

World Conference on

ARTS, HUMANITIES AND SOCIAL SCIENCES

NOVEMBER 10
2022
BANGKOK, THAILAND

Hosting Organization:

Eurasia Conferences, Kemp House, 152-160 City Road, London, EC1V 2NX

09:50-10:00 @ Introduction,
Welcome note and Conference
Inauguration
Conference Room: "Morakot, 2nd floor"

NOVEMBER
10, 2022

Keynote Sessions

- 10:00-10:30** **Title: Unfocused Written Corrective Feedback and L2 Learners' Writing Accuracy: Relationship between Feedback Type and Learner Perception**
Manjet Kaur Mehar Singh, School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia
- 10:30-11:00** **Title: A Study on Diversity Prediction with Machine Learning and Small Data**
Rezza Moieni, CTO and Project Director, Cultural Infusion, U2, 273-277, Wellington Street, Collingwood, Victoria, 3066, Australia

Tea and Refreshments Break 11:00-11:30

- 11:30-12:00** **Title: European Bilingual Education Policy and Model in Bologna Process**
Dr. Shuo Zhao, Professor/PhD Supervisor in Communication University of China (CUC) and guest Professor/PhD Supervisor in University of Malaya (UM) and Krirk University of Thailand.

Speaker Sessions

- Session Chair:** **Manjet Kaur Mehar Singh**, School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia
Session Co-Chair: **Rezza Moieni**, CTO and Project Director, Cultural Infusion, U2, 273-277, Wellington Street, Collingwood, Victoria, 3066, Australia
- 12:00-12:20** **Title: Tertiary Education and Social Development**
Chiam Chiah Sern Jason, SR Nathan School of Human Development, Singapore University of Social Sciences, Singapore
- 12:20-12:40** **Title: CURRENT TRENDS IN THE CYBERCRIME RESEARCH: When practical profiling meets the theory**
Viera Zuborova, Bratislava Policy Institute, senior researcher, Bratislava, Slovak Republic
- 12:40-13:00** **Title: The role of facilitator in supporting reflection of pre-service teachers of physical education: a year-long action-research study**
Eugénia Lopes Azevedo, Centre for Research, Education, Innovation, and Intervention in Sport, Faculty of Sport, University of Porto, Portugal

Session Wrap

Lunch Break 13:00-14:00

- 14:00-14:20** **Title: Imparting Cultural Intelligence in an Experiential Learning Setting**
Yuanto KUSNADI, Associate Professor of Accounting (Education), School of Accountancy, Singapore Management University, Singapore

Title: Rainfall variability and response of oil palm phenology in tropical climate using MODIS vegetation index

14:20-14:40 Lam Kuok Choy, Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Title: "Another Dimension of Urban Poverty/Precarity in Bangkok: Low Income Sub-Rental Housing and the Absent of Rental Housing Policy"

14:40-15:00 Pitch Pongsawat, Department of Government, Faculty of Political Science, Chulalongkorn University, Bangkok 10330, Thailand

Tea and Refreshments Break 15:00-15:30

Title: Strengthening English Second Language teaching and learning pedagogies during the Post COVID-19 era: the Text-based Approach

15:30-15:50 Nomasomi Hilda Matiso, Walter Sisulu University; P/B X1 Mthatha; 5117, South Africa

Title: Impact of Web-Based Knowledge Building on Professional Identity of Prospective Teachers

15:50-16:10 Yurniwati Yurniwati, Elementary Teacher Education, Universitas Negeri Jakarta, Jakarta, Indonesia.

