



3rd WORLD CONFERENCE ON

**ARTS,
HUMANITIES,
SOCIAL
SCIENCES, AND
EDUCATION**

OCTOBER 16-17, 2023

PARIS, FRANCE

08:45-09:00 @ **Introduction,
Welcome note and Conference
Inauguration**
Conference Room: **"ROME"**

DAY 1
October 16, 2023

Keynote Sessions

- 09:00-09:30**
Title: Evolutionity and Civilization Advancement
Prof. W. Julian Korab-Karpowicz, Institute of Political Science, University of Opole, Poland
- 09:30-10:00**
Title: "Paris Changed My Life:"How African American Students' Study Abroad Experiences in Paris, France, Spurred Their Civil Rights Activism in the Atlanta Student Movement of the 1960s
Prof. Clarissa Myrick-Harris, Professor of Africana Studies, Morehouse College, Atlanta, GA, USA
- 10:00-10:30**
Title: Motivating additional language learners: Can we truly make them learn?
Dr. Masanori Matsumoto, Faculty of Society & Design, Bond University, Gold Coast, Queensland, Australia
- 10:30-11:00**
Title: The advent of digital literacy in 21st century higher education: What is it and its place in student development?
Dr. Nona Press, Education Portfolio, Queensland University of Technology, Brisbane, Queensland, Australia

Tea and Refreshments Break 11:00-11:30

- 11:30-12:00**
Title: Persist in emancipating and developing the productive forces to promote Chinese modernization
Prof. Sun Shaoyong, Northwestern Polytechnical University, Xi'an, Shaanxi, China

Speaker Sessions

Session Chair: Prof. W. Julian Korab-Karpowicz, Institute of Political Science, University of Opole, Poland

Session Co-Chair: Dr. Masanori Matsumoto, Faculty of Society & Design, Bond University, Gold Coast, Queensland, Australia

Session Co-Chair: Prof. Clarissa Myrick-Harris, Professor of Africana Studies, Morehouse College, Atlanta, GA, USA

- 12:00-12:15**
Title: The Effect Of the Software Test Survey For Students In Developing The Arabic Language Skills Of Third-Grade Students In Qatar
Prof. Hiba Naccache, Educational sciences, Qatar University/Professor, Doha, Qatar
- 12:15-12:30**
Title: A Metaversity Framework: Higher Education in the Metaverse Can Increase Diversity
Dr. Craig Wilson, Division of Online, Distance and Continuing Education, University of Arizona/Tucson, Arizona/USA

Title: Value of Lay Counselors In Providing Tele-Behavioral Activation For Homebound Older Adults With Depression

12:30-12:45

Dr. Guoqing John Chen, Tenured Professor, Department of Internal Medicine, University of Kansas Medicine Center, Kansas, USA

Title: Reporting in third world spaces with obscure, inconsistent and absent data

12:45-13:00

Dr. Rebekka Schlichting, University of Kansas, USA.

Lunch Break 13:00-14:00

Title: Development of an ACT based Anxiety Regulation Group Counseling for Korean University Students: Face-to-Face vs. non-face-to-face

14:00-14:15

Prof. Hyeun, Lee, Assistant Professor, Korea University of Technology and Education, Seoul, South Korea

Title: Multicultural Counseling Competence for Addressing the Mental Health Needs of International Students in Korea

14:15-14:30

Prof. JeeEun Karin Nam, Professor at Ewha Womans University's Graduate School of Education, Seoul, South Korea

Title: Shaping Postgraduate Students' Life Outlooks: When Neo-liberalism Meets Confucianism and Patriotism

14:30-14:45

Dr. Tengteng Zhuang, Institute of Higher Education, Faculty of Education, Beijing Normal University, China

Title: Prominence versus Eminence

14:45-15:00

Dr.ir. Hendrik Marten Koolma and Michelle van Dun, Department of Public Administration and Social Sciences, Faculty of Social Sciences, Vrije University Amsterdam, Amsterdam, the Netherlands

Tea and Refreshments Break 15:00-15:30

Title: Thinking on Ideological Construction of Students in Sino-Foreign Cooperative Education

15:30-15:45

Lujing Yang, Northwestern Polytechnical University, Xi'an, Shaanxi, China

Title: Educational experiences that integrate the arts into teaching practice in Ecuadorian primary education to enhance the motivation and involvement of students inside and outside the classroom

15:45-16:00

Nella Escala, Estudis de Psicologia i Ciències de l'Educació, Universitat Oberta de Catalunya, Barcelona, Catalunya, Spain.

16:00-16:15 **Title: Comparative Study of Personality Traits between Nepalese and Japanese University Students**

Dr. Aneesah Nishaat, Soka University, Hachioji city, Tokyo, Japan

16:15-16:30 **Title: Humanity and Technology Problems as related to Problems of Arts, Culture and Education**

Tuvshee Tumor, Researcher in SHS, Consultant, Translator, France

Poster Session

Poster-1 **Title: The Relationship between Supervisee Nondisclosure and Supervision Process/Outcome: A Meta-Analysis**

Dr. Kyung-eun, Kim, Graduate School of Techno HRD, Korea University of Technology and Education, Cheonan-si, Chungcheongnam-do, South Korea

Poster-2 **Title: The Brickstories method**

Patryk Stępień, University of Silesia in Katowice, Institute of Pedagogy, Katowice, woj. Śląskie, Poland

Session Wrap & Day-1 Closing

DAY 2

October 17, 2023

Virtual Session (Via Zoom) | Paris, France (GMT+2)

Keynote Sessions

09:00-09:30 **Title: "The Challenges of Translating World Prison Literature: Investigating Omid Tofighian's Contribution to No Friend but the Mountains"**

Dr. Jyhene Keksi, Gender Studies, Macquarie University, Sydney, Australia

09:30-10:00 **Title: Informal Workplace Learning of Teachers: Perspective and Future Directions**

Dr. Yvonne Xianhan HUANG, Faculty of Education, University of Hong Kong, Hong Kong.

10:00-10:30 **Title: Performing Shakespeare in the UAE**

Prof. Paul Innes, Department of Languages and Literature, United Arab Emirates University, Al Ain, Abu Dhabi Emirate, United Arab Emirates

Speaker Sessions

Session Chair: Dr.Sujatha Patil, Principal and Associate Professor, School of Business and Law, Navrachana University, Vadodara, India

Session Co-Chair: Dr. (Prof.) Shreya Pal, Department of Humanities and Social Sciences, Indian Institute of Technology, Kharagpur, West Bengal-721302, India

- 10:30-10:50** **Title: Protection of Traditional Knowledge: Analysis of the Legal Framework Nationally and Internationally**
Dr. Sujatha Patil, Principal and Associate Professor, School of Business and Law, Navrachana University, Vadodara, India
- 10:50-11:10** **Title: Does financial development induce total factor productivity growth in the presence of gender human capital in an emerging economy?**
Dr. (Prof.) Shreya Pal, Department of Humanities and Social Sciences, Indian Institute of Technology, Kharagpur, West Bengal-721302, India

Tea and Refreshments Break 11:10-11:20

- 11:20-11:40** **Title: Application of remote sensing in the development of green tourism. Case study: Parks of Belgrade (Serbia)**
Dr. Radmila Jovanović, Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Street: Leo Tolstoy 4, Malaga, Spain
Research Associate, Institute of Agricultural Economics, Street: Volgina 15, Belgrade, Serbia.
- 11:40-12:00** **Title: Peace Culture in Media Campaigns: Forced Disappearances in Spain**
Dr. Carolina Escudero, School of Journalism, Global Programs, University of Missouri, Barcelona, Spain
- 12:00-12:20** **Title: Should the provision of Clinical Legal Education be curricular as opposed to extra-curricular – from both a clinic sustainability and student's perspective**
Dr. Kaye Howells, University of Derby, Derby, UK
- 12:20-12:40** **Title: Using various social media text analysis methods to approach the experience of public art viewers**
Dr. Sofia Vlachou and Dr. Michail Panagopoulos, Department of Audio and Visual Arts, Ionian University, Corfu, Greece
- 12:40-13:00** **Title: Developing Social Sustainable and Intercultural Cities: An Integrative Educational Approach for Citizens, Migrants and Refugees**
M. Dolores Ramirez-Verdugo, Professor in English Applied Linguistics and Teacher Education, Universidad Autónoma de Madrid, Spain

Session Wrap

Lunch Break 13:00-14:00

Speaker Sessions

Title: Maximizing Project Based Learning for Neurodiverse Learners

14:00-14:20 Dr. Abigail Bergen and Dr. Colleen Tapley
School of Education, Southern New Hampshire University, Manchester, New Hampshire, USA
School of Education, University of Massachusetts Lowell, Lowell, Massachusetts, USA

Title: The role of art, music, and dance on mental health and healing in Addis Ababa, Ethiopia

14:20-14:40 Dr. Mary O. Hearst, School of Nursing, University of Minnesota, Minneapolis, Minnesota, USA

Title: We have a reading problem. Can film help remedy it?

14:40-15:00 Sara Hansen, Humanities Chair, San Diego Jewish Academy, San Diego, California, USA

Title: The Professor as the Content Creator: A Case Study on Digital Literacy and Universal Design for Learning

15:00-15:20 Dr. Lisa M. Wisniewski, Sociology, Goodwin University, East Hartford, Connecticut, USA

Tea and Refreshments Break 15:20-15:30

Keynote Sessions

Title: Why the Humanities matter for Science, and why Science matters for the Humanities? Intradisciplinary perspectives

15:30-16:00 Prof. Albrecht Classen, German Studies, University of Arizona, Tucson, AZ 85721, USA

Speaker Sessions

Title: WINSLOW HOMER and the Demi-Monde

16:00-16:20 Prof. Marie Loudon-Hanes, University of Findlay, Ohio, USA

Title: Reflective Course Evaluations: Impact on Teaching and Learning

16:20-16:40 Dr. Sara Fier and Dr. Mary Risacher
Social Sciences and Humanities, Northwestern Health Sciences University, Bloomington, Minnesota, USA
School of Education, Southwest Minnesota State University, Marshall, Minnesota, USA

Title: Interest Convergence: A Case for Indigenous Legal Theory and Indigenous Supremacy in a Post-Capitalist Age of De-Growth

16:40-17:00 Dr. Malika Chatterji, Critical Race Studies, UCLA School of Law, Los Angeles, CA, USA

Title: A Deep Struggle of Tibetan Identity and China's Colonial Curriculum in Tibet

17:00-17:20 Dr. Gyal Lo, Tibet Specialist & Educational Sociologist, Tibet Action Institute, Toronto, Ontario, Canada

17:40-18:00

Title: The 21st Century Scramble for Africa: A Comparative Study of Russian, Chinese, and French Political and Economic Influence in the Central African Republic

Alice Rogers, University of Cambridge, United Kingdom

Poster Sessions

Poster-1

Title: Test of the psychology of working theory among Korean Job seekers: Examining relations of social class, marginalization, career adaptability, and decent work

Dr. A-Ra, Lee, Department of Psychology, Gyeongsang National University / JinJu, South Korea

Session Wrap and Conference Closing





3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France

KEYNOTE PRESENTATIONS | DAY 1

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Prof. W. Julian Korab-Karpowicz
Institute of Political Science, University of Opole

Evolutionity and Civilization Advancement

Evolutionity is a new evolutionary epoch which is to replace modernity and postmodernity. Its idea has been introduced in W. Julian Korab-Karpowicz's *Tractatus Politico-Philosophicus: New Directions for the Future Development of Humankind* (Routledge 2017), as well as in a few of his journal articles. While modernity was inspired by the mechanistic and deterministic view of the universe emerging from modern science, and postmodernity, which has been born out of dissatisfaction with modernity, has in turn been characterized by unsolved problems related to globalization, political instability and a regress to irrationality, evolutionity, as an alternative perspective, is inspired by the idea of conscious human evolution, and by a holistic worldview. Its result is a civilizational advancement for the whole human race. It can guide us to the new politics based on the awareness of human identity that can overcome old divisions among humankind and conflicts derived from them. It can initiate a new epoch of human progress and prosperity. Are we now ready for evolutionity? What are the conditions of human growth and what does it mean to advance a civilization? Can we also face a civilizational decline? What are the current obstacles to human progress? How to distinguish between progressive and static civilizations? What are the main challenges that endanger the civilizational advancement of humankind? These are some of the questions that will be raised and discussed.

