. Research interests include loneliness among adolescents and young adults as well as ethical issues within caring contexts. Åbo Akademi University, Faculty of Education and Welfare Studies, Department of Caring Sciences, PO Box 311, 65101 Vaasa, Finland. yulia.korzhina@abo.fi Korzhina Y. ORCID ID: <https://orcid.org/0000-0001-9307-7637>

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Psychology of Telling Lies: A Theoretical Understanding

Urmita Chakraborty, PHD.

Associate Professor, Department Of Psychology, Techno India University, Kolkata, West Bengal, India

In this decade the cases of telling lies in children, adolescents and adults has been found increasingly. In socially backward parts it is more in numbers. In India this is also evident. In this action research with rapid systematic review the causes behind lie telling behavior will be analysed. Theories will be applied to understand the concept of lying behavior. The activation decision construction action theory will be critically discussed. The associated mental disorders namely conduct disorder and antisocial personality disorder will be reviewed in literature analysis. A remedial action plan will be ascertained. Behavior modification, training on moral responsiveness, training on ethical decision making, moral reconnection therapy, family therapy based concepts will be included in daily practice workbook. A conclusion regarding a neuropsychological model for the lie telling will be outlined.

Keywords: Lie, Conduct Disorder, Antisocial Personality Disorder, Psychotherapy, behavior modification.

Biography:

Dr Urmita Chakraborty is a Professional Teacher and Psychology Practitioner in India. She has her own Clinic "ALO PSYCHOLOGICAL COUNSELLING AND PSYCHOTHERAPY CLINIC (REGD.), KOLKATA, INDIA". She has presented quite a good number of research papers in seminars and conferences (national/international). She has published articles on diverse topics. Her interest includes Clinical Psychology, Social Psychology, Neuroscience, Allied Health Sciences.

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Domain-general and domain-specific cognitive correlates of developmental dyscalculia: a systematic review of the last two decades' literature

Ankit Mishra, Azizuddin Khan

Psychophysiology Laboratory, Department of Humanities and Social Sciences Indian Institute of Technology Bombay, Mumbai, Maharashtra, India

Developmental dyscalculia, or mathematics learning disability, is a neurodevelopmental disorder, which influences the learning of mathematics in developing children. Children experience impairment in developing the concept of numbers and interrelation between numbers, retrieving arithmetic facts, performing simple arithmetic operations, and so forth. Prevalence of developmental dyscalculia ranges between 5-6% of school-aged population, depending upon diagnostic criteria. Studies. To investigate the underlying cognitive factors associated with dyscalculia, two prominent approaches have been used: domain-general and domain-specific. While the domain-general approach argues for the deficit in general cognitive abilities, the domain-specific approach argues for the deficit in core numerical abilities. The presentation discusses a systematic review of studies investigating the underlying cognitive causal factors associated with developmental dyscalculia in the last two decades. The findings suggest that visuospatial working memory and symbolic number processing abilities are the best predictors of math ability in children with dyscalculia. Moreover, to have a holistic understanding of cognitive deficits in developmental dyscalculia, future research should engage with both domain-general and domain-specific cognitive factors.

Biography:

I am interested in clinical and cognitive psychology. Specifically, my PhD research investigates neuro-cognitive underpinnings of developmental dyscalculia. I am also an avid reader, an observant investor and a passionate cook.

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Conscious and Unconscious Psychological Development with the Enneagram

Christopher Kam

Saint Paul University, Human Sciences, Counselling and Spirituality. Ottawa, Canada.

The Enneagram is a holistic personality framework based on ancient wisdom that helps individuals with different personality structures experience psychosocial development. Recent research on how the conscious and unconscious mind interact with each other can integrate with principles of the Enneagram to assist various personalities experience maturation and holistic development. This integration is unique in that it takes arguably universal patterns of conscious and unconscious interaction and blends them into nine distinct permutations of personality structures. Ideas for the integration of the Enneagram with research on the conscious and unconscious mind will be presented.

Biography:

Christopher Kam is a doctoral student at Saint Paul University. His research interests include personality psychology, psychosocial development, and the unconscious imagination.

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A meta-analysis of concepts of work life balance from Gen Y perspective

Dr. Supriya Poduval Pal

A part from the observation that the millennial male is more liberal in shedding the portfolio of male dominated roles and approaching an egalitarian approach in sharing roles with his female partner, the organizational policies is not providing the required compatibility with their young employees. This leads to multiple negative outcomes like organizational stress and attrition. Majority of the existing organizations were conceived by the generation X with their ideologies. This is proved fact there is an ever existing conflict between the two generation thoughts and mindsets which leads to negative outcomes many times. On this note, we can forecast that the concepts like work life balance is very crucial for the future healthy work force.

Another perspective that emerges is the egalitarian approach that there is no one gender that should play the dominating role in the society. There should be a balance of all genders coming together and working as one entity should be the mantra for the future workforce. Enhancing the KSA (Knowledge, Skill and Attitude) model, where there is no presence or background of gender, age, tenure should be made mandate. This model further enhances the cohesiveness within the workforce and help the management in creating a productive and high performance employees.

Key words: Millennial, Work Life Balance, Male employees, Organizational Culture

Biography:

Dr. Supriya Poduval Pal is an electrical engineer graduate with MBA (HR) degree. She has done her Ph D on the topic "Work Life Balance of Millennial Males in private sector" She has overall 14 years of corporate and academic experience and exposure/ She has done research in the area of Gender Equality, Work Life balance, sustainability at national and international level. She was recently awarded as the International Research Excellence Award from "Society of Environment and Sustainable development, New Delhi. She is regularly gives sessions at school on the topic of Menstrual hygiene and Disposal behaviour. She is currently studying AI inclusion in HR practices and guitar





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POSTER PRESENTATION | DAY 2

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Why do People Pay for Comments when it is Free

Rakshitha Acharya and Sajith Narayanan

MBA Communications Management, FLAME University, Pune, India

Live streaming is a real-time form of content that paves way for people from across the world to interact and connect with each other and with the video streamer or creator. One of the ways to engage in a livestream is through comments. Some live stream platforms have the option of paid comments for the viewers that allow their comment to appear on top and for a longer period of time than the free comments. This research paper aims to understand the idea of paying for comments during a live stream on YouTube. YouTube has a feature called Super Chat that enables users in a live stream to pay for comments during a live stream. This paper strives to find out if there is a difference between paid and unpaid comments. We wish to understand what kind of comments motivate people to pay for them during a live stream. The research methodology we will be using is Content Analysis, through which we will discover the live stream comments that receives the highest engagement through paid chat/comments. The coding for the research will be done based on the comments that indicate a nature or pattern of construct. Some of the codes for the data that the research would be focusing on are questions based on a live stream or information seeking, showcasing one's opinion, and supporting the live streamer. This paper is an attempt to understand engagement during a live stream through paid comments.

Keywords: Live streaming, YouTube Live stream, Paid Comments, Super Chat, Uses and Gratification Theory



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