Title: Brief Discussion of "Buddhism Beyond Boundaries"

16:10-16:40 Bhagavan ZHI-JI Vimalakirti, Tasmanian Chinese Buddhist Academy of Australia, Hobart, Tasmania, Australia

Session Wrap and Closing Ceremony 16:50-17:00

Posters 16:40-16:50

Poster 1 **Title: Student engagement: issues in conceptual and measuring, clarifications, and future research lines**

Feliciano H Veiga, Instituto de Educação da Universidade de Lisboa, Portugal

Poster 2 **Title: The Influence of Teachers' Angry Emotions on Preschool Children's Missbehavior—Based Three Key Influencing Factors on EASI Model**

Zhan Fang, Capital Normal University, School of Preschool Education, BeiJing, Haidian District, China



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KEYNOTE PRESENTATIONS | DAY 1

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Manjet Kaur Mehar Singh

School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia

Unfocused Written Corrective Feedback and L2 Learners' Writing Accuracy: Relationship between Feedback Type and Learner Perception

Feedback provided to learners' writing is a construct of identifying a learner's performance, and it can be identified and trifurcated as grammatical form, location in the text, and pragmatic functions. Second language researchers worldwide consider WCF as a vital and valuable teaching tool that helps learners improve accuracy in L2 writing. In this context, there exist a plethora of research that examines the efficacy of written corrective feedback (WCF) on L2 learners' writing accuracy. However, literature is replete with research that looks into the efficacy of unfocused WCF on L2 learners' writing accuracy especially concerning with learners' perception of the feedback type. Specifically, not much research evidence is available demonstrating the efficacy of unfocused WCF on L2 learners' writing accuracy. This paper will discuss the benefits of unfocused WCF for writing accuracy improvement and share a case study involving unfocused WCF that was conducted at a private university in Karachi. Using a quasi-experimental research design, three intact classes were recruited and were randomly placed into two experimental groups: direct corrective feedback and indirect corrective feedback, and one control group. The participants completed three narrative writings, one each at pre-test, post-test, and delayed post-test. The two treatment groups completed a feedback perception questionnaire after the administration of the third narrative writing. The data was analyzed quantitatively by applying parametric or non-parametric tests. Based on the results of the case study, important pedagogical implications for language teachers and ESL/EFL learners are provided.

Biography:

Manjet Kaur Mehar Singh has taught at the School of Languages, Literacies and Translation, Universiti Sains Malaysia (USM) beginning 1996. She is currently the Deputy Dean of Research, Innovation and Industry-Community Engagement at her school. She is also the Managing Editor of International Journal of Language, Literacy and Translation (IJoLLT). She is actively engaged in research and does interdisciplinary research in areas not only limited to language skills, ESP/EAP, discourse studies, language acquisition and sociolinguistics.

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Mr. Rezza Moieni

CTO and Project Director, Cultural Infusion, U2, 273-277, Wellington Street, Collingwood, Victoria, 3066, Australia

A Study on Diversity Prediction with Machine Learning and Small Data

There are discussions about the importance of diversity in literature and in the media and to minimize gaps between minorities and majorities. To see if a community is making progress in minimizing these gaps and to measure success, there is an interest in being able to predict the diversity of communities given currently prevailing. There are well designed data forecasting algorithms in data science using large data sets.

However, diversity data has only been collected over the last few decades. This paper adopts algorithms formulated by Grey and ARIMA, using small data to predict the likely diversity of a cohort for a time in near future. Our results demonstrate there is more confident forecasting for "country of birth", but in terms of predicting linguistic and religious diversity, due to the changeable nature of these factors throughout an individual's life, we would require further data to make any accurate prediction

Biography:

Rezza Moieni is the CTO and Project Director of Cultural Infusion since 2015. Rezza graduated as the best student of 2012 from University Teknologi Malaysia in 2012. He started his career as a broadcast Engineer in 2001 at IRIB and continued his career pathway as a technical and project director of many national level projects in the broadcasting industry.

Rezza is currently managing a diverse team of data scientists, developers, designers, educators and project coordinators. He is working on developing break through educational knowledge-based projects focusing on cultural diversity awareness and action, including world leading platforms such as Diversity Atlas, Sound Infusion and Inclusion Atlas. Rezza has overseen the organisation's expansion into the technology innovation space over the past 7 years leading to Cultural Infusion winning several awards for its technology innovations.

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Dr. Shuo Zhao

University of Malaya (UM) and Krirk University of Thailand

European Bilingual Education Policy and Model in Bologna Process

First it will introduce CLIL education policy in EU (Content and Language Integrated Learning). Then development of bilingual education in EU will be discussed. Based on bilingual education model curriculum design of bilingual education in European Union is expounded with case analysis of bilingual education in Luxemburg and France. Evaluation on bilingual education will be put forward at last.

