

Book of Abstracts

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Committee of the EDCON 2024

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Book of Abstracts of the 3rd International Conference on Education, Teaching and Learning (EDCON 2024)

Edited by Prof. Dr. Faizah Idrus and Assoc. Prof. Dr. Lynde Tan

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MESSAGE FROM THE CONFERENCE CHAIR EDCON 2024



Dear Esteemed Colleagues, Presenters, and Participants,

It is with great pleasure and enthusiasm that I welcome you to the 3rd International Conference on Education, Teaching and Learning 2024 (EDCON 2024), held in the vibrant city of Kuala Lumpur, Malaysia. As the Conference Chair, I am honoured to extend my warmest greetings to all of you who have gathered here, both in person and virtually, to engage in this significant exchange of knowledge and ideas. Education has always been a cornerstone of societal progress, and in today's rapidly evolving world, its importance cannot be overstated. The theme of this year's conference, "Empowering Education: Navigating 21st Century Learning through Equity, Innovation, and Resilience," perfectly encapsulates the critical challenges and opportunities we face in modern education.

The 21st century presents us with unique challenges that require innovative solutions. As educators, researchers, policymakers, and practitioners, we must work together to ensure that education remains a powerful force for equity and inclusion. This means embracing new pedagogical approaches, integrating cutting-edge technologies, and cultivating environments where all learners have the opportunity to succeed. At the same time, we must also focus on resilience—preparing our education systems and learners to adapt and flourish amidst uncertainty and change. Our conference brings together a diverse group of individuals from across the globe, each contributing their unique perspectives and expertise to this important conversation. The presentations, workshops, and discussions that will take place throughout EDCON 2024 are designed to challenge our thinking, inspire new ideas, and foster meaningful collaborations. It is through these interactions that we can explore how best to navigate the complexities of 21st-century learning, ensuring that our education systems are not only responsive to the needs of today but also equipped to meet the demands of tomorrow.

As we embark on this collective journey of discovery, I encourage each of you to engage fully, share your insights, and connect with your fellow participants. Let this conference be a space where ideas are exchanged freely, where diverse perspectives are valued, and where innovative solutions are born. Together, we have the power to shape the future of education, making it more inclusive, innovative, and resilient.

I would like to extend my deepest gratitude to our organizing committee, sponsors, and volunteers, whose dedication and hard work have made EDCON 2024 possible. Your efforts have created an event that promises to be both intellectually stimulating and deeply impactful. May this conference inspire us all to continue our work with renewed vigour and to pursue the goals of equity, innovation, and resilience in our educational endeavours.

Thank you

Dr. Faizah Idrus
Professor in English Language Education,
Director of Centre for Credited Co-Curricula,
International Islamic University Malaysia

MESSAGE FROM THE CONFERENCE CO-CHAIR EDCON 2024



Dear Distinguished Colleagues, Presenters, and Participants,

It gives me great pleasure to welcome all of you to the 3rd International Conference on Education, Teaching and Learning (EDCON 2024). This year, the conference overarching theme is "Empowering Education: Navigating 21st Century Learning through Equity, Innovation, and Resilience." As you all know, education lies at the heart of UNESCO's mission and the Sustainable Development Goals (SDGs). Prioritising equity, innovation, and resilience has become even more critical amidst ongoing technological evolution to ensure equitable access to learning for individuals and widening participation of students from diverse backgrounds in various educational contexts.

Malaysia is an appropriate place to take a deep dive into this conference theme with its rich cultural diversity and commitment to promoting educational innovation and sustainability. Being in this strategic location, we can anticipate a rich diversity of approaches to empowering education. The conference brings together academics, researchers, practitioners, and higher degree research students from all around the world. It provides an excellent opportunity to network, collaborate and engage in productive dialogues about contemporary education.

In the words of Steve Jobs, "Great things in business are never done by one person; they're done by a team of people." Similarly, in education, collaboration amongst dedicated educators is

is essential for achieving remarkable outcomes. As you delve into the proceedings, I invite you to engage deeply with the content, participate actively in discussions, and connect with the other conference participants. The proceedings demonstrate the collective commitment to shaping education, making it more inclusive, forward-thinking, and adaptive. The knowledge shared better equips us to develop resilient educational institutions and learners. More importantly, this conference serves not only as a platform for sharing research and professional knowledge but also as a catalyst for building a new community dedicated to making a transformative impact on education.

