

The 11th Asian Conference on Education

# ACE2019

October 31 – November 3, 2019 | Toshi Center Hotel, Tokyo, Japan

*Welcome to*

# TOKYO

**JAPAN**

A large orange sun is the central background element. In front of it, there is a black silhouette of a suspension bridge with two tall towers and cables. To the right of the bridge is a black silhouette of a traditional Japanese pagoda. The bottom of the image is a solid black silhouette of a city skyline with various buildings.

## Programme & Abstract Book

Organised by IAFOR in association with the IAFOR Research Centre  
at Osaka University and IAFOR's Global University Partners





## Conference Theme: **"Independence & Interdependence"**

The 2019 conference theme for The 11th Asian Conference on Education is "Independence & Interdependence", and invites reflections on the desirability, extent and limits of our individual independence and autonomy, of that of our students, and of the institutions and structures within which we work, teach and learn. We do not educate, and are not educated, in vacuums, but in such contexts and constraints as families, groups, and societies; of nations and cultures; of identities and religions; and of political and financial realities.

Ever changing technologies offer new ways for us to be independent and autonomous learners, encouraging students to be self-directed and confident in making choices, and enabling and empowering students and teachers to be proactive and tailor content. However, myriad technologies and services make us more dependent on the very things allowing autonomy. How do we help students and teachers alike navigate and curate the vast information available? How do we encourage individual growth while also underlining the importance of belonging and of the reciprocal responsibilities and privileges of education? How do we help students build the skills and attitudes necessary for positive engagement in distributed, globalised communities that so often lead to polarisation and alienation instead? How do we educate with independence and interdependence in mind?

# Letter of Welcome



Welcome to Japan, to the great city of Tokyo, and to The Asian Conference on Education (ACE)!

Now in its 11th year, ACE, and the associated Asian Undergraduate Research Symposium (AURS), will see a combined total of over 600 delegates, from more than 40 countries, making it Japan's largest, and one of Asia's leading conferences on education.

Through IAFOR's unique global platform, including the OSIPP-IAFOR Research Centre at Osaka University and our partners across the world, we continue to engage in many global cross-sectoral events, projects, and interdisciplinary initiatives that will have an important impact on domestic and international

public policy conversations and outcomes.

Recent and ongoing projects include those engaging leading universities (Virginia Tech, UCL, Singapore Management University, University of Belgrade, Lingnan University, Barcelona University, University of Hawai'i, Moscow State University); think tanks; research organisations and agencies (the East-West Center, The Center for Higher Education Research, The Asia Pacific Higher Education Research Partnership, The World Intellectual Property Organization); governments, and international governmental organisations (Government of Japan through the Prime Minister's Office, the United Nations in New York); and global media (*The Wall Street Journal*, JWT, HarperCollins).

This conference will generate discussion around specific subject areas, with the goal of generating new knowledge and understanding, and forging and expanding new international, intercultural and interdisciplinary research networks and partnerships. We hope and expect that much of this work will be developed and shared as part of the Open Access IAFOR Research Archive, through either the official conference proceedings, or one of our peer-reviewed journals.

Since its founding in 2009, IAFOR has brought more than 30,000 people together across its events around the world to promote and celebrate interdisciplinary study, and underline its growing importance. I have no doubt that ACE will again prove a remarkable opportunity for the sharing of research and best practice, and for the meeting of people and ideas.

I look forward to meeting you all.

## **Dr Joseph Haldane**

Chairman & C.E.O, The International Academic Forum (IAFOR)

Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia

Member, Expert Network, World Economic Forum

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Zhengzhou University, China



**Joseph Haldane**  
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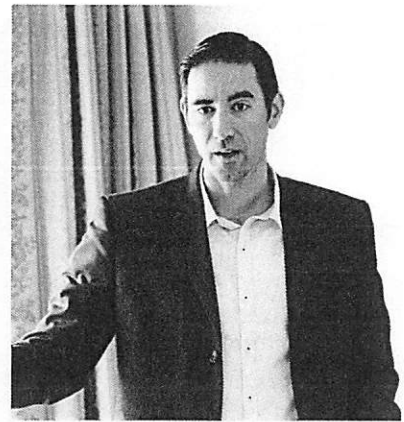
**Tzu-Bin Lin**  
National Taiwan Normal University, Taiwan