Biography:

Dr. Shuo Zhao is professor/PhD Supervisor in Communication University of China (CUC) and guest professor/PhD Supervisor in University of Malaya (UM) and Krirk University of Thailand.



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SPEAKER PRESENTATIONS | DAY 1

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Tertiary Education and Social Development

Chiam Chiah Sern Jason¹

¹SR Nathan School of Human Development, Singapore University of Social Sciences, Singapore

The University landscape in Singapore is an evolving one. The Universities of today may not exist tomorrow, just like how companies today were not around as recent as 20 years ago. In the VUCA world that we live in today, universities need to continue to remain relevant. The higher education landscape in Singapore has evolved to keep up with the changing trends of society. By 2024, there will be a new publicly funded University of the Arts Singapore (UAS) to grant degrees in areas like fine art and music. Before UAS, the Singapore University of Social Sciences (SUSS) was renamed in 2017 and will focus on driving lifelong learning, anchored in disciplines with a strong social focus. SUSS remains the only government-funded University focusing on the learning journey for part-time (working adults) students.

Education is often seen as the social leveller to uplift standards and plays a big part in enabling social mobility (and social-economic standing) in Singapore. The education system in Singapore, particularly the provision of university places, will allow social mobility to reduce the issue of inequality in Singapore. Through carefully manipulating university programmes of choices and a generous financial aid scheme to ensure that one is denied a place at the University because of financial constraints. The “creation” of SUSS is seen as one step in ensuring that more can pursue government-funded degree programmes to reduce “social inequality”.

The paper will articulate some of the changes that have taken place in the provision of the tertiary education landscape in Singapore, address if the universities address some of the trends in society today and seek to project into the future of tertiary education in Singapore. Social Development, which can be defined as improving the well-being of every individual in society so they can reach their full potential. The success of society is linked to the well-being of each citizen. Through the careful planning of tertiary education, it is hoped that the government will achieve the idea of social development.

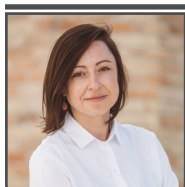
Biography:

Jason is a Senior Lecturer at the Singapore University of Social Sciences (SUSS) where he is also pursuing his DBA in Change Management. His research and teaching interests are Corporate & Organizational Change management, Singapore's social policy, Organizational Behaviour and Human Capital Management in the new normal. He also has interests in Comparative Policies between Singapore and Hong Kong where he has lived for some years. He has administrative responsibilities as Programme Lead for two Graduate programmes in Non-Profit Management

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CURRENT TRENDS IN THE CYBERCRIME RESEARCH: When practical profiling meets the theory

Viera Zuborova¹ and Pierre Jerome Lisson²

¹Bratislava Policy Institute, senior researcher, Bratislava, Slovak Republic

²Bratislava Policy Institute, senior researcher, Bratislava, Slovak Republic

Due to the prevalence of online services in modern society, and the outreach of the COVID-19 pandemic, it's important to understand how this technological process changes even the dark side of the online environment. What we can already state, is the fact that the COVID-19 pandemic has triggered an increase in cybercrime, and is constantly evolving to take advantage of current trends and behavior. The most vulnerable groups here are our children.

The articles focus on the attempt of a consortium of researchers under an EC-funded project with the title RAYUELA to set actual trends in the profiling of victims and offenders and to use these insights and data to model a new gamification approach in the fight against cybercrime. It will describe the main scientific and methodological obstacles that were foreseen and even not, and how to deal with the fact the past theoretical approaches are losing their credibility and novum when it comes to the profiling of those that were victims, offenders in late periods of time. It will also present the data gathered from semi-structured interviews of victims, offenders, and experts, and explain what was changed in the comparison between the theoretical approaches, and what are the latest trends in online grooming, cyberbullying, and human trafficking. Last but not least, it will open those topics that are considered as novum, and research globally needs to pay to them attention in their future research.