Together with the Chair, we extend our sincere gratitude to the distinguished invited speakers and presenters for their time and contributions to the conference. We are also so thankful to the sponsors and the organising committee whose contributions have been instrumental in ensuring the success of the conference.

Thank you for being a part of the the 3rd International Conference on Education, Teaching and Learning (EDCON 2024). Enjoy an academically and culturally rich time in Kuala Lumpur, Malaysia!

Warm regards,

Dr Lynde Tan
Associate Professor (Digital Literacies and Language Education)
Western Sydney University, Australia
Co-Chair of EDCON 2024

MESSAGE FROM THE ACADEMIC PARTNER EDCON 2024



Dear Presenters and Participants,

It is with great pleasure that I welcome you to the 3rd International Conference on Education, Teaching and Learning. This conference is a platform to bring together a diverse array of educators, researchers, policymakers, and education leaders from around the globe, united by a shared commitment to advancing the frontiers of education. This year's theme, "Empowering Education: Navigating 21st Century Learning through Equity, Innovation, and Resilience," encapsulates the critical discourse necessary for the advancement of global education in these dynamic times.

In the 21st century, education is no longer confined to the four walls of a classroom. It is an expansive, evolving field that integrates technology, embraces diversity, and adapts to the ever-changing landscapes of our world. The challenges we face today, from the global pandemic to socio-economic disparities, demand that we rethink and reshape our educational systems to foster a more inclusive and forward-thinking approach.

Our theme this year emphasizes three fundamental pillars: equity, innovation, and resilience. Equity in education ensures that every learner, regardless of their background, has access to quality education and the opportunities it brings. It is our duty as educators, researchers, and policymakers to dismantle barriers and create inclusive environments where every student can thrive.

Innovation is the driving force that propels us into the future. The integration of cutting-edge technologies and novel pedagogical approaches enhances the learning experience, making it more engaging, interactive, and effective. We must harness the power of innovation to prepare our students for the challenges and opportunities of tomorrow.

Resilience is the cornerstone of sustainable education. The ability to adapt and thrive in the face of adversity is crucial, especially in the context of the unprecedented global challenges we have faced in recent years. By cultivating resilience, we empower both educators and learners to navigate uncertainties with confidence and determination.

Let us take this opportunity to engage in stimulating discussions, share groundbreaking research, and explore innovative practices that embody the spirit of our theme. This conference is an opportunity to learn from one another, to build networks, and to collaborate on solutions that will shape the future of education.

I extend my heartfelt gratitude to our speakers, presenters, sponsors, and organizing committee for their unwavering dedication and hard work in making this conference a reality. Your contributions are invaluable, and your commitment to advancing education is truly inspiring.

Thank you for your presence and participation, and I wish you all a productive and enriching conference.

Warm regards,

Assoc. Prof. Dr. Suhailah Hussien
Dean
Kulliyah of Education
International Islamic University Malaysia

MESSAGE FROM THE ACADEMIC PARTNER EDCON 2024



Al-Madinah International University (MEDIU) takes pleasure in reaching out to the globe as one of the pioneers in embracing an online mode of education. Its inaugural establishment was in 2007 and its first student intake was in February 2008. Al-Madinah has now reached 96 countries worldwide as reflected by its students' nationalities. The improvement of higher education quality has become an increasingly important matter. One of the most important contributions resides in what and how we learn through the improvement of educational processes. Thus, the Faculty of Education, Al-Madinah International University is delighted to partner with the 3rd International Conference on Education, Teaching and Learning (EDCON 2024) which is organised and held on 19-20 September 2024 in Kuala Lumpur, Malaysia. EDCON 2024 intends to instigate meaningful discussions on several topics based on rigorous analyses of the education process, system and approach with emphasis on cultural, societal, historical and economic contexts.

3rd International Conference on Education, Teaching and Learning (EDCON 2024) seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. It offered a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution to educational issues.

Cordial gratitude is delivered from the Faculty of Education, Al-Madinah International University to all the authors who have contributed to this volume and also to the organizing committees, reviewers, speakers, chairpersons, sponsors and all the conference participants for their support to EDCON 2024.