Biography:

Prof. W. Julian Korab-Karpowicz is a philosopher and a political thinker. Currently he is a professor in the Institute of Political Science at Opole University and has had an extensive and distinguished career as a government official, educator, and scholar. He was Deputy Mayor of Gdansk and served as an Expert for the European Commission. He has taught at many universities. He has written on a wide range of topics, including the ideas of human evolution. He is the author of several books, including *Tractatus Politico-Philosophicus: New Directions for the Future Development of Humankind* (Routledge 2017).

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Clarissa Myrick-Harris, PhD

Professor of Africana Studies
Morehouse College, Atlanta, GA, USA

“Paris Changed My Life:” How African American Students’ Study Abroad Experiences in Paris, France, Spurred Their Civil Rights Activism in the Atlanta Student Movement of the 1960s

The Atlanta Student Movement (ASM) was a critically important manifestation of the organized student activism that emerged on campuses of Historically Black Colleges and Universities (HBCUs) in the United States during the Civil Rights Movement in the 1960s. The ASM was comprised of African American undergraduate and graduate students from the HBCUs of the Atlanta University Center (AUC): Clark, Morehouse, Spelman, and Morris Brown colleges, along with Atlanta University and the Interdenominational Theological Center (ITC). During an intense period in the early 1960s, these determined young Black activists: 1) helped set goals, direction, and strategies in the quest for social justice in America that resulted in tangible victories; 2) influenced the outcome of the 1960 U.S. Presidential Election; and 3) began to define the fight against racism and inequality as a global/local struggle for human rights of all oppressed people, especially those of African descent.

A major catalyst for the transformation of a critical mass of students who became leaders and foot soldiers in the ASM was their study abroad experiences in Europe—especially Paris—in the late 1950s and early 1960s. This opportunity was provided through the largess of Morehouse College Board of Trustees member Charles R. Merrill, Jr. (son of the Merrill Lynch co-founder), who established the study abroad scholarship program for AUC students to study in Europe for a full academic year.

Especially in Paris, the students said, they were treated with respect, as human beings, as equal to whites—not less than human, as they were treated in the States. Their experiences in the City of Lights made it impossible for them to return to the status quo of systemic racism and segregation in the United States. The late Roslyn Pope, who became the primary author of the ASM manifesto, *An Appeal for Human Rights* once said: “Paris Changed my Life.... I came back ready to fight and to change things....” Like Pope, scores of other Atlanta University Center students returned from Paris to their campuses inspired and determined to disrupt and dismantle the system of racial segregation and inequality.

This paper recounts details of study abroad experiences in Paris, France, shared by veterans of the ASM through oral history interviews, biographies, and autobiographies. Moreover, in the paper, I explore how and why their experiences in Paris helped transform them from Negro students, who had been oppressed by segregation and systemic racism in the United States all their lives, into bold Black activists who demanded immediate freedom, equality, and justice.

3rd World Conference on

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Masanori Matsumoto

Faculty of Society & Design, Bond University, Gold Coast, Queensland, Australia

Motivating additional language learners: Can we truly make them learn?

Additional language (AL) learning can be an individual phenomenon. Since the researchers of motivation advocated (e.g., Dörnyei & Ushioda, 2011; Kozaki & Ross, 2011; Ushioda, 2009), it has been supported that the study of individual elements in AL learning should view idiosyncrasies of learning performances because each learner may exhibit different learning behaviours under the same learning context. Among the individual factors, motivation has been researched extensively in applied linguistics and is regarded to have complex impacts on AL learning. One of the significant impacts that motivation may produce is to help learners persist in learning; however, motivation is frequently influenced by various internal and external factors and, thus, changes continuously in its intensity and types. The causes of the changes can be attributed to how learners perceive every learning event and related factors, including learning experiences, learning context, important others (e.g. parents, peers, teachers), learning materials and the teaching method the teacher employs. Furthermore, the learner's perception of the motivational factors is affected by their knowledge of languages and language studies, ages, educational culture and previous learning experiences. Due to the complexity of each learner's perception and judgement, it seems unrealistic to employ a universal strategy to motivate every learner in a given teaching environment. Instead, teachers may need to know the characteristics of each learner and treat them as independent learners to develop learner autonomy and help them find their reasons and goals for learning a target language.

Biography:

Dr. Masanori Matsumoto has been teaching in Japan and Australia for over thirty years. He completed his Doctoral Degree at University of South Australia and is currently an Assistant Professor of Applied Linguistics at Bond University, lecturing for a post-graduate teacher training program of TESOL (Teaching English for Speakers of Other Languages). His research interests include second language (L2) learner motivation, individual learner differences, and L2 program and material design. He has presented papers at a number of domestic and international conferences, and published books and articles in globally renowned journals.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

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Dr. Nona Press

Education Portfolio, Queensland University of Technology, Brisbane, Queensland, Australia

The advent of digital literacy in 21st century higher education: What is it and its place in student development?

In 1997, Paul Gilster coined the idea of 'digital literacy' to describe the term "literacy for the digital age" (Gilster, 1997, p. 1). It pertains to the ability to understand and use information in multiple formats, from different sources, and presented through computational means. However, the term digital literacy did not gain widespread consideration for at least another decade, often misunderstood and used differently. Indeed, the term digital literacy has largely defied a concrete definition, despite the apparent currency of this term in 21st century higher education. Against this backdrop, the research investigated 42 universities to unpack the meanings of digital literacy as ascribed by each university examined. The aim is to establish how such meanings influence the contemporary enactment of student development and to locate the meanings of the term digital literacy. The study showed variations in defining this term and noted that universities have diverse educational goals as espoused in their corresponding definitions of digital literacy, from developing technical skills of using and understanding technology, to possessing a set of capabilities for living, learning and working in an increasingly digital world. For universities who identified a coherent account of digital literacy, the results indicate that their practices of promoting the development of digital literacy are entrenched in their espoused intent for graduate outcomes. The paper concludes with curricular and pedagogical implications in preparing and assisting students for the challenges of living, learning and working in a digital society.

Reference: Gilster, P. (1997) Digital Literacy, John Wiley & Sons, New York.

Biography:

Dr. Nona Press is a Senior Lecturer within the Education Portfolio at Queensland University of Technology. She is a Senior Fellow of Higher Education Academy, UK. Her professional practice, research and scholarship have focused on curriculum, pedagogies and assessment that engage students in learning and, in turn, enhance the quality of educational experience. She pursues a research agenda and a broad research interest in the preparation of students for professional practice, leveraging on curriculum transformations, pedagogical and assessment innovations, and building upon digital and technological affordances in health disciplines such as nursing, public health, paramedicine, psychology, social work and counselling among others.

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Prof. Sun Shaoyong

Northwestern Polytechnical University, Xi'an Shaanxi, P.R.China

Persist in emancipating and developing the productive forces to promote Chinese modernization

The experiences of development at China and western country indicates that it is impossible to fully build Chinese modernization without a material and technological foundation. A solid material and technological foundation largely depends on the development of productivity. Promoting the modernization of productive forces is a universal law that promotes the realization of modernization. Firstly, the modernization of productive forces is the material foundation and prerequisite for achieving modernization. Secondly, modernization of productive forces is the endogenous driving force and important support for achieving modernization. It is in the process of leading the people to constantly liberate and develop the productive forces that China has gradually changed the relatively backward situation of the productive forces. With the rapid development and growth of the economy, China has continuously accumulated and consolidated the material and technological foundation, thus successfully opening up and expanding the path of Chinese path to modernization.

Biography:

Sun Shaoyong, Phd in Law, is deputy director of the Theoretical Innovation Research Center of the World Association For Political Economy, professor in the Northwestern Polytechnical University, and special research fellow of the Economic and Social Development Research Center in the Chinese Academy of Social Sciences, engaged in research on culture and economic and cultural development. Prof. Sun has published more than 50 academic papers in the Economist, Economic Review, Review of Political Economy, The Ideological Front, People's Daily Theory Edition Guangming Daily Theory Edition, International Critical Thought and so on. Prof. Sun has hosted 10 major projects including projects supported by National Social Science Foundation and the project supported by Youth Foundation of China.



3rd World Conference on

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Session Chair: Prof. W. Julian Korab-Karpowicz, Institute of Political Science, University of Opole, Poland

Session Co-Chair: Dr. Masanori Matsumoto, Faculty of Society & Design, Bond University, Gold Coast, Queensland, Australia

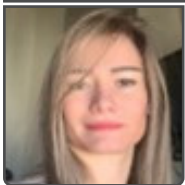
Session Co-Chair: Prof. Clarissa Myrick-Harris, Professor of Africana Studies, Morehouse College, Atlanta, GA, USA

SPEAKER PRESENTATIONS | DAY 1

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

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The Effect Of the Software Test Survey For Students In Developing The Arabic Language Skills Of Third-Grade Students In Qatar.

Prof. Hiba Naccache¹ and Dr. Mayamin Altae²

¹Educational sciences, Qatar University/Professor, Doha, Qatar

²Educational sciences, Qatar University/Professor, Doha, Qatar

This paper studies the effect of implementing a new free Arabic language learning software Test survey For Students (TSFS) developed by the researchers and marketed as brain training software for primary students on language skills using Science, Technology, Arts and Mathematics (STEAM) subjects and metacognitive theory. The teaching of Arabic language via the application of mobile technology takes place for the first time in Qatari schools specifically for primary students. The researchers included a theoretical analysis of current trends in gamification and Arabic language skills. Reading skills, learning word and sentence skills and dictation skills were the three Arabic basic skills tested to measure the effectiveness of developing these skills for third grade students using STEAM subjects and to increase their cognitive achievement. Quantitative data was analyzed using statistical package for social sciences (SPSS). The study concludes that teaching Arabic language skills with STEAM topics using educational software is effective and has a promising potential to be extended to the whole of MENA region.