References:

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The role of facilitator in supporting reflection of pre-service teachers of physical education: a year-long action-research study

Eugénia Lopes Azevedo¹, Rui Flores Araújo¹², Ana Ramos¹, Isabel Ribeiro

Mesquita¹

¹Centre for Research, Education, Innovation, and Intervention in Sport, Faculty of Sport, University of Porto, Portugal

²University of Maia – ISMAI, Maia, Portugal

The ability to reflect has been widely highlighted as crucial to the process of becoming a teacher. Particularly in physical education context, reflection performs an undeniable role in helping pre-service teachers (PSTs) understand the complex nature of their practice. However, the development of reflection can be challenging, therefore PSTs need to be guided and supported to a more capable person (i.e., facilitator) to engage with reflective process. Accordingly, throughout this evolving process, a researcher assumed the dual role of researcher-facilitator can help to develop PSTs' reflection since can make not just systematic analysis of PSTs' practice, but also of her own actions. Although the importance of supporting of PSTs' reflection has been recognised in the literature, it remains unclear what is the role of a facilitator in creating environments that enabled reflection flourish. Thus, the current research aims to explore the facilitator role of the first author in supporting the reflection development of PSTs in physical education practice. The methodological design was based on an action-research design involving six PSTs from physical education. Data were collected through focus group interviews, written reflection diaries (kept by the participants) and field notes. Qualitative data were analysed through thematic analysis. The findings emphasised that the PSTs' shift to a more critical (i.e., more interpretive) level of reflection was triggered by the role of the facilitator, who provided scaffolding strategies, a blame-free and safe space in which the PSTs could be honest and vulnerable.

Biography:

Eugénia Lopes Azevedo

Employment: PhD Student at Centre for Research, Education, Innovation and Intervention in Sport (CIFI2D), Faculty of Sport, University of Porto, Portugal.

Degree: Master's in physical education

Research interests: Reflective practice, physical education. communities of practice

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Imparting Cultural Intelligence in an Experiential Learning Setting

Dr. Yuanto KUSNADI

Associate Professor of Accounting (Education), School of Accountancy, Singapore Management University, Singapore

This study uses the setting of a virtual experiential project-based learning (PBL) course conducted by a Singapore University (UNIS) and examines the role played by cultural intelligence (CI) and the benefits obtained by students enrolled in such a course.

The findings suggest that the virtual PBL course allows students and faculty members from two distinct cultures and education systems to come together and learn from one another. Students acquired cognitive CI as they were given the opportunity to understand a different culture/way of working overseas as well as the country's economy and industries. In addition, they also acquired metacognitive CI as their understanding of different cultures allowed them to be more open-minded and sensitive to individual differences. Finally, motivational and behavioral CI were also enhanced as students who are yearning for different cultures are able to adjust their attitudes towards people from different background, thereby creating opportunities for them to learn from one other as well as preparing them to embrace uncertainties in project collaboration.

Keywords: Virtual project-based learning, Cultural intelligence, COVID-19 pandemic, Higher education

Biography:

Dr. Yuanto KUSNADI is an Associate Professor (Education) at the School of Accountancy of the Singapore Management University. Dr. Kusnadi has over ten years' of teaching experience in accounting for entrepreneurs, financial management, analytics for financial instruments, and experiential learning through real-consultancy projects. He has been doing research on issues in corporate finance, accounting, and corporate governance for international firms; as well as experiential & innovative teaching pedagogy. His research papers have been published in prestigious international journals such as Journal of Business, Journal of Corporate Finance, Journal of Business Ethics, Journal of Business Research, Pacific-Basin Finance Journal, Journal of Contemporary Accounting and Economics, Finance Research Letters, Journal of Financial Research, Review of Pacific-Basin Financial Markets and Policies, and Journal of Asia Business Studies. He served on the program selection committee of several international conferences.