Assoc. Prof. Dr. Ayman Aied Mohammed Mamdouh
Dean, Faculty of Education,
Al-Madinah-International University (MEDIU)
Jalan 2/125e, Taman Desa Petaling, 57100 Kuala Lumpur,
Wilayah Persekutuan Kuala Lumpur. Malaysia

MESSAGE FROM THE ACADEMIC PARTNER EDCON 2024



Greetings from Khon Kaen University, Thailand!

On behalf of the Faculty of Education at Khon Kaen University, it is our great pleasure and honor to extend our warmest greetings to all participants of the 3rd International Conference on Education, Teaching, and Learning (EDCON 2024).

As an esteemed academic partner of EDCON 2024, we are thrilled to be part of this prestigious event that brings together distinguished educators, researchers, and practitioners from across the globe. This conference serves as a valuable platform for exchanging knowledge, sharing innovative practices, and fostering collaborations that contribute to the advancement of education on a global scale.

At Khon Kaen University, we are committed to promoting excellence in education and research. We believe that the insights and experiences shared during this conference will not only enrich our understanding of education but also inspire new approaches and solutions to the challenges we face in our respective fields.

The theme of EDCON 2024 resonates deeply with our mission to enhance the quality of education through collaborative efforts and the dissemination of cutting-edge research. We are confident that the diverse perspectives and expertise represented at this conference will lead to meaningful dialogue and the exploration of new ideas that will benefit educators and learners alike.

We extend our heartfelt gratitude to the organizers of EDCON 2024 for their dedication and hard work in making this conference a success. We also express our appreciation to all the keynote speakers, presenters, and participants for their invaluable contributions. Your active participation and insightful contributions are vital to our shared mission of improving the quality of education and learning.

We hope that you will find the sessions engaging and thought-provoking, and that the connections made during this conference will lead to lasting collaborations and continued progress in our educational endeavors. May the discussions and connections fostered here pave the way for innovative and impactful advancements in education.

We wish all attendees a fruitful and inspiring conference experience. May your time at EDCON 2024 be filled with productive exchanges, new friendships, and a renewed commitment to excellence in education.

Warm regards,

Assoc.Prof.Issara Kangjug, Ph.D.
Faculty of Education,
Khon Kaen University
Thailand

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ABSTRACTS OF ORAL PRESENTATIONS

**PAPER SESSION (A)
TEACHING STRATEGIES AND
EDUCATIONAL TECHNOLOGY**

A1

[01]

EFFECTIVENESS OF VARIOUS STUDENT-TEACHER COMMUNICATION METHODS ON STUDENT ENGAGEMENT AND MOTIVATION IN ONLINE CLASSROOMS DURING THE COVID-19 PANDEMIC

*Deep, P.D.*¹, Ghosh, N.², Chen, Y.³

¹School of Teaching and Learning, College of Education, Sam Houston State University, USA

²College of Humanities and Social Sciences, Departments of English, Sam Houston State University, USA

³Department of Communication Studies, Sam Houston State University, USA

Abstract: Effective communication between students and teachers is vital for student success (Khan *et al.*, 2017). Traditionally, this communication has occurred in-person in the classroom setting. However, with advancements in technology, online classes have become more common, given that they can reach more students. Additionally, the COVID-19 pandemic significantly disrupted traditional communication methods between students and teachers and fundamentally changed the educational landscape. This research conducted a literature review of the technological advancements that emerged during the pandemic and explores how today's teachers can make an effective use of these methods to enhance student engagement and motivation in online classrooms. This study conducted a narrative literature review, analyzing data from 50 professional articles published within the last 10 years. The articles were chosen based on their relevance to the field of education and student-teacher communication, without restrictions on the level of education (secondary, post-secondary, etc.). Keywords (student-teacher communication, student engagement, student motivation, online classrooms, COVID-19 pandemic) were used to identify relevant research articles from around the world. The articles were analyzed for both effective and ineffective educational communication tools (e.g., Zoom, email) utilized during the pandemic, focusing on what worked and what could be improved. This literature review revealed that live video sessions were more effective than pre-recorded videos, voice-only sessions, or email/text communications in engaging students and motivating students during the COVID-19 pandemic. Findings were discussed with regard to how various student-teacher communication methods in online courses can improve student success.