Biography:

Professor for Didactics of Mathematics at Qatar University, earned my Ph.D. In mathematics education at the University of Southern Mississippi, another PhD in statistics from Mcgill Canada. My research interest focuses on mathematics teacher learning and professional development. My own experiences as a high school teacher, educational scholar, statistician and mathematician, grounds my work, I become interested in social and cultural factors as well as educational policies and practices that facilitate mathematics engagement, learning, and performance. Theoretically, I draw on ethnomethodology developed by Harold Garfinkel and sociocultural studies of learning in addition to STEM. Methodologically, I conduct quantitative and qualitative research in addition to comparative case studies, using discourse analysis as a tool to understand local meanings

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

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A Metaversity Framework: Higher Education in the Metaverse Can Increase Diversity

Dr. Craig Wilson

Division of Online, Distance and Continuing Education, University of Arizona/Tucson, Arizona/USA

The metaverse presents a unique opportunity for higher education to broaden inclusiveness for students, faculty, and staff. As the shift from the 4th to the 5th industrial revolution occurs, bold approaches to education and its delivery are required to ensure more people are included in its development, curation and distribution. Rather than repeat acknowledged shortcomings related to educational diversity, the Metaversity Framework seeks to catalyze this technological moment in time to further social understanding and empathy while advancing educational opportunity for learners. The Metaversity Framework introduces a four-phase approach to what education could be like by the year 2100 based on foundational layers of “universitas magistrorum et scholarium,” active shared university governance accepting of risk, and society’s inevitable human expansion. #metaversityframework

Biography:

Dr. Craig Wilson is an innovator and leader of digital education inclusiveness, and has a deep background in online and hybrid education including teaching, instructional design, and leadership at primary, secondary and higher education institutions. He is a tireless advocate for resource-challenged rural and urban students to receive access to online courses regardless of internet access challenges to help meet their academic goals. Wilson is a Vice Provost and Professor (full) of Practice at the University of Arizona. He is dedicated to providing educational access to learners everywhere focusing his dissertation on developing a tuition-free model for online degrees.

3rd World Conference on

PSYCHOLOGY AND BEHAVIORAL SCIENCE

October 16-17, 2023 | Paris, France



Value of Lay Counselors In Providing Tele-Behavioral Activation For Homebound Older Adults With Depression

Chen, Guoqing John¹, Kunik, Mark², Marti, Nathan³, Namkee, Choi³

¹The University of Kansas Medical Center, USA,;

²Baylor College of Medicine, USA ³University of Texas at Austin, USA

Introduction: Low-income homebound older adults have limited access to psychosocial treatments because of their homebound state and geriatric mental health workforce shortages. Little is known about cost effectiveness of lay-counselor-delivered, videoconferenced, short-term behavioral activation on this study population. The objective of this study was to assess the cost-effectiveness of lay-counselor-delivered, videoconferenced, short-term behavioral activation (Tele-BA) compared to clinician-delivered, videoconferenced problem-solving therapy (Tele-PST) and telephone support calls (attention control; AC) for low-income homebound older adults.

Methods: We performed a cost-effectiveness analysis based on data from a recently completed, 3-group (Tele-BA, Tele-PST, and AC) randomized controlled trial with 277 participants aged 50+. We measured total costs of (1) intervention and (2) outpatient care, ED visits, and inpatient care using the Cornell Services Index. The effectiveness outcome was quality-adjusted life-years (QALY). We assessed each participant's health-related quality of life (HRQoL) at baseline and at 12, 24, and 36 weeks. The end-point measure of cost-effectiveness was the incremental cost-effectiveness ratio (ICER) of (1) Tele-BA versus AC, (2) Tele-PST versus AC, and (3) Tele-BA versus Tele-PST.

Results: Relative to AC, both Tele-BA and Tele-PST are cost-saving treatment options. The ICERs for both Tele-BA and Tele-PST were well below \$50,000, the lower-bound threshold for cost-effectiveness. Relative to AC, both Tele-PST, Tele-BA are cost-saving treatment options (i.e. lower costs and more QALYs).

Conclusion: The findings indicated that costs of tele-and lay-counselor-delivered depression treatment are modest and cost effective relative to providing telephone support. Though our results show that Tele-BA may not be cost effective relative to Tele-PST, a clinician-delivered psychotherapy, when a low bound ICER threshold of \$50,000 would be used, lay counselors can fill the professional geriatric mental health workforce shortage gap and Tele-BA by lay counselors can improve homebound older adults' access to evidence-and skills-based, cost effective depression care.

Acknowledgements: This research was supported by National Institute of Health, USA.

Biography:

Dr. Guoqing John Chen, Tenured Professor, Department of Internal Medicine, University of Kansas Medicine Center, Kansas, USA. gchen2@kumc.edu. Dr. Chen has been a principle or co-investigator on multiple grants and with extensive publications in outcomes research and economic evaluation.

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Reporting in third world spaces with obscure, inconsistent and absent data

Dr. Rebekka Schlichting

Assistant Professor of the Practice, William Allen White School of Journalism and Mass Communications University of Kansas, Lincoln, Nebraska, United States

In 2004, the New York Times reported 1 in 4 children were born with fetal alcohol syndrome on the Pine Ridge Indian Reservation.

Rebekka Schlichting led a group of college journalism students through an investigative multimedia report called Wounds of Whiteclay in America's poorest county-Oglala, the Pine Ridge Indian Reservation. The class won the 2017 Robert F. Kennedy Human Rights Award and Grand Prize for uncovering hidden truths and scandals in the heart of America's residual shameful treatment of Native Americans.

The data reported on by multiple respectable news outlets, the U.S. Census Bureau, the Oglala Tribe, H.U.D., the Bureau of Indian Affairs and more provided harmful and inconsistent data on population rates, poverty rates, homelessness and more. The population of Pine Ridge was estimated anywhere between 20 and 80 thousand. In the New York Times article mentioned earlier, the reporter who found 1 in 4 simply asked a worker at the local Indian Health Services what they thought the fetal alcohol syndrome rate was. The effects after the statistic was released were devastating in Pine Ridge.

Learn how these inconsistencies came to be in the ignored-third-world country in America's own backyard and how Wounds of Whiteclay reporters overcame data gaps, gathered their own data and research and shed light on honest brutality and neglect of an entire "sovereign" nation.

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Development of an ACT based Anxiety Regulation Group Counseling for Korean University Students: Face-to-Face vs. non-face-to-face

Hyeun, Lee

Assistant Professor, Korea University of Technology and Education, South Korea

Introduction: The COVID-19 pandemic has heightened the psychological crisis among Korean college students, resulting in increased anxiety and stress about the future. In response to this issue, we conducted a study to develop an anxiety regulation program based on Acceptance and Commitment Therapy (ACT) designed explicitly for Korean college students. The primary objective of this study was to compare the effectiveness of face-to-face group counseling versus non-face-to-face group counseling in reducing anxiety levels among college students.

Method: A quasi-experimental study using a convenience sampling of college students was conducted. A total of 127 participants applied for the program, which was offered during the second semester of 2021 and the first semester of 2022. We utilized paired t-tests to analyze the differences in anxiety levels between the baseline and follow-up assessments within both the face-to-face and non-face-to-face groups. Furthermore, a one-way analysis of variance (ANOVA) was conducted to determine significant differences in anxiety regulation between the face-to-face and non-face-to-face groups.

Results: Our findings revealed significant improvements in state-trait anxiety ($t=10.484$, $p<.001$), FOMO (Fear of Missing Out) ($t=7.127$, $p<.001$), and social anxiety acceptance and action ($t=-7.645$, $p<.001$) among the participants. However, no significant changes were observed in mindfulness levels. An Analysis of Covariance (ANCOVA) was performed using pre-program scores as a covariate to further examine the differences between the non-face-to-face and face-to-face groups. As a result, the state-trait anxiety, FOMO, Mindfulness, and social anxiety acceptance and action scale did not show any differences between the groups, indicating that the program effectively intervened with anxiety regardless of the group type.

Discussion: Both face-to-face and non-face-to-face group counseling approaches demonstrated promising results in reducing anxiety levels. These findings contribute to mental health interventions for anxiety problems among college students, and further research is warranted to explore additional strategies and the long-term effects of such programs.

Keywords: anxiety regulation, ACT, group counseling, Korean college students, face-to-face vs. non-face-to-face

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Multicultural Counseling Competence for Addressing the Mental Health Needs of International Students in Korea

JeeEun Karin Nam¹, Dongil Kim²

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²Department of Education, Seoul National University, Seoul, South Korea

Introduction: Despite the growing need to address the mental health needs of an increasing number of international students, our understanding of multicultural counseling competence for working with international students remains limited.

Method: This study used the concept mapping methodology to identify useful counselor behaviors in delivering counseling services to international students in university counseling centers in Korea.

Results: From the perspectives of 20 current counselors, 78 competence behavioral indicators were derived, which were organized into six competence clusters on two dimensions. The two dimensions were the source of counselor capacity (Dimension 1) and the direction of counselor efforts (Dimension 2). The six categories of counselor competence for international student counseling were: (1) Sustaining awareness, attitude, abilities for international student counseling, (2) Acquiring knowledge to understand international students, (3) Utilizing culturally responsive counseling strategies, (4) Employing procedural strategies to create an open and supportive environment, (5) Engaging in extended roles, and (6) Practicing self-care and professional development. Each competence indicator was rated based on the importance and degree of implementation.

Conclusion: The findings will help enhance counseling outcomes for international students by helping counselors improve their competence with this unique population.

Biography:

JeeEun Karin Nam, Ph.D., is a professor at Ewha Womans University's Graduate School of Education. She serves as the executive director of Korean Child and Adolescent Counseling Association. Her research and counseling practice center around psychological health and resilience of minority groups such as cultural minorities and people with disabilities. She enjoys being a cross-cultural disseminator of important work in the field of counseling psychology and has been translating many books and articles from English to Korean and vice versa.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Shaping Postgraduate Students' Life Outlooks: When Neo-liberalism Meets Confucianism and Patriotism

Tengteng Zhuang

(Institute of Higher Education, Faculty of Education, Beijing Normal University)

This study examines how Chinese postgraduate students' life outlooks are separately and collectively shaped by the interplaying neoliberalism, Confucianism and patriotism. The findings reveal that neoliberalism contributes to Chinese postgraduates' enterprising self by shaping their subjectivity in pursuing personal goals, infiltrating them with the market logic of efficiency, effectiveness and quantifiable outcomes, and according them a de-regulation predisposition. Confucianism prompts postgraduates for self-strengthening at individual level and guides them with interaction norms at interpersonal level. Patriotism underpins their psychological and emotional power based on strengthened memories of historical events and pride in national achievements, hence generating the most deep-seated collective identity. Counteracting and consolidating forces are identified from the three isms' interplay, resulting in Chinese postgraduates' partial individualization. Such partial individualization reflected from today's Chinese postgraduates, however, takes on new meanings from that on previous generations, featured with a more consistent rather than divisible dual-self.