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Rainfall variability and response of oil palm phenology in tropical climate using MODIS vegetation index

Lam Kuok Choy¹, Kadaruddin Aiyub², Rosniza Aznie Che Ros³, Rosmiza Mohd Zainol⁴, Azlan Abas⁵ and Nur Hakimah Asnawi⁶

¹Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

²Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

³Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

⁴Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

⁵Environmental Management Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

⁶Geography Programme, Research Centre for Development, Social and Environment, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Vegetation phenology describes the plant life cycle or activity and it is important to understand its interactions with climate. This study is conducted to identify plant phenological responses to average monthly rainfall and to extract the phenology metrics for oil palms trees by using EVI vegetation indices from MODIS-Aqua (product MYD13Q1) from year 2000 to 2020. This is an ongoing project and an initial test result based on a subset of data in 2007 and 2009 is reported. Year 2007 receives normal rainfall while 2009 experiencing less rains in eleven years (2000-2010). The initial test results show that the phenological trends of oil palms fluctuate in 2007 compared to 2009 with EVI at 0.45-0.71 and 0.5-0.74 respectively. Effect of time-lag period on vegetations' greenness was detected, especially after heavy rain period in both years which affects the correlation values between the average rainfall and EVI. There is no major difference between the lengths of growing season in both year, which is 32 days longer in 2007 compared to 2009. A longer-term dataset will provide a better understanding of the climate change effects on the phenological response of oil palm which will inevitably impacting the socio-economic aspects of oil palm growers.

Biography:

Dr. Lam Kuok Choy received his PhD from the University of Sheffield, UK. He serve at the Research Centre for Development, Social and Environment of Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. Dr. Lam teaches undergraduate and postgraduate geomorphology, remote sensing, GIS and research methodology courses. His research interest includes Landuse and land cover change research, Soil erosion modeling, Vegetation phenology, and Climate change impact, vulnerability and adapation on local community.

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“Another Dimension of Urban Poverty/Precarity in Bangkok: Low Income Sub-Rental Housing and the Absent of Rental Housing Policy”

Pitch Pongsawat

Department of Government, Faculty of Political Science, Chulalongkorn University, Bangkok 10330, Thailand.

Low income sub-rental housing in Thailand, Bangkok the capital city, has been neglected not only by the government in all levels but also by academics and non-government organizations. There is no rental housing policy for both the normal and the low income market. There is no official and estimation of data, and no government agency to be in charge. Government policies, academics, and NGOs tend to focus on slum and the homeless. People in the low income rental housing has been trapped in the middle of the two main “visible” forms of housing class/ categories: the people in slum where the city government registered them based on the communal/organizational capacity to become the registered community with welfare benefit, and the homeless who has widely gained recognition from city government and several NGOS. People in the low income rental housing sector, the sub-rental sector, have been relatively left out of the recognition and benefits from the city and civil society and very precarious to all urban development, especially during the Covid-19 pandemic.

The paper introduces the situation and significance of the low income sub-rental housing issue in Thailand, using the case of Bangkok to reveal another dimension of urban precarity with is hidden in the public perception of spatial aspect of urban poverty: between registered slum and the homeless. The paper discuss the policy and public administrative dimensions, difficulties of research fieldwork, and initial findings from the field, and preliminary discussion on how to understand politics of urban development of Bangkok using the case of low income housing sector as a lens.

The paper is based on the second phase research project on “the undocumented urban poor in Thailand”, funded by the Thai Health Foundation and Chulalongkorn University’s Asia Institute.

Biography:

Pitch Pongsawat is Assistant Professor and Head of the Department of Government, Faculty of Political Science, Chulalongkorn University. He received BA (Government) from Chulalongkorn University, M.Phil (Land Economy) from Univesity of Cambridge, and Ph.D (City and Regional Planning) University of California at Berkeley.

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Strengthening English Second Language teaching and learning pedagogies during the Post COVID-19 era: the Text-based Approach