Keywords: Student-Teacher Communication, Student Engagement, Student Motivation, Online Classrooms, Covid-19 Pandemic

A2

[02]

THE EFFECT OF GAMIFIED FLIPPED CLASSROOM ON CONCEPTUAL UNDERSTANDING OF STUDENTS IN LEARNING PHYSICS

Laurio, S.L.R.^{1,2}

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Abstract: This action research used a gamified flipped classroom approach to enhance students' conceptual understanding of physics concepts through a gamified approach within a flipped classroom framework. This study involves the incorporation of gamified elements such as points, badges, and leaderboards into the flipped classroom model. This research was conducted with Grade 9 junior high school students during the third quarter of their science subject at a private school in Navotas City, Philippines. This aims to engage students actively in outside-class activities and provide an interactive learning environment during the inside-class activity. This study was implemented in 2 weeks, and the effect of the instruction on the conceptual understanding of physics was examined. The quantitative data were gathered using scores in the pretest and posttest of projectile motion and analyzed using a paired sample t-test and a Wilcoxon signed-rank test. After the implementation, the result showed that there was a significant increase in the students' conceptual understanding of physics. Therefore, this study showed that it is possible to create blended learning instruction that has the capability to positively influence the student's conceptual understanding of physics.

Keywords: Gamification, Gamified Flipped Classroom, Physics Motivation, Physics Conceptual Understanding, Blended Learning

A3

[03]

AUTHENTIC LEARNING OF LANDSCAPES BY INTEGRATING ONLINE GEOSPATIAL TECHNOLOGIES

Pang, A., Picking, B.

Faculty of Science, The University of Melbourne, Australia

Abstract: Authentic learning is an effective pedagogical design approach and philosophy that leads to engaged and deep learning outcomes for learners at all levels. First-year university undergraduates studying Agriculture, Natural Resource Management and Civil Engineering, need to understand landscape evolution and processes, but are novices to the content. We designed and implemented authentic learning aligned tutorial interactions by integrating student-driven use of online geospatial technologies like Geoscience Australia to: (a) enable students to build understanding of how geology, geomorphology and ecology interact to result in dynamic landscapes; (b) equip students with fundamental and valuable knowledge and skills in accessing free and publicly available datasets useful in their academic and future professional work; (c) demonstrate the authenticity of the curricular content to establish higher levels of engagement. Students used the technologies to explore the Glenrowan region; the granitic Warby Ranges and the surrounding sedimentary plains. Google Earth was used to visualise terrain in pseudo-3D and using elevation transects. The spatial correlation of landform patterns and elements with different surface and subsurface geologies was key to unlocking students' abilities to explain the "why" and "how" of landscape evolution, albeit at the basic level. Students had positive experiences as found in the post-subject survey (n = 30; scores of 4.6 to 6.0 for 12 questions on 7-point Likert scale) and qualitative comments. This learning design can be easily adapted for use in various learning contexts where multiple environmental factors are explored and integrated.

Keywords: Authentic Learning, Engaged and Deep Learning, Landscape Evolution, Landform, Geospatial Technologies, Professional Work

A4

[04]

RESILIENT ONLINE PROJECT-BASED LEARNING POST-COVID: AN NPS EVALUATIONMuttamara, A., *Kangsumrith, W.*, Chuenwatanakul, P.

Thammasat University, Thailand

Abstract: In the wake of the COVID-19 pandemic, educational institutions globally have adapted to new teaching methodologies to ensure resilient and effective learning environments. This study evaluates the transition to project-based learning (PBL) in online classrooms within the Thai education system, using the Net Promoter Score (NPS) methodology to assess student satisfaction. A survey was conducted among 95 undergraduate students, classifying respondents into Promoters (scores of 9-10), Passives (scores of 7-8), and Detractors (scores of 0-6). The results indicated that 65% of students were Promoters, expressing high satisfaction and a strong endorsement of the PBL approach. Meanwhile, 20% were Passives, and 15% were Detractors, showing varying levels of contentment. The overall NPS score of 50% reflects a highly resilient and favorable response to the PBL method in online classrooms. These findings suggest that PBL is an effective teaching strategy for maintaining student engagement and learning outcomes in a post-pandemic educational landscape. This study highlights the potential of PBL to enhance the resilience of online education, providing valuable insights for educators and policymakers aiming to adapt to future disruptions.