Biography:

Dr. Tengteng Zhuang is currently an assistant professor / lecturer at Institute of Higher Education, Faculty of Education, Beijing Normal University which is one of the leading institutions in education science in Asia and the world at large. Having a dual background of engineering and education, Dr. Zhuang is focused on learning and teaching issues at university level and above. He has published articles covering topics of students' program satisfaction, student assessment, faculty members' teaching agency, and other higher education policy-related issues. His publications have appeared in various SSCI journals, such as British Journal of Sociology of Education, Higher Education Research & Development, Cambridge Journal of Education, Asia Pacific Education Review. Furthermore, Dr. Zhuang has frontline work experiences as an insider of the Chinese higher education sector, with experiences of both teaching administration and postgraduate student management. In recent years, his research interest has included a new area he perceives prominent in facilitating the overall quality of higher education: the formation of students' life and world outlooks from sociological perspectives. His most recent book is entitled Engineering Teaching in China's Higher Education: A Social Realist Approach published by Routledge.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Prominence versus Eminence

Michelle van Dun MSc and dr.ir. Hendrik Marten Koolma

Department of Public Administration and Social Sciences, Faculty of Social Sciences, Vrije University Amsterdam, Amsterdam, the Netherlands

What processes determine the allocation of state funds to a selection of cultural and artistic organizations? In the case of the Dutch cultural basic infrastructure two main criteria are issued, namely quality and reputation. The way in which the selection and granting is performed shows striking similarity with processes described in the literature. First, the theory of social comparison (Festinger, 1954) asserts that people in a shared activity compare opinions and abilities in a strive for growth. When technical constraints and limits impede the progress in ability effort and attention shift to opinions on abilities of the members. In this social dimension growth is more easily attained. This decoupling results in stagnation and inferior learning processes. Second, Rindova and colleagues have proposed a model in which perceived quality and prominence determine which organization will receive price premiums. Perceived quality is indicated by the quality of the inputs and expert reports. Prominence originates from media rankings and elicited preferences of intermediary organizations and affiliation with high-status actors (Rindova, Williamson, Petkova, & Sever, 2005). Prominence has more bearing in social processes in the institutional field than on quality indicators. This model provides a basis for reputation bias among stakeholders of organizations.

Four cases of the Dutch cultural basic infrastructure are examined. In spite of the balanced design of the regulation, perceived quality is outweighed by prominence. The decision-making rule simulates a process that inevitably too happens in unregulated processes. Although seemingly more transparent, the prevalence of prominence induces serious side effects like goal displacement, favouritism, arbitrariness and collusion. Investments in the level of professional expertise and extension of the scope outsider views would give more weight to artistic quality and potential creative growth.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Thinking on Ideological Construction of Students in Sino-Foreign Cooperative Education

Lujing Yang

Northwestern Polytechnical University, Xi'an, Shaanxi, China

Sino-foreign cooperative education is the forefront of ideological conflicts between China and foreign countries. Sino-foreign cooperative education is an important part of Chinese Higher Education, and the ideological security of Sino foreign cooperative education is an essential part of national security as well. Therefore, this article discuss about three things of Sino-foreign cooperative education. First, it introduces the necessity of ideological construction of students in Sino-foreign cooperative education. Second, it analyzes the problems faced by students in Sino-foreign cooperative education, such as the development of ideological and political theory courses in Sino-foreign cooperative education is relatively slow, the ideological security construction of Sino-foreign cooperative education is relatively simple, and the multiculturalism on the students of Sino-foreign cooperative education is widespread. Third, it proposes suggestions for ideological construction of Sino-foreign cooperative university students, which is strengthening the leadership of the teaching staff to the ideology of students in Sino-foreign cooperative education, Implementing the ideological and political courses of Sino-foreign cooperative education and not only focusing on ideological courses on students but also paying attention to after-class activities of students to improve the leadership.

Biography:

Yang Lujing is a PHD student in Northwestern Polytechnical University and a master graduated from the University of Sydney. Now she is part time journal editor for The World Studies on Marxism. She also is the researcher of the Theoretical Innovation Research Center of the World Association For Political Economy. As first and correspondent author, she has published 4 research articles in The Party Building and Ideological Education in Schools, International Journal of Higher Education Teaching Theory, International Journal of Social Sciences in Universities, Journal of Northwestern Polytechnical University.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Educational experiences that integrate the arts into teaching practice in Ecuadorian primary education to enhance the motivation and involvement of students inside and outside the classroom

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This research project has emerged from the necessity to explore educational experiences that integrate the arts into the primary education curriculum, and how teachers perceive and implement this teaching-learning approach to create learning situations that enhance students' engagement in their learning process. The project was conducted in social and cultural organizations and schools located in Pichincha and Galapagos. The purpose is to describe the didactic process of educational interventions that integrate the arts into the school curriculum using ICT. This study follows an exploratory-descriptive approach, employing a qualitative ethnographic methodology. Data collection involved techniques such as documentary analysis and semi-structured interviews conducted across 14 social-cultural organizations and six schools (2 public schools, 2 private state-funded schools, 1 municipal school, and 1 private school). The findings highlighted key aspects in designing educational interventions from five categories related to the educational experience, the collaboration between teachers and specialists-art mediators, factors that influence the development of these experiences, benefits and outcomes, and the integration of ICT within educational experiences that integrate the arts.

Biography:

1 Pre-doctoral Researcher, awarded a scholarship from the FI SDUR 2022 Program of the Govern de Catalunya. PhD student in Education and ICT within the Edul@b research group, under the guidance of Dr. Montse Guitert and Dr. Teresa Romeu at the Universitat Oberta de Catalunya (UOC). My research focus on integrating the arts into the curriculum in various learning contexts. Master's degree in Education and ICT; Master's degree in Cultural Management. Consultant, tutor, and professor, at several universities within Ecuador and at the UOC. Additionally, as an associated researcher at UASB.

2 Educational psychologist, techno-anthropologist, and doctor in the Information and Knowledge Society. He has worked as a manager, teacher, and researcher in various public and private Ecuadorian and international institutions. Currently, he is a professor in the Department of Education at the Simón Bolívar Andean University, Ecuador, editor of the Revista Andina de Educación and collaborating professor in the master's degree in education and ICT at the Universitat Oberta de Catalunya.

3 PhD in Education Sciences from the University of Barcelona, with a specialization in new technologies; Degree in Education from the same institution. Professor of Psychology and Education Sciences at the UOC since its beginnings (1995). Her teaching activities cover the field of Digital Skills as well as contributions to the Master's program in Education and ICT (e-learning). Her research primarily centers on the application of ICT in education and training, with a particular emphasis on online collaboration, online teacher training, and digital competences. She has been involved in and has led various national and international projects related to these areas, as well as knowledge transfer activities.

4 PhD in Information and Knowledge Society from the UOC. She is a member of the Undergraduate, Master's and Postgraduate Final Thesis board. Additionally, she coordinates the initial online training for teaching staff joining the UOC. Since 2009 she has been a researcher in the Edul@b research group, a well-established research group focused on Education and ICT. Her research field center around e-learning, specifically collaborative work in a network, online teaching, digital competence in various sectors including citizens, teachers, health professionals, university students and non-university students, learning ecologies and learning analytics for teaching improvement.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Comparative Study of Personality Traits between Nepalese and Japanese University Students

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The purpose of this study is to investigate differences in personality traits between Nepalese and Japanese university students using the Ten-Item Personality Inventory (Gosling et al., 2003), which includes extraversion, agreeableness, conscientiousness, neuroticism, and openness to experiences. The survey was conducted using random sampling method. The participants consist of 305 Nepalese (124 male, 181 female) and 248 Japanese (131 male, 117 female) students aged between 17 and 23. Independent samples t-tests and analysis of variance (ANOVA) were performed to analyze the data. Both the t-test and ANOVA results revealed a significant difference in personality traits between Nepalese and Japanese students. Nepalese students scored higher on conscientiousness and openness to experience, whereas Japanese students scored significantly higher on neuroticism and extraversion. No significant differences were observed in agreeableness. Furthermore, the ANOVA indicated both male and female Nepalese students scored higher on conscientiousness and openness to experience, whereas male and female Japanese students scored higher on neuroticism and extraversion. The finding that Nepalese students scored higher on openness to experiences than their Japanese counterparts can be attributed to the multicultural society of Nepal. A higher score on conscientiousness can be attributed to scarcity of employment opportunities in Nepal, which makes employment market very competitive and requires a strong academic background for securing a good job. Regarding neuroticism, Japanese students scored higher than Nepalese students. Many comparative studies of personality between Japanese people and people from other countries show that Japanese people score higher in neuroticism than others (Schmitt et al., 2007).

Keywords: Nepal, Japan, the Big Five, personality

Biography:

I am Aneesah Nishaat from India. I have completed my PhD at Soka University, Tokyo, Japan. I am currently working as an assistant lecturer in Soka University. My research is related to positive psychology, mainly focusing on optimism, well-being, gratitude, and resilience. I have been engaged in comparative research on various aspects of positive psychology between India and Japan. Some of my research works include comparative study of well-being between India and Japan, comparative study of realistic optimism between India and Japan, and development of well-being scale for Japanese people etc.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Humanity and Technology Problems as related to Problems of Arts, Culture and Education

Tuvshee Tumor

Researcher in SHS, Consultant, Translator, France

This work concerns the human knowledge as related to human society, culture and politics. It will discuss the problems of technology, arts and humanity, in connection with the societal phenomena and political implications; and consider the manner in which the problem of the future of humanity and the manner to deal with technology make part of the question of education, culture and politics, including public policies concerning such issues.

It addresses, among other things, the following problem: the current tendency giving privilege to neuroscience and AI, erroneously underestimates the above-mentioned fields of study, and the naive representation that overestimates the narrower and technical fields, seems to have been the consequence of, among other things, inadequate specifications of relevant public policies.

Thus, it argues that progress in knowledge, especially human self-knowledge will depend on the disciplines of Social and Human Sciences, apart from other domains; and the development of such disciplines or fields of knowledge will depend, among other things, on the public policies concerning knowledge production in society.

An argument here is that we have to consider the ways human knowledge is associated with human behaviour, practices and actions, both at the individual and collective level, which themselves are interrelated. In this way, the social and historical aspects of education, culture and knowledge and relevant social development will be taken into consideration.