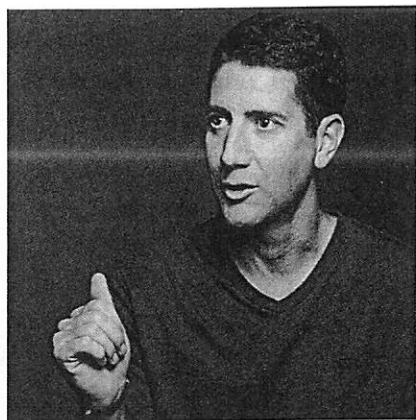
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**Justin Sanders**  
Temple University, Japan Campus



**Zachary Walker**  
Institute of Education, University College  
London (UCL), UK



## October 31, 2019 | Toshi Center Hotel Thursday at a Glance

- 15:30-18:00      Conference Registration | Subaru Foyer (5F)
- 16:00-17:15      **Pre-Conference Workshop | Subaru (5F)**  
*Writing for Publication: Methods to Maximise Your Chances*  
Yvonne Masters, Editor of the *IAFOR Journal of Education*, Australia
- 18:00-19:00      Conference Welcome Reception | Subaru (5F)





## November 01, 2019 | Toshi Center Hotel Friday Morning at a Glance

- 08:15-09:00      Conference Registration | Room 701 (7F)
- 09:00-09:05      **Opening Announcements | Orion Hall (5F)**  
Brian Aycock, IAFOR, Japan
- 09:05-09:20      **Welcome Addresses | Orion Hall (5F)**  
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan  
Joseph Haldane, IAFOR, Japan
- 09:20-09:30      **Recognition of IAFOR Scholarship Winners | Orion Hall (5F)**  
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan
- 09:30-10:00      **Keynote Presentation | Orion Hall (5F)**  
*Plenary Learning: Harnessing Technology to Support Independence  
and Interdependence to Maximize Learning for All*  
Michael Menchaca, University of Hawaii at Manoa, USA
- 10:05-10:35      **Keynote Presentation | Orion Hall (5F)**  
*Emerging Education with Social Robots*  
Hidenobu Sumioka, Hiroshi Ishiguro Laboratory, ATR, Japan
- 10:35-11:00      Coffee Break | Room 701 (7F)

Friday schedule continued on the following page.



## November 01, 2019 | Toshi Center Hotel Friday Afternoon at a Glance

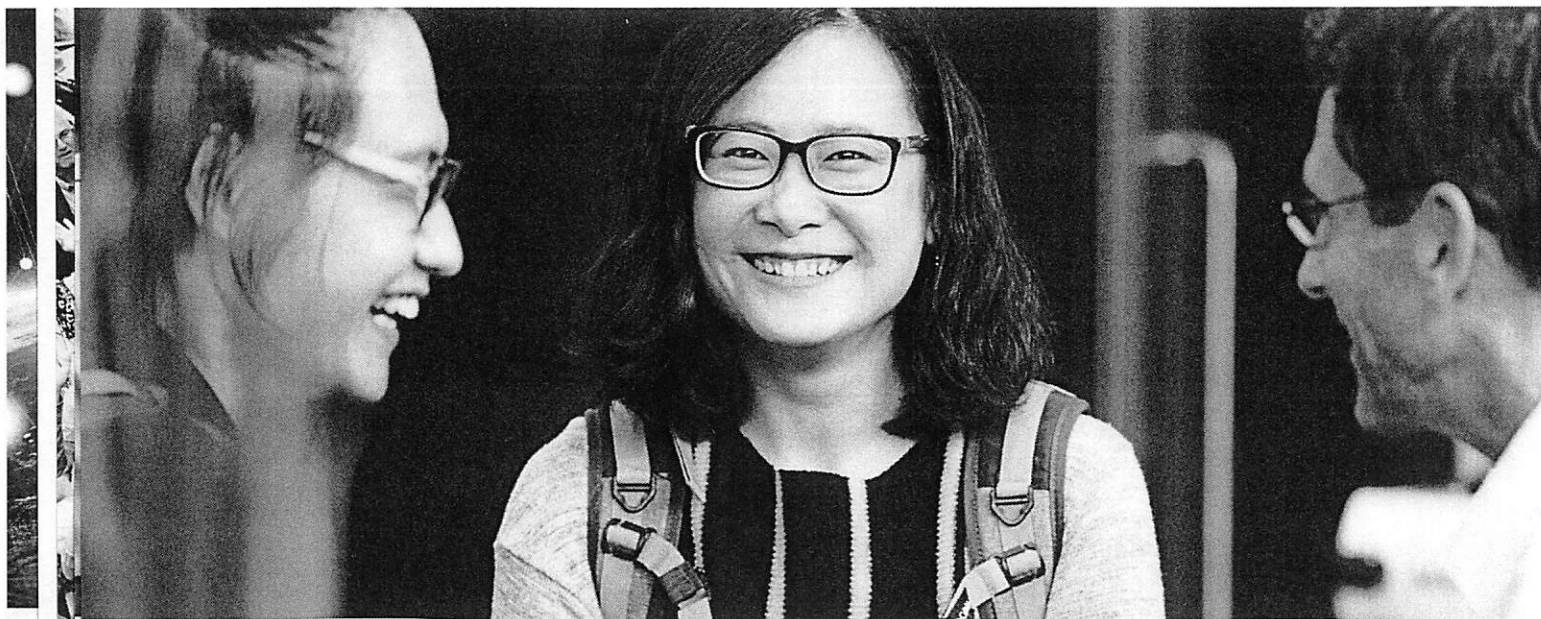
- 11:00-12:00**      **Keynote Panel | Orion Hall (5F)**  
*Academic Governance/Management/Administration  
in Higher Education in Asia*  
Grant Black, Black, Inc., Japan  
Justin Sanders, Temple University, Japan  
Lisa Lam, Hong Kong Baptist University, Hong Kong  
Wei Shin Leong, National Institute of Education, Singapore  
Tsediso Michael Makoelle, Nazarbayev University, Kazakhstan  
Reiko Yamada, Doshisha University, Japan
- 12:00-12:10      Conference Photograph
- 12:10-13:10      Lunch
- 13:10-14:50**      **Parallel Session I**
- 14:50-15:05      Coffee Break
- 15:05-15:55**      **Parallel Session II**
- 15:55-16:00      Short Break
- 16:00-17:00**      **Conference Poster Session | Orion Hall (5F)**
- 18:00-20:00**      **Official Conference Dinner (optional extra) | Torimero**  
Meet in the Toshi Center Hotel lobby at 17:15