Keywords: Project-based Learning, Online Education, Covid-19, Student Satisfaction, Net Promoter Score (NPS), Educational Resilience

A5

[05]

**CHILDREN'S MULTIMODAL MEANING MAKING IN
AR-MEDIATED LITERACY LEARNING***Tan, L.*

School of Education, Western Sydney University (WSU), Australia

Abstract: In recent years, there has been a rise in the use of augmented reality (AR) in educational settings. Despite its slow uptake in literacy education, particularly in primary school settings, its novel textual form is considered vital for understanding evolving literacies. Currently, there is a gap in literacy education that demands further exploration of multisensory and multimodal nature of AR-mediated literacy learning. This exploration is essential for enhancing children's multimodal meaning-making with this emerging medium. This presentation discusses the role of the body in extending primary school students' multimodal meaning making. Specifically, it examines the relationships between literacy, body, space, and AR in primary literacy education and discusses the implications for developing students' multimodal literacies. The study drew on the classroom observations of a Year 2 class (children aged 7 – 8) in a primary school in Australia. The qualitative data, such as teacher-student interactions, in-app multimodal instructions, and students' multimodal compositions, were analysed using the systemic functional–multimodal discourse analysis. In AR-mediated literacy learning, the negotiation of space is crucial for learning to take place. Children's bodily movements can become valuable resources for acquiring action-based comprehension and developing new ways of reading, viewing, and creating texts. This process also enhances their understanding of the metalanguage associated with new multimodal and digital texts in AR-mediated literacy learning. AR-mediated learning harnesses under-explored resources such as the body and space to extend multimodal meaning making in ways that respond to technological advancements.

Keywords: Multimodal Meaning Making, Augmented Reality, Primary Literacy, Body, Space

PAPER SESSION (B)
CURRICULUM DEVELOPMENT AND
EDUCATIONAL OUTCOMES

B1

[06]

**LEAST MASTERED COMPETENCIES AND LEAST DEVELOPED BASIC
PROCESS SKILLS IN LIVING THINGS AND THEIR ENVIRONMENT: INPUT
FOR THE DEVELOPMENT OF BOOST– A CONTEXTUALIZED SELF-LEARNING
WORKBOOK**

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Abstract: This study aimed to develop a contextualized self-learning workbook based on assessing the least mastered competencies and least developed basic process skills of students in Living Things and Their Environment. Developmental research and IPO design were utilized in this study. Data were gathered using the researcher-made Mastery and Basic Process Skills Tests from 30 Grade 9 STE learners and evaluation of the workbook using the modified evaluation form based on West Visayas State University Evaluation Form A and the DepEd Evaluation Rating Sheet from three (3) science teacher experts. Data were analyzed using frequency, percentage, and rank to identify the least mastered competencies and least developed basic process skills of the students. To evaluate the developed and validated workbook, the mean and standard deviation were used. Results revealed four (4) identified least mastered competencies and three least developed basic process skills namely, observing, classifying, and measuring in LTE. The quality of the developed instructional material is very acceptable in terms of content, format, presentation and organization, and accuracy, and up-to-datedness. Teacher evaluators rated the workbook as appropriate to the level of the student's improvement. Hence, the developed workbook can serve as support instructional material for science teachers to bridge the gaps in the mastery of concepts and development of basic process skills of students as it includes activities that can enhance students' knowledge, conceptual understanding, skills, and experience, especially in Living Things and Their Environment.

Keywords: Contextualized, Self-Learning, Workbook, Least Mastered Competencies, Least-Developed Basic Process Skills, Instructional Material, Mastery, Living Things and Their Environment

B2

[07]

EVALUATIVE STUDY OF JUNIOR HIGH SCHOOL STUDENTS' SCIENTIFIC LITERACY SKILLS IN SCIENCE SUBJECTS WITHIN THE IMPLEMENTATION OF THE INDONESIAN EDUCATION CURRICULUM IN BANDUNG CITY

Abdul, R., Laksmi, D.

Indonesian University of Education, Indonesia

Abstract: The