3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France

POSTER PRESENTATIONS | DAY 1

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



The Relationship between Supervisee Nondisclosure and Supervision Process/Outcome: A Meta-Analysis

Kyung-eun, Kim¹ and Ye-seul Min²

¹Graduate School of Techno HRD, Korea University of Technology and Education, Cheonan-si, Chungcheongnam-do, South Korea

²Student Counseling Center, Gachon University, Seongnam-si, Gyeonggi-do, South Korea

Although clinical supervision is essential to professional development, many supervisees withhold information about themselves, clients, or the supervision process. Supervisee nondisclosure has been known to negatively impact the learning experience of supervision, and to ultimately harm clients. What makes supervisees withdraw from sharing important information in the supervisory session? Does the nondisclosure actually harm supervisory outcomes? Although individual studies provide insightful understanding of supervisee nondisclosure related variables, as to our knowledge there is no current study that attempts to synthesize these results. The purpose of this study is to investigate the relationship between supervisee nondisclosure and supervision process/outcome variables through meta-analysis. Specifically, process variables include the supervisory working alliance, perceived supervisor style/competence, and supervisee related factors (competence, attachment style, anxiety, shame). Outcome variables include self-efficacy and supervision satisfaction. The authors aim to provide comprehensive meta-analytic data on nondisclosure, hoping that this study will offer empirical support in building a model of supervisee nondisclosure. By searching major databases, we obtained 49 articles/unpublished dissertations that met our inclusion criteria. The authors independently completed the initial coding, and then discussed discrepancies until reaching consensus. Following meta-analytic procedures, we calculated the effect size using the weighted correlation coefficients, and tested for homogeneity of the effect size variance. Publication bias was assessed through funnel plots. Our results provide empiric support for the close correlation of supervisee nondisclosure and supervision process/outcome, suggesting that recognizing and attending to supervisee nondisclosure may be a crucial part of effective supervision.

Biography:

Kyung-eun Kim is currently working as a professor at Korea University of Technology and Education(KOREATECH), located in South Korea. As a researcher, she is interested in how emotions affect our career decisions. She is investigating about 'satisfactory career decision-making' through research. As a professional counselor, she is interested not only in individual's psychological processes but also in sociocultural phenomena that could have impact on individuals.

Ye-seul Min is currently working as a counseling professor at Gachon University, Student Counseling Center, located in South Korea. She is also a doctoral candidate in the Department of Education at Seoul National University, South Korea. As a researcher, she has published work on international student discrimination, supervision learning process, and art therapy for developmental disabilities. Her research areas of interest include counselor education, multicultural counseling, and group work.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



The Brickstories method

Patryk Stepień

University of Silesia in Katowice, Institute of Pedagogy, Katowice, woj. Slaskie, Poland

The Brickstories method is an innovative approach to working with children using storytelling and play. The main purpose of this presentation is to present the structure of the method and share the results of my pedagogical practice in implementing the concept. The method incorporates the principles of Social Skills Training (SST) while incorporating elements of play and storytelling. It is specifically aimed at children aged 3 to 6 years, including children with autism spectrum disorders (ASD).

Storytelling has been a fundamental social practice since ancient times. Stories have served as a source of motivation, education, inspiration, and encouragement, prompting people to take action. A well-constructed narrative, when communicated effectively, can transport listeners to different lands and discover new possibilities. Similarly, play allows us to acquire knowledge and skills through active engagement. One of the features of play is the phenomenon of immersion, allowing us to momentarily take on the role of fictional, historical, or even real-life characters. Whether listening to a story or engaging in a game, children can develop essential skills under the influence of these experiences.

By combining elements of play and storytelling, the Brickstories method reinforces a child's innate motivation to learn social skills and enables them to express their unique perspective of the world they are discovering and perceiving. This result is made possible through a combination of playing with LEGO® DUPLO® bricks, incorporating a narrative layer and presenting special tasks that encourage the child to overcome challenges in the realm of play.

Biography:

My name is Patryk Stepień and I am a PhD candidate at the University of Silesia in Katowice in the discipline of education. Professionally, I design and implement training and development workshops, which is why teaching work is particularly important to me. I teach children, young people, students and adults, as well as seniors. I have 2 published articles in my research output and 3 are awaiting review. I have presented at several scientific conferences in Poland, as well as at a conference abroad. My research interests are related to identity, regionalism, storytelling, gamification, popular culture, and anthropology



3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France

KEYNOTE PRESENTATIONS | DAY 2

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Dr. Jyhene Kebsi

Gender Studies, Macquarie University, Sydney, Australia

Presentation Title: “The Challenges of Translating World Prison Literature: Investigating Omid Tofighian’s Contribution to No Friend but the Mountains”

My presentation focuses on the English translation of *No Friend but the Mountains: Writing from Manus Prison*. I investigate the Boochani-Tofighian collaboration and argue that Omid Tofighian is not only a translator. He is also a collaborator in the English version of Boochani’s text written while incarcerated. I consider Tofighian’s contribution an integral and indispensable part of *No Friend but the Mountains* and the Manus Prison Theory. While the attention that has so far been given to the book has centralized the main English text, this paper concentrates on the frame narrative that consists of both the Translator’s Note and the supplementary essay that has the final Translator’s Reflections. In this article, I explore the collaborative aspects of the translation and the translation challenges through a focus on this paratext. I read the paratext in light of the other scholarly work of Tofighian. This focus on the Translator’s Note, Reflections and articles sheds light on Tofighian’s intervention in *No Friend but the Mountains*. It shows that Tofighian’s additions are the result of 1) untranslatability and 2) his responsibility as he transmits the message of an incarcerated Kurdish refugee to the Australian public.

Biography:

Dr. Jyhene Kebsi is the Director of Learning & Teaching at Macquarie University in Australia.

Her research and teaching sit at the intersection of world literatures and literary gender studies. Dr. Kebsi is an expert in postcolonial and transnational world literature, particularly

world refugee literature. She uses a transnational feminist approach in her analysis of the narratives and testimonies of refugee women and girls. Dr. Kebsi’s research on world refugee literature and cinema has appeared in the *Journal of World Literature*, *Antipodes: A Global Journal of Australian/New Zealand Literature*, the *Journal of Global Postcolonial Studies*, *Postcolonial Text*, *Law & Literature* and the *Journal of North African Studies*.

Dr. Kebsi’s teaching sheds light on transnationalism, postcolonialism and feminist literary theories. Her courses focus on postcolonial feminism, Black feminism, Chicana feminism, transnational feminism, ecofeminism, state feminism, colonial feminism, imperial feminism and Islamic feminism. They also have a special concentration on the literary and cinematographic representations of immigrants and asylum seekers. Before coming to Macquarie University, Dr. Kebsi taught literature and composition at the University of Sydney and Western Sydney University. She also taught American and British literature at the University of Saint Thomas in the United States. Dr. Kebsi is the recipient of multiple prizes and awards, including Fulbright.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Yvonne Xianhan HUANG

Faculty of Education, University of Hong Kong, Hong Kong

Informal Workplace Learning of Teachers: Perspective and Future Directions

The growing importance of informal workplace learning for teachers has been recognized by researchers, as it emerges from teachers' own initiatives and becomes increasingly integrated into their day-to-day professional lives. Numerous recent studies in teacher education have highlighted the significance of informal workplace learning not only in enhancing teachers' instructional skills, knowledge, and educational beliefs but also in improving students' academic achievements. Given the critical role of informal workplace learning in teacher development and school improvement, this presentation will explore the theories and research trends concerning informal workplace learning for teachers. The presentation aims to address the following four questions: 1) How can we conceptualize teachers' informal workplace learning? 2) How can we categorize the various types of teachers' informal workplace learning activities? 3) What are the affordances and outcomes of teachers' informal workplace learning? and 4) What are the future research directions in the field of teachers' informal workplace learning?

Biography:

Dr. Yvonne Xianhan Huang is an assistant professor at the University of Hong Kong, specializing in teacher education and agentic behavior. A leading international scholar, she has published in top-tier journals such as *Computers & Education*, *Psychology of Aesthetics, Creativity and the Arts*, and *Teaching and Teacher Education*. Dr. Huang has won multiple teaching awards, including the National Quality Online Open Course Award (2019) and Faculty Outstanding Teaching Award-Team (2020). Currently, she serves as an associate editor for *Cogent Education*, a review editor for *Frontiers in Psychology*, and a reviewer for over 12 international peer-reviewed journals.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Paul Innes

Department of Languages and Literature, United Arab Emirates University, Al Ain, Abu Dhabi Emirate, United Arab Emirates

Performing Shakespeare in the UAE

This paper addresses the ways in which Shakespeare is performed, adapted and translated for performance in the UAE. It teases out some of the cultural implications of live Shakespearean performance in the UAE as a relatively neglected area of Shakespeare reception study globally. The objective is to understand how performing Shakespeare in this country is shaped in relation to the figure of Shakespeare within elite culture in English as well as how productions might contest or interrogate his position. The paper takes the form of some initial findings regarding a production of Richard III that took place at Al Jahili Fort in Al Ain (2009). Qualitative interviews have been used as a way of discovering the issues and challenges faced by the production and how they were solved. A simple scheme was devised to help frame the conversation, with the intention of establishing any assumptions that underpinned the production; how these were carried out in practice; and whether or not they had to be changed due to production circumstances. It has been difficult at this distance to engage with audience members, but this paper presents the first attempt at doing so in a way that should inform the remainder of an ongoing project that includes another two, relatively more recent, sets of performances.

Keywords: Shakespeare; performance; UAE productions; translation; adaptation.

Biography:

Paul Innes is Professor of English at the United Arab Emirates University at Al Ain, Abu Dhabi. He has published widely on Shakespeare and Critical Theory, and has worked at the Universities of Warsaw, Edinburgh, Strathclyde and Glasgow. His primary academic interests are in Shakespeare Studies and Critical Theory. His published books are *Shakespeare's Roman Plays* (Palgrave Macmillan, 2015); *Epic* (Routledge, 2013); *Class and Society in Shakespeare* (Bloomsbury, 2007); *Shakespeare: The Barriers Removed* (StudyMates, 2005); and *Shakespeare and the English Renaissance Sonnet: Verses of Feigning Love* (Palgrave Macmillan, 1997).

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Prof. Albrecht Classen

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

Why the Humanities matter for Science, and why Science matters for the Humanities? Intradisciplinary perspectives

This talk will pick up the baton of most intensive discussions in recent times both within and outside of academia regarding the value of the Humanities faced by the enormous growth of STEM (MINT). I want to argue that this dichotomy is a false one and needs to be remedied, but not simply from one side alone, but from both. No one would doubt the value of STEM, whereas the Humanities seem to be a weak field. However, in close consideration, science without humanities is a lost cause, and humanities without science might be pure speculation or imagination. and used for this target group (Roskenet al. 2021, Smith 2022, Potter, S., Peter Cudd, P., and de Witte, L. 2019).

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.



3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France

Session Chair: Dr.Sujatha Patil, Principal and Associate Professor, School of Business and Law, Navrachana University, Vadodara, India

Session Co-Chair: Dr. (Prof.) Shreya Pal, Department of Humanities and Social Sciences, Indian Institute of Technology, Kharagpur, West Bengal-721302, India

SPEAKER PRESENTATIONS | DAY 2

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Protection of Traditional Knowledge: Analysis of the Legal Framework Nationally and Internationally

Dr. Sujatha Patil

Principal and Associate Professor, School of Business and Law, Navrachana University, Vadodara, India

Preserving Traditional Knowledge holds paramount significance in the realm of environmental conservation and sustainable development. Many aspects of the Earth's rich biodiversity have been safeguarded and nurtured by indigenous communities, underscoring the pivotal role of their wisdom. Their invaluable insights are central to upholding and sustaining genetic resources and other bio-assets. Most of these communities reside in regions abundant with the planet's plant genetic resources (PGRs). However, a looming concern arises from the escalating application of intellectual property rights (IPRs) and patents to biological resources, which could lead to their rapid depletion and the consequent erosion of habitats. This poses a profound threat not only to the indigenous communities' way of life and livelihoods, built upon generations of resource utilization, but also to broader food security considerations.