Nomasomi Hilda Matiso

Walter Sisulu University; P/B X1 Mthatha; 5117, South Africa

Research shows that the abrupt move from onsite to remote language learning and teaching during the COVID-19 had tremendous effects on the quality of education with learners struggling to cope at age and grade appropriate levels due to the prolonged school closures, which aimed at curbing the pandemic. Learner-centred language teaching methods were compromised in favour of the traditional teacher centred methods. The objective of this study was to explore how learner-centred language teaching and learning pedagogies, specifically, the Text-based Approach (TBA) and Communicative Language Teaching (CLT), can be reinforced during the post COVID-19 era. This study was underpinned by the Technological Pedagogical Content Knowledge (TPCK), which advocates for the inclusion of technology in learning and teaching in order to produce technologically competent learners able to meet with the demands of the 21st century. An interpretive paradigm and a qualitative approach were utilised in the study. The study adopted a case study design and semi-structured interviews were used to collect data from 6 conveniently selected Grade 10 teachers. Content analysis was utilised to analyse data, which were further categorised into themes. Findings revealed that during COVID-19, teachers adopted innovative ways of language teaching by utilising mobile technologies like WhatsApp, Instagram, Skype, You-Tube etc. to teaching language. In this world of technological advancement, use of these gadgets is unescapable. The authors recommend that the Department of Education should train teachers by organising workshops that will facilitate utilisation of these mobile technologies, which will facilitate and reinforce learner-centred pedagogies.

Key-words: Learner-centred, Mobile technologies, Post COVID-19, Remote language learning, Text-based approach

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Impact of Web-Based Knowledge Building on Professional Identity of Prospective Teachers

Yurniwati Yurniwati¹, Cecep Kustandi²

¹Elementary Teacher Education, Universitas Negeri Jakarta, Jakarta, Indonesia

²Educational Technology, Universitas Negeri Jakarta, Indonesia

Prospective teachers need to develop professional teacher in their initial teacher education cause solid teacher identity that would support and sustain them in their future profession. Educators must pay attention to developing prospective teachers' professional identity. This study aims to determine the impact of web-based knowledge building on professional identity of prospective teachers. The study methods were quasi-experiment post-test only, conducted in primary teacher education in Jakarta, Indonesia. There was 150 prospective teachers get involved; 75 students for experiment group and 75 students in control group. Experimental group learned through Web-based knowledge building, and a control group learned through traditional teaching approaches. Teacher identity data was collected by Likert using 5 scales, and data is analyzed using independent T-test. The research found that Web-based knowledge building developed professional identity of prospective teachers. WBKB play role constructs psychological such as self belief, self efficacy, and identity besides knowledge for teaching.

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Brief Discussion of “Buddhism Beyond Boundaries”

Bhagavan ZHI-JI Vimalakirti

Tasmanian Chinese Buddhist Academy of Australia, Hobart, Tasmania, Australia

“Buddhism Beyond Boundaries” is the “transcendence” of Buddhist hermeneutics.

This “transcendence” is the primordial Dharma nature, cosmic reality, cosmic spiritual nature, cosmic morality, cosmic will, and cosmic life. Therefore, “transcendence” cannot be understood within the six-levels of consciousnesses as an object. Its reality cannot be comprehended by worldly philology, linguistics, history or logic. Hence, “transcendence” is the “root source of existence”. Within Buddhist hermeneutics, “existence” refers to the primordial Dharma nature.

The meaning of “transcendence” within Buddhist hermeneutics is the all-encompassing one. Different experiences with “transcendence” afford other descriptions such as “existence”, “reality”, “deities”, or “God”. However, not a single description can fully encompass It. Therefore, one must not identify “transcendence” in the same regard as God.

“Transcendence” is not easily understood by sentient beings not in yoga practice with It. Buddhist practitioners employ “secret code” language realm systems to be in yoga with “transcendence. As such, secret codes are not themselves “transcendence”. Buddhist practitioners borrow Holy Tantra Esoteric Buddhism’s transcendence secret code groups to manifest the spirituality of transcendence.

“Buddhism Beyond Boundaries” is the foundation of the Great Holy Sakyamuni Buddha’s cosmic science of “selfless” liberation. Therefore, the “secret code” mandalas and dharani meditation of “transcendence” within Buddhist hermeneutics have been utilised as the indispensable tools for delivering, and liberating sentient beings.

Herein we discuss the “transcendence” within Buddhist hermeneutics and propose its grand application in establishing global ethics, striving for world peace, attaining harmony of whole mankind, thereby achieving peaceful mutual progress, and sincerely hoping for multi-dimensional coexistence.