**November 02, 2019 | Toshi Center Hotel**  
**Saturday at a Glance**

|                    |                             |
|--------------------|-----------------------------|
| <b>09:00-10:15</b> | <b>Parallel Session I</b>   |
| 10:15-10:30        | Coffee Break                |
| <b>10:30-12:10</b> | <b>Parallel Session II</b>  |
| 12:10-13:10        | Lunch Break                 |
| <b>13:10-14:50</b> | <b>Parallel Session III</b> |
| 14:50-15:05        | Coffee Break                |
| <b>15:05-16:45</b> | <b>Parallel Session IV</b>  |





**November 03, 2019 | Toshi Center Hotel**  
**Sunday at a Glance**

|                    |                             |
|--------------------|-----------------------------|
| <b>09:00-10:40</b> | <b>Parallel Session I</b>   |
| 10:40-11:00        | Coffee Break                |
| <b>11:00-12:15</b> | <b>Parallel Session II</b>  |
| 12:15-13:15        | Lunch Break                 |
| <b>13:15-14:30</b> | <b>Parallel Session III</b> |
| 14:30-14:45        | Coffee Break                |
| <b>14:45-16:25</b> | <b>Parallel Session IV</b>  |
| <b>16:30-16:45</b> | <b>Closing Session</b>      |

09:00-10:40 | Room 609 (6F)

# Sunday Session I

International Education: Students

Session Chair: Naomi Tsunematsu

52454 09:00-09:25 | Room 609 (6F)

## *A Critical Entry of International Students into Intercultural Communication in Higher Education*

Morteza Sharifi, University of Auckland, New Zealand

Internationalisation is inevitable and necessary for higher education in an ever more globalised world. Key to its successful negotiation by higher education institutions is intercultural communication, through which students, whether local or international, develop their skills to live, work and understand others as global citizens. However, intercultural communication does not happen simply because local and international students are on campus and in classrooms together. In fact, the research shows that intercultural encounters may lead to internationals forming negative attitudes about locals, and vice-versa, if they are not adequately trained in intercultural communication. For example, some scholars propose projects like assigning a local student as a buddy to an international student so that they can both learn about their respective cultures. However, there is not much evidence that intercultural communication is actually happening, nor is it usual for academic staff to undergo formal training in intercultural awareness and competence, especially in Aotearoa/New Zealand. This study used the lens of critical ethnography to conduct and analyse twelve in-depth interviews with international students in undergraduate to doctoral programmes. The findings generally showed a lack of meaningful intercultural communication between internationals and locals that resulted in mutual misunderstanding and ethnic stereotyping. This suggests that there is a need for further training in intercultural communication for everyone at universities to foster mutual understanding and avoid ethnic stereotyping by internationals and locals.