Acknowledging and safeguarding Traditional Knowledge at the international level would significantly contribute to environmental conservation and biodiversity management. In this context, the present analysis delves into both global and national perspectives, critically assessing the roles of entities such as the CBD, FAO, WIPO, and the Biodiversity Act in safeguarding traditional knowledge. The exploration of these frameworks seeks to identify avenues for enhancing the protection and preservation of traditional wisdom.

Keywords: IPR, TK, WIPO, CBD, WHO, Biodiversity Act, Traditional Knowledge Protection.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Does financial development induce total factor productivity growth in the presence of gender human capital in an emerging economy?

Shreya Pal¹

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Existing studies have looked at the determinants of total factor productivity (TFP) growth differences in emerging economies. But they ignore the interactive impact of gender based human capital and financial development on TFP growth differences. Therefore, this research gap motivates us to examine the impact of financial development on TFP growth in India by accounting gender based human capital patterns (low and high education). Government spending on education and foreign direct investment inflows are included as control variables in the TFP growth function. Using the annual data from 1980-2019, it estimates the productivity growth equation through ARDL bounds test model. After confirming the long-run relationship between the series, ARDL's long-run results indicate that financial development hampers productivity growth without accounting gender based human capital. Financial development positively contributes to productivity growth when both high and low male educations are added into the estimation. Surprisingly, financial development impedes TFP growth when females' high education is incorporated in the estimation, but the result is not the same when we add female's low education. These findings suggest that education of males is much more important than female education, while looking at the impact of gender based human capital financial development on TFP growth in India. Thus, policymakers and the government in India should not undermine the importance of education of males in supporting financial development to rise productivity growth. Moreover, policymakers should look into the adverse impact of financial development on productivity in presence of female high education.

Keywords: Total Factor Productivity; Financial Development; Gender Human Capital; Time-series technique; India

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October 16-17, 2023 | Paris, France



Application of remote sensing in the development of green tourism. Case study: Parks of Belgrade (Serbia)

Dr. Radmila Jovanovic

Research Associate, Institute of Agricultural Economics, Belgrade, Serbia; Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Malaga, Spain

Modern achievements of technology greatly improve the development of tourism and today it directly depends on it. Application of modern technology, remote sensing with GIS, as well as their integration enables monitoring, management and better systematic use of data. Observation and monitoring of green and recreational areas is important in urban areas because it creates a pleasant and suitable environment for living. These functions are important for improving the quality of life of citizens. Due to large urbanization, the open space and green areas of the city provide opportunities for recreation and experiencing nature.

Green areas represent a space for recreation, rest and entertainment, which is covered with different urban vegetation: grass, trees, bushes, etc. This space consists of: parks, playgrounds, courtyards, public seating areas, squares, etc. Green spaces represent a significant factor of environmental impact in urban settlements, especially because they are an important part of urban vegetation that is cooler than the surrounding populated areas.

Green tourism includes several aspects: buildings (their construction, renovation, energy-saving efficiency, etc.), protection and preservation of anthropogenic and natural attractions (attractions and events), infrastructure (vehicles that represent the least pollutants in nature are preferred: railway traffic, bicycles, walking, etc.).

The Normalized Difference Vegetation Index (NDVI) was used for the analysis of Belgrade's parks (23 in total), as well as satellite images from the Landsat Thematic Mapper 4 -5 satellite captured on August 7, 1992 and from the Landsat 8 Optional Land Image satellite captured on August 9, 2020.

The results showed that the area of parks and forests in Belgrade decreased by 3.47% for a period of 30 years (1990 -2020). For the same period, the urban area increased by 1.66%. The most green areas were detected in Košutnjak, Pioneer city and Topcider parks (3.8 km²) and Big War Island (2 km²). However, one of the most important parks in Belgrade, the greatest conditions for the development of green tourism based on detection, the wealth of cultural and historical heritage is Kalemegdan Park with the fortress (area 0.44 km²). Kalemegdan with its surroundings in recent decades has been recording increasing visits, different attractiveness and content. Some of the most important ones are: the Victory Monument and the Gratitude Monument to France; museums: Natural History Museum, Military Museum, "Cvijeta Zuzoric" Art Pavilion; Church of Saint Petka and Ruzica; Kalemegdan fortress and landscaped basketball and tennis courts, etc.

Green tourism in Belgrade leaves the possibility for additional economic activities and further improvement of Belgrade's tourist offer. Various festivals and events are often held in Belgrade parks. Parks in Belgrade are green spaces, green oases, intended for sports, various activities and recreation.

Keywords: Belgrade's parks, green tourism, remote sensing, green areas, development, activities

Biography:

Dr Radmila Jovanovic 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).

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October 16-17, 2023 | Paris, France



Peace Culture in Media Campaigns: Forced Disappearances in Spain

Carolina Escudero¹

¹School of Journalism, Global Programs, University of Missouri, Barcelona, Spain

This study aims to analyze the content of the “Te Estamos Buscando” (We are looking for you) campaign (2017) based on families victims of the enforced disappearance of babies in Spain. Following a qualitative methodology with the method of ethnography for peace, the objective of this research is to inquire how this population perceives the violence of the State, know what are the conflicts to which it is exposed and examine if the content of the campaign responds to a construction of a culture of peace.

The results obtained show that the campaign responds to a peacebuilding action in which the breach of human rights is identified during and after the dictatorship. In addition, three types of violence are confirmed – State, obstetric and symbolic – while identifying that the groups face this issue better since they are united through organizations.

Biography:

Dr. Carolina Escudero is the Academic Director of the Barcelona Program, School of Journalism, University of Missouri in Barcelona, Spain. Her research interests include international journalism, gender perspectives, mass media in Latin America and health communication, particularly as it relates to emotions in the international context. Dr. Escudero presented her research in more than 30 international conferences. Postdoctoral and doctoral degree in Social Psychology, Argentina; Master’s degree in the Sexual Difference at the University of Barcelona, Spain, Bachelor’s degree at the University Robert Schuman, France. Dr. Escudero 's latest book chapter was published in Palgrave Studies in Journalism and the Global South (2023).

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Should the provision of Clinical Legal Education be curricular as opposed to extra-curricular – from both a clinic sustainability and student’s perspective

Kaye Howells

University of Derby, Derby, UK

There is no one definition of Clinical Legal Education but one often cited is that of Grimes who defines Clinical Legal Education as:

“a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part, the world where it is practiced... It almost inevitably means that the student takes on some aspect of a case and conducts this as it would... be conducted in the real world”

Clinical Legal Education [CLE] enables students to engage with real-world learning. CLE is embedded both curricular and extra-curricular in universities both nationally and internationally. This paper will consider whether the provision of CLE should be curricular as opposed to extracurricular from both a clinic sustainability and student’s perspective. The paper considers the CLE model at the University of Derby’s Law School and the impact of it from a student perspective. The author of the paper has carried out research with student participants and within the paper explores the outcomes of the student perspective, also giving consideration to the positive impact of CLE on employability.

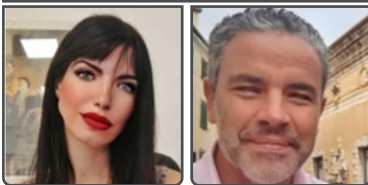
Biography:

Kaye Howells is a Senior Lecturer in Law and the Director of the University of Derby’s Student Legal Advice Centre. Kaye joined the University in September 2018. Prior to this, Kaye was a solicitor in practice for 14 years. Since joining the University, Kaye has developed a law clinic and has embedded Clinical Legal Education [CLE] into the curriculum. Kaye designed the Clinical Legal Skills module and has experience of lecturing in family law and child protection. Kaye’s research interests are in CLE and Access to Justice. Kaye has a passion for CLE, access to justice and for inspiring students.

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October 16-17, 2023 | Paris, France



Using various social media text analysis methods to approach the experience of public art viewers

Sofia Vlachou¹ and Michail Panagopoulos¹

¹Department of Audio and Visual Arts, Ionian University, Ph.D. candidate, Corfu, Greece

¹Department of Audio and Visual Arts, Ionian University, Associate Professor, Corfu, Greece

Art is ubiquitous nowadays. Thus, the individual's engagement goes beyond observation. Arts transmission relies on technology. Mobile devices allow access to a lot of art. This study's primary objective is to examine the aesthetic experience and the viewer's opinion with pieces of public art that are permanently (in squares, monuments, and bridges, etc.) or periodically displayed in Paris. The selection of this metropolis was based on its cultural, artistic, and historical wealth. On Instagram, a collection of public artworks was identified by title or location. It is therefore intriguing to investigate how viewers of artworks expressed their emotions or opinions in a broader sense. To ensure the editability of textual data, we adhered to the complete procedure for data cleansing. Several lexicon-based approaches for emotion recognition and opinion mining of Python programming language packages for natural language processing (NLP) or other methods like Term Frequency -Inverse Document Frequency (TF-IDF) will be used to examine the experience of art viewers. Specifically, linguistic packages will identify a text's positive, negative, or neutral emotions as well as the frequency of words to determine their association to a particular content. In addition, a comprehensive literature search did not reveal any relevant studies regarding the emotional recognition and opinion mining of art viewers via social media platforms like Instagram. Contrary to other museum-based or lab-based studies, we anticipate that this work will serve as a springboard for future research into aesthetic experience and opinion mining in the domain of social media arts.

Biography:

Sofia Vlachou has a degree in Information Science from the Ionian University in Greece. In 2017 she received a Master's degree in 'Management of Cultural Heritage Documents and New Technologies' from the same institution. Currently she is a PhD candidate in the topic of 'Studying the influence and popularity of artworks through data analytics methods' at the Department of Audio and Visual Arts of the Ionian University. Her research interests are machine learning, culture analytics and aesthetic experience. She has been awarded scholarships and prizes from the institutions State Scholarships Foundation (SNF), Ionian University and Hellenic Parliament Foundation.

Dr. Michail Panagopoulos is Associate Professor at the Department of Audio and Visual Arts of the Ionian University. He has a degree in Electrical and Computing Engineering at the National Technical University of Athens. He holds a PhD on pattern recognition and image processing on archaeology and arts. His research is broadly concerned with artificial intelligence and pattern recognition analysis on cultural, visual, and artistic applications. He has taught undergraduate and graduate courses which include Artificial Intelligence, Mathematics and Art, 3D Graphics, Digital Synthesis of Virtual Environments, Audiovisual Systems for Alternative Reality, Mathematics for Audiovisual Technology. He has collaborated in several funded research projects both as scientific director and as a researcher.