Biography:

Bhagavan ZHI-JI Vimalakirti is the 28th Patriarch Master of Chinese Han Transmission Tantrayana Buddhism – Holy Tantra Gu Fan Mi Jin-Gang-Dhyana Buddhism (abbreviated as “Holy Tantra Esoteric Buddhism” henceforth); President of the Tasmanian Chinese Buddhist Academy of Australia, Jin-Gang-Dhyana Incorporated, and Jin-Gang-Dhyana Wang Xin De Foundation; Chairperson and Spiritual Leader of the Institute of Spiritual Dialogue between World Buddhism Theravadayana Buddhism and Tantrayana Buddhism; Vice-President of the East Asia Religious and Cultural Institute China Branch; Honorary Vice-President of the China Anhui Province Zhao Puchu Research Institute; President and Spiritual Leader of the World Buddhist Sangha Youth, and of the World United Buddhist Sangha Cultural Exchange Council (UBSC).



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POSTER PRESENTATIONS | DAY 1

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Student engagement: issues in conceptual and measuring, clarifications, and future research lines

Feliciano H Veiga

Instituto de Educação da Universidade de Lisboa, Portugal

In the last decade, student engagement (SE) construct has presented great importance and timeliness, and has been recognized both by educational research and publications in newspapers that have an impact on the subject. However, the SE construct presents conceptual and empirical cloudiness raised by several researchers. In fact, although it is crucial to the success and adjustment to the school, SE has presented itself as a concept surrounded by incongruous dispersion. Thus, the main goal of this presentation is to consider a clarification of the SE construct as multidimensional, to search for answers to the questions of specifying how it can be clearly defined and evaluated and making it a valid concept and measure. Considering the conceptual concerns surrounding the SE concept, the models deriving from the literature, especially in Psychology and Education, are considered. The expression Student engagement now needs to be supplemented with an object of incidence, e.g., SE in school, SE in classroom; SE in learning, SE in mathematics, SE in languages; SE professed by students, SE inferred by teacher. A map of concepts is displayed with SE at the top of the map and with derived sub-concepts, in the sense of a clarification of the issues identified and looking to articulate definition of concepts with the object of incidence of the SE, method of data collection, and multidimensionality. Future research is further emphasized, considering the important for the improvement of knowledge on SE both in school and in learning, as clearly differentiated concepts.

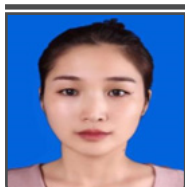
Biography:

Feliciano Veiga is a full Professor and coordinator of the Doctorate in Education – Educational Psychology, at the Institute of Education (IE) of University of Lisbon (UL). He is a member of the Scientific Committee and president of the Ethics Committee of the IE UL. Coordinates several research projects, especially in the domain of engagement in school and in learning. Is the author of hundreds of national and international publications.

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The Influence of Teachers' Angry Emotions on Preschool Children's Missbehavior — —Based Three Key Influencing Factors on EASI Model

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Few studies have examined changes in misbehavior in preschool children under the influence of three key factors in the EASI model of emotional as social information.

The purpose of this study was to investigate the differences in the frequency of misbehavior among preschool children under different cognitive motivations, time pressures, and emotional expressions.

The questionnaire selected 200 children from 14 kindergartens in Beijing to participate in the study, including 110 five-year-old children and 90 6-year-old children. We performed group tasks on children, 1 participant and 3 classmates in groups of 20 minutes, to assess changes in the frequency of misbehavior in young children.

The results show that, in the face of children's wrong behavior, the teacher's emotional expression of anger has the lowest frequency of children's subsequent wrong behavior compared with the expression of happiness and no emotion; cognitive motivation, time pressure and emotional expression affect children's wrong behavior frequency, and the three have an interactive effect .

This study highlights the benefit of teacher emotions on preschool children's behavior . Reduce time pressure, remove environmental interference, and clarify children's perception of emotions can enhance children's information processing motivation and shape good behavior.

Biography:

The first author is a second-year graduate student at Capital Normal University. The undergraduate and master's majors are preschool education, and the research direction is children's psychological development and education. She has four years of work experience and has a strong research interest in children's psychological development and practical phenomena. The subject of her master's thesis is the application of the EASI model in the field of preschool education.

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