54815 09:25-09:50 | Room 609 (6F)

## *Policy Implementation: Basic Education 9 Years Indonesian School Abroad in Malaysia*

Erwin Rinaldi, University of Padjadjaran, Indonesia

Budiman Rusli, University of Padjadjaran, Indonesia

Riki Satia Muharam, STIA CIMAHI, Indonesia

Until 2010 there were 14 SILN (Indonesian Foreign Schools) active, Indonesian Schools Overseas, with varying conditions and typologies. One of them was through the establishment of the Indonesian Overseas School in Kota Kinabalu, Sabah, Malaysia. An interesting fact is from the organization of Indonesian Overseas Schools in Kota Kinabalu, Sabah, Malaysia. This school has 141 branches or Community Learning Centers (CLC), which are spread across Sabah and Sarawak. This study aims to examine and analyze how the Implementation of Basic education 9 years Indonesian school abroad in Malaysia using qualitative research methods and the theory of Policy Implementation from Van Meter & Van Horn. The results of the study indicate that: 1) In the aspect of Human Resources Management, teachers and local teachers recruited by GTK with the majority of local teachers still graduating from high school, there are some S1 graduates, but have never been given basic potential knowledge about teacher training; 2) In the aspect of Financial Management, SIKK is still dependent, not yet entered into a permanent DIPA; 3) In the aspect of Infrastructure, there are arbitrary institutions, even more concerned, infrastructure built by the community. Recommendations from the research strengthen the capacity between sections within SIKK and formulate the existing organizational structure for the development of SIKK, and other factors that need to be considered are infrastructure in the management of 9-year basic education in Sabah.

53123 09:50-10:15 | Room 609 (6F)

## *Multi-dimensionality of Acculturative Stress Among Chinese International Students: What Lies Behind Their Struggles in a US University?*

Yue Zhang, Santa Clara University, United States

Eunjoo Jung, Syracuse University, United States

This study aimed to identify the underlying dimensions of acculturative stress that Chinese international students may encounter in the U.S. In addition, we re-examined students' background characteristics and perceived social support from family, friends, and their university as predictors of students' different dimensions of acculturative stress. In total, 262 Chinese international students (average age 23 years; 142 male and 120 female students) from a diverse university completed an online questionnaire in the U.S. This study identified multiple dimensions of acculturative stress, including perceived discrimination, fearfulness, homesickness, stress due to change, and guilt, among Chinese international students. The results indicated that students' comfort level in using the English language and academic status (i.e., undergraduate/graduate) significantly predicted acculturative stress. Notably, as students' comfort level in using the English language increased, their feelings of perceived discrimination, fearfulness, homesickness, and stress due to change decreased. Undergraduate students reported more discrimination and fearfulness than did graduate students. Perceived social support from family indicated an intriguingly different pattern than perceived social support from school in relation to acculturative stress among Chinese international students. This study confirmed the multi-dimensional nature of acculturative stress and highlighted the role of students' background characteristics and perceived social support systems in illuminating each acculturative stress dimension among Chinese international students.

54199 10:15-10:40 | Room 609 (6F)

## *Independence and Interdependence of Culturally Diverse Students: Autonomy and Empowerment Through Experiential Learning to Cooperate With Local Society in Japan*

Naomi Tsunematsu, Hiroshima University, Japan

This research examines how culturally diverse students experienced independence and interdependence through their engagement with experiential learning to be associated with local society in Japan. The international exchange students from North America, Europe, Oceania, and Asia who participated in the Hiroshima University Study Abroad Program (HUSA)\* undertook the group projects to enhance intercultural understanding by forming several multinational student groups. Through the projects students learned to cooperate with culturally diverse students and utilize their resources and skills interdependently and also to make decisions independently interacting with host culture. Based on the "Glocal Internship Practicum" course and "Glocal Leadership Group Project" for which I differentiated my educational intervention, I shall examine how multinational students variously exercised their agency with self-autonomy. When students are encouraged to be self-directed and proactive with belief of power, they get empowered and make efforts to get over challenges and obstacles even if they face dilemma of cultural identities and cultural distance. Development of pedagogy for positive engagement with emotional intelligence is critical in creating connections in culturally diverse environment without alienation and polarization, and also connecting students, educators, and communities. \*Hiroshima University has concluded exchange agreements with 95 universities in North America, Europe, Oceania, and Asia in 31 countries and two consortiums (the University Studies Abroad Consortium [USAC] and the University Mobility in Asia and the Pacific [UMAPI]) in the world (as of April 2019). Approximately 40~60 students attend the HUSA program annually, and they study at Hiroshima University for one semester or one academic year.



# Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

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