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ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Developing Social Sustainable and Intercultural Cities: An Integrative Educational Approach for Citizens, Migrants and Refugees

M. Dolores Ramirez-Verdugo

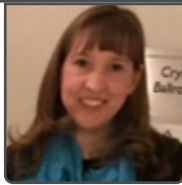
Professor in English Applied Linguistics and Teacher Education, Universidad Autónoma de Madrid, Spain.

This presentation examines an on-going longitudinal European research project that focuses on developing transversal strategies for social and educational integration of citizens, migrants, and refugees in sustainable and intercultural cities. To achieve this aim, a needs analysis of the partnership cities is at the heart of this proposal since it is essential to identify in situ the local challenges from the interdisciplinary perspective the research network brings to the project. The gathered data will sustain the transversal and comparative approach applied in the project proposal as articulatory axes to examine current European cities' needs and challenges. The specific data analysis about partners' local cities will set the basis for defining and developing joint interdisciplinary academic and training programmes on the inclusion and integration of citizens and migrants in sustainable European cities.

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October 16-17, 2023 | Paris, France



Maximizing Project Based Learning for Neurodiverse Learners

Dr. Abigail Bergen¹ and Dr. Colleen Tapley²

¹School of Education, Southern New Hampshire University, Manchester, New Hampshire, USA

²School of Education, University of Massachusetts Lowell, Lowell, Massachusetts, USA

Project Based Learning (PBL) is becoming more common in K-12 classrooms (Ayton & Capraro, 2021). PBL is a pedagogical form of inquiry-based learning that allows students to learn while actively engaging in projects to explore authentic real-world problems or question while learning content. Students who find traditional classroom instruction challenging tend to thrive in inquiry based instructional settings (Barron & Darling-Hammond, 2008). Inquiry based learning improves student engagement, deeper learning, and decreases the achievement gap (inquirED, 2022). Neurodiverse learners benefit from PBL because having a variety of options leads to increased achievement. The student's role is based on their strengths giving them confidence to speak up and fully participate; motivation is high because it is an authentic solution; hidden or underdeveloped talents that may have never been discovered without the freedom of PBL; there is no "one-stop-shopping" for the answers; lastly it can help to develop social and presentation skills (Mississippi College, 2022). This presentation will discuss the accommodations and modifications, such as self-scaffolding and assistive technology that maximize an educators PBL pedagogy for neurodiverse learners in the classroom.

Biography:

Dr. Abigail Bergen joined Southern New Hampshire University in 2022 as Assistant Professor of General Special Education. Previous roles include special education administration and special education positions within public schools. Dr. Bergen received her Doctorate in Leadership and Learning from Rivier University. Her dissertation focused on special education students developing self-efficacy. Dr. Bergen's research interests include educational systems in emerging countries and educational trends and issues. Dr. Bergen's most recent professional endeavors include research and teacher workshops in Belize and serving as a member of the Round Table at the International Round Table Symposium at Oxford University.

Colleen Tapley is Program Coordinator for the Bachelors of Education and faculty at the University of Massachusetts Lowell. Prior to joining UML, she was the Director of Undergraduate Research at Southern New Hampshire University. She has worked for over twenty years in the field of education and has experience at the elementary, middle and administrative levels, as well as in special education. Dr. Tapley is passionate about improving educator pedagogy through innovative research-based practices. Her research interests include issues of equity and access, disproportionate discipline rates and improving educators' cultural intelligence through both traditional and virtual study abroad experiences.

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October 16-17, 2023 | Paris, France



The role of art, music, and dance on mental health and healing in Addis Ababa, Ethiopia

Mary O. Hearst,¹ Melaku Belay,² and Hui Wilcox³

¹School of Nursing, University of Minnesota, Minneapolis, Minnesota, USA

²Fendika Cultural Center, Addis Ababa, Ethiopia,

³Kofi Annan Institute for Global Citizenship, Macalester College, St. Paul, Minnesota, USA

Background: The role of the arts, including music, dance, and creative expression can be a means of improving community health. The purpose of this paper is to describe the role of a cultural center on community health and healing.

Methods: This qualitative study conducted interviews and focus groups with audience members, artists, and staff at Fendika Cultural Center, Addis Ababa, January 2023. Participants were recruited via word of mouth and purposive sampling. Focus groups and interviews were done in English or Amharic and recorded, transcribed and translated as needed. Questions included their experiences with Fendika Cultural Center and psychological, physical, social and economic influences. Deductive analysis was used, guided by the Arts and Culture in Public Health Framework.

Results: Two focus groups (n=11 participants, 5 female, 6 males) and five key informant interviews (3 females, 2 males) were completed. Findings supported the Arts and Culture in Public Health Framework with strong evidence to support four outcomes and mechanisms (chosen a priori) for the relationship between the arts and public health including 1) providing direct health benefits; 2) creating safe, inclusive and engaging environments; 3) support social, cultural and policy change; and 4) increase health service equity.

Conclusion: The arts play an important role in community health. Further research is need to establish the scope of impact and if impactful arts centers can be replicated.

Biography:

Dr. Mary Hearst is a Social Epidemiologist and Professor in the School of Nursing at the University of Minnesota, USA. Her work is centered on community partnerships, de-colonizing research, equity and inclusion, access to food and nutrition, and improving the lives of women and children through integrated early intervention.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



The Professor as the Content Creator: A Case Study on Digital Literacy and Universal Design for Learning

Dr. Lisa M. Wisniewski

Sociology, Goodwin University, East Hartford, Connecticut, United States

Digital tools are a part of the educational experience in higher education. This list includes items such as learning management systems, online tools, and digital textbooks. While there are many tools that exist, it can be overwhelming for instructors to incorporate all these tools in an effective pedagogical strategy. This presentation will review a digital lecture series titled Community Conversations @ Goodwin University that is being used in classrooms as teaching tools. The topic areas of focus for the series are humanities and social sciences based. The lectures are provided by leading experts in the fields of sociology, political science, and history. The topics are grounded in current events and incorporate the areas of government, work, the environment, language, and globalization. The lectures are being incorporated into entry level courses in English and Sociology to provide a connection between learning and digital tools. The framework of this design is Universal Design for Learning, a framework focused on meeting the needs of all learners. The presentation will highlight 3 key areas. The first is how the Universal Design for Learning framework and the Community Conversations @ Goodwin University lecture series are maximizing student outcomes while teaching digital literacy. The second is how to include a discussion about information literacy and critical thinking skills. The third is how instructors can develop their own educational content for the classroom.

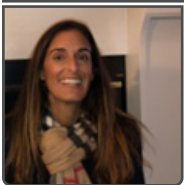
Biography:

Dr. Lisa Wisniewski is an Associate Professor of Sociology at Goodwin University. Lisa completed her Doctor of Education (Ed.D.) focused on Educational Leadership from the University of Hartford. Her research has focused on immigrant students, first-generation college students, and effective teaching practices using Universal Design for Learning. Dr. Wisniewski presents regionally, nationally, and internationally. She served as the State Chair for the Connecticut American Council on Education Women's Network. Her work in the community focused on the immigrant experience has led to invitations to the White House and the Polish Consulate of New York City.

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ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



We have a reading problem. Can film help remedy it?

Sara Hansen

Humanities Chair, San Diego Jewish Academy, San Diego, California, USA

In 2019 The New York Times reported two out of three 4th and 8th graders who took the National Assessment of Educational Progress “did not meet standards of reading proficiency” and that this would surely inspire “demand for policy change” which, as yet, has not occurred. Neuroscientists, the Department of Education, and the National Association of English Teachers among other researchers verify the benefits of reading in its association to brain connectivity, empathy, improved writing skills, stress reduction, focus, memory improvement and so on. Reading clearly benefits humans; and yet, reading scores in half of the states in this country are in decline (National Assessment of Education Progress, 2022).

“Adult illiteracy directly affects an individual’s employment options, likelihood to live in poverty, likelihood to be incarcerated, access to adequate health care and health outcomes, and life expectancy” (Center for American Progress, (May, 2020)). We can blame distributors such as YouTube, Disney and Netflix where teenagers watch an average of six to nine hours per day (CDC, 2023) or we can use the streaming services to inspire more engaged readers. I have been using film to engage students in reading and recognizing literary devices and form. How does this Dutch angle shot with low key lighting create a dynamic protagonist? Does the diegetic sound signal resolution or climax? My research explores using students’ passion for film and media arts to inspire the practice, analysis and passion for reading.

Biography:

Sara Hansen has taught in the public and private arena since 1994, both in high school and at the university level. She has been a Humanities Department Chair for eleven years for grades 6-12, has taught AP Literature and Composition since 1999, and has a letter of recommendation from an 18 year old that, in part, states: “She is the best teacher I’ve ever had. I barely ever fell asleep in her class.” Sara has also spoken nationally about how to teach written language. Her most recent speaking engagement was at the Hawaiian International Convention in January of last year.

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ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



WINSLOW HOMER and the Demi-Monde

Marie Loudon-Hanes

Professor, University of Findlay, Ohio, United States

Winslow Homer (1836-1910) invites us into the urban environments of Boston and New York, where he chronicled in print for the popular journals of the times the ordinary happenings of daily life in America's fastest-growing and crowded inner city and its environs. With comfortable and shaded picnic areas, its nearby shoreline and accommodating beaches, and venues for horse racing, Boston had become almost overnight a metropolitan city. By the mid-nineteenth century, when Homer lived in the heart of the commercial district, Boston was the fastest-growing metro city on the eastern seaboard. The town, once known as the beacon on the hill for its saintly living, now with unprecedented growth, experienced almost overnight an influx of strangers that included "pickpockets, crooks, and women of the night."

We follow Homer's demi-monde into the parks and playgrounds as he shares with us, through the medium of prints and paintings, multi-layered stories involving the city's underworld and her houses of prostitution. Several are identified by a name that would have been well-known to the gentlemen who frequented, for example, the establishment of Josey Woods. In prints created for the popular press, Homer asked his first viewers and all of us over a century later to take another look and, if necessary, to step back, broaden the view, and observe all the details. As we shall see in this presentation, Winslow Homer, the American artist from Boston, leaves nothing to chance. He has a story to tell and wants us in on the secret. MLH

Biography:

Dr. Loudon-Hanes is a painter and an art historian. She joined the faculty of Findlay College in 1986. Her doctoral research in American Culture Studies at Bowling Green State University under the direction of Dr. Dawn Glanz offered a fresh perspective on nineteenth-century urban women as identified in the illustrations and paintings of American artist Winslow Homer (1836-1910). As a promise made to Dr. Glanz in 1994, Marie recently published her research entitled *Winslow Homer and the Demi-Monde*. In her paintings, she manipulates form and color and plays the resulting imagery against the shifting and seasonal patterns of light and dark as defined by the natural environment. A collection of her paintings -currently on exhibit in Findlay at *Objects of Desire Artful Living* -reflects the vastness and multicolored shifting landscape of the Negev Desert, Israel. She retired from the University of Findlay in 2021 as Professor Emeritus and earned her MDiv in 2023 from Winebrenner Theological Seminary. She currently pastors a Presbyterian congregation in Fostoria, Ohio.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Reflective Course Evaluations: Impact on Teaching and Learnings

Sara Fier¹ and Mary Risacher²

¹Social Sciences and Humanities, Northwestern Health Sciences University, Bloomington, Minnesota, USA

²School of Education, Southwest Minnesota State University, Marshall, Minnesota, USA

Student evaluation of teaching in higher education maintains its position as a time-honored end-of-semester ritual about which much research exists. The researchers desired to make meaningful changes in their online courses but found feedback from traditional evaluations too limited to do so. They decided to supplement traditional course evaluation with the use of a reflective student course evaluation in their quest to answer the following research question: Do mid-term and end-of-term reflective student course evaluations provide feedback that instructors and students can utilize to improve their teaching strategies and student approaches to learning? They hoped that reflective evaluations would elicit feedback of enhanced breadth and depth in comparison to the traditional evaluation, allowing for improvements to the teaching and learning process beyond those generated by the results of traditional evaluations.

The researchers incorporated reflective student course evaluation assignments into their four online courses. Analysis of the results then occurred, focusing on instructor strengths and opportunities for change related to teaching and learning.

The intended audience who will benefit from this presentation includes instructors at all levels within any discipline who are seeking an evaluation format to complement the traditional course evaluation ritual, with the goal of feedback that may lead to improvements to the teaching and learning process for their online courses. This presentation will introduce the reflective practice utilized by the researchers, providing the opportunity to consider implementation of this type of evaluation.

Biography:

Dr. Sara Fier is a Professor and Department Chair for Social Sciences and Humanities at Northwestern Health Sciences University in Bloomington, MN. Her background includes teaching psychology courses and provision of services as a licensed psychologist and certified mental performance consultant.

Dr. Mary Risacher is an Assistant Professor of Education for Southwest Minnesota State University in Marshall, Minnesota. Her background includes teaching Early Childhood, Kindergarten, and serving as the Director of an Early Childhood At-Risk Program, with an emphasis on pairing young children and families to needed resources. She currently teaches introductory educational and Early Childhood licensure courses for the School of Education at SMSU.

3rd World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



Interest Convergence: A Case for Indigenous Legal Theory and Indigenous Supremacy in a Post-Capitalist Age of De-Growth

Malika Chatterji

Critical Race Studies, UCLA School of Law, Los Angeles, CA, US

In light of Luiz Inacio Lula da Silva winning the presidency in Brazil this January, 2023 and his impressive policy change to restore the Amazon, this paper argues we have reached a unique policy moment for realizing Indigenous land ownership and sovereignty. Indigenous legal and political theory are necessary to arrest climate change and to reverse course on the destructive capitalist and colonial economic practices of the last four centuries. Instead of the neo-liberal politic of BRICS and the G20 being the dominant players with the solutions, what is becoming widely apparent and accepted is that it is Indigenous knowledge that must become the leading paradigm, and it is Indigeneity that should have international legal teeth. At this moment, we are witnessing a major shift in international norms. This interest convergence between modern and Indigenous peoples is unique. We are poised at a global moment where the *gesellschaft* is looking to the *gemeinschaft* for answers. Whiteness itself is coming into question as a useful paradigm. Instead of being relegated to “observer status” and the paltry expectation of consultation with the nation-state, Indigenous Peoples now require political power, a vote, a seat at the international table with rights to be able to draft the agenda, to be able to solve global climate change for the world. This is an incredible moment of humility for whiteness. In being forced to articulate their need for Indigenous leadership, whiteness is exposing a vulnerability. This political moment is equally a psychological one.

Biography:

Malika Chatterji holds a B.A. in government from Lawrence University, a J.D., with a certificate in Critical Race Studies, from UCLA School of Law and a MPA in environmental science and policy from Columbia University. Her research focuses on sovereignty, international citizenship, critical race theory, post-colonial theory, eco-feminism, environmental conservation and Indigeneity. Her work examines the possibilities of international citizenship to upend unjust and inequitable results and settled (and racist) expectations under law and capitalism. Her work explores political imagination, belonging, race in comparative context, and opportunities for joy.

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ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION

October 16-17, 2023 | Paris, France



A Deep Struggle of Tibetan Identity and China's Colonial Curriculum in Tibet

Dr. Gyal Lo

Tibet Specialist & Educational Sociologist, Tibet Action Institute, Toronto, Ontario, Canada

What is included and what is excluded in curriculum often defines the question of whose education is? and as the world view representing the contents of cultural identity in school education, curriculum plays such roles in transforming knowledge and reproducing culture, and its identity throughout classroom interactions. School education in Tibetan society confronting such dilemma in transitioning its roles from as the Tibetan school education to China's colonial school education of cultural extermination since last six years in Tibet. This critical transition yet remains as a novel subject in both international Tibetan studies, curriculum studies, and domestic Tibetan education research.

By realizing the educational transition in furthering postcolonial turning point, and it has been resulting the social structural collapse of entire Tibetan society, this paper centers curriculum in applying the notion of social-cultural reproduction, and sociology of language, to examine how the seriousness of the social structural collapse predictably on the way coming. This paper gained data and evidence from various sources: extensions of previous educational sociologist research, numbers of recent fieldwork across Tibet from 2016 to 2020, narrative dialogue with multi-interviewees including numbers of unemployed Tibetan graduated students. This paper aims to interactively share the research finding with audiences.

Biography:

Dr. Gyal Lo (Jia Luo) received his PhD from the University of Toronto, and was awarded Social Sciences and Humanities Research Council of Canada (SSHRC) Fellowship for his research entitled "Culturally-Relevant Education for Minority and Rural Village in Asia." Taught over a decade as a faculty member at the Department of Tibetan Language and Culture, the Northwest University for Nationalities. Research interests cover Educational Sociology; the Theory of Structuration in Asia, Buddhism in Society, Mother Tongue Policy, Indigenous Knowledge in Curriculum, Social-Cultural Reproduction, Sociological Studies of Spirituality. Authored the LEXINGTON BOOKS: Social Structuration in Tibetan Society: Education, Society, and Spirituality.



3rd World Conference on

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October 16-17, 2023 | Paris, France

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3rd World Conference on

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October 16-17, 2023 | Paris, France



Test of the psychology of working theory among Korean Job seekers: Examining relations of social class, marginalization, career adaptability, and decent work

A-Ra, Lee¹ and Eun-Sul, Lee²

¹Department of Psychology, Gyeongsang National University /JinJu, South Korea

²Department of Creative Human Resource Development, Incheon National University /Incheon, South Korea

This study draws on the Psychology of Working Theory (PWT) framework to examine a structural model of the predictors of decent work in a sample of 392 Korean job seekers. Participants completed measures of subjective social status, marginalization, career adaptability, and decent work. The research model consists of subjective social status and marginalization as precursors, decent work as an outcome, and career adaptability as a mediator. Overall, the results supported the most hypothesized direct and indirect paths in expected directions. Marginalization was negatively associated with career adaptability and securing decent work and subjective social status was positively linked to career adaptability. Also, the results supported the significant mediating roles of career adaptability in the associations between subjective social status and marginalization to decent work. Based on the results, we discussed the theoretical and practical implications of the PWT in its application to Korean emerging adult populations.

Biography:

A-Ra Lee presently serves as a professor at Gyeongsang National University. In her capacity as a researcher, she focuses on the fields of anxiety coping and decision-making processes. Additionally, she conducts research in the realms of counselor development, counselor education, and disadvantaged populations.

3rd World Conference on

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The 21st Century Scramble for Africa: A Comparative Study of Russian, Chinese, and French Political and Economic Influence in the Central African Republic

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In 2013, the Central African Republic experienced a profound upheaval when a rebel coalition overthrew the existing government. Since then, the country has been embroiled in a political and economic crisis, which has compelled their government to seek support from the international community. Historically, the Central African Republic's dominant international partner has been France, which has drawn criticism for implementing neo-colonial policies in the region. Recently, the Central African government has increasingly worked with alternative international partners, namely Russia and China. The thesis will use texts on international relations theory, political theory, military theory, and economic theory to identify crucial traits that constitute traditional modes of foreign domination in Africa. It will apply these characteristics to Russia and China, while also weighing their practices with those of France.

This paper will use the Central African Republic as a case study to examine broader patterns of foreign influence in Africa. It will address the question of whether the involvement of Russia and China in Africa influences or subverts the pre-existing theoretical paradigms of foreign political and economic domination in Africa. More broadly, it will attempt to provide insight into whether world powers replicate the extent and kinds of influence colonial powers exercised in a region where they do not have a colonial legacy.

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Taking Exception to Criminal Justice Reforms that Fail to Transform: Using Transitional Justice to End the Carceral State

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This presentation takes issue with the notion of reforming a criminal justice system when the problems are systemic in nature. As an alternative to “reforming” criminal justice systems that fail, this presentation advocates for “transforming” them. This presentation will explain why reforms fall short in instances where systemic shortcomings plague a system, what transitional justice (TJ) is and why this internationally recognized approach to justice is worth considering when thinking of addressing criminal justice system failures. This presentation, though it focuses on the criminal justice system, has broader implications. The advocated transformation method extends to other systems, such as healthcare systems, educational system, etc. This presentation will explain how and why that is. It will also explain how and why this usage of TJ can work when there is political transition and where, as in the case of the United States, a stable democracy exists.

Biography:

Angela A. Allen-Bell is a respected expert on civil and human rights; social, restorative and transitional justice; and, the interplay between race and justice. It was her research that catapulted the movement that successfully ended the use of split juries in Louisiana in 2018. The House of Representatives of the Legislature of Louisiana has commended her “for her achievements as a legal scholar” and has recognized and recorded “the tremendous pride and honor that she brings” to the state of Louisiana. Her signature traits are her never-ceasing desire to fight injustice and her tireless commitment to dismantling racial hierarchies and systems of oppression.



Index

Alice Rogers	55	M. Dolores Ramirez-Verdugo	44
Aneesah Nishaat	26	Malika Chatterji	51
Angela A. Allen-Bell	56	Marie Louden-Hanes	49
A-Ra, Lee	54	Mary O. Hearst	46
Carolina Escudero	41	Masanori Matsumoto	12
Chen, Guoqing John	18	Michelle van Dun MSc	23
Clarissa Myrick-Harris, PhD	11	Nella Escala	25
Dr. Abigail Bergen	45	Patryk Stepien	31
Dr. Craig Wilson	17	Paul Innes	35
Dr. Gyal Lo	52	Prof. Albrecht Classen	36
Dr. Jyhene Keksi	33	Prof. Hiba Naccache	16
Dr. Lisa M. Wisniewski	47	Prof. Sun Shaoyong	14
Dr. Nona Press	13	Prof. W. Julian Korab-Karpowicz	10
Dr. Radmila Jovanovic	40	Sara Fier	50
Dr. Rebekka Schlichting	19	Sara Hansen	48
Dr. Sujatha Patil	38	Shreya Pal	39
Hye Eun, Lee	20	Sofia Vlachou	43
JeeEun Karin Nam	21	Tengteng Zhuang	22
Kaye Howells	42	Tuvshee Tumur	27
Kyung-eun, Kim	30	Yvonne Xianhan HUANG	34
Lujing Yang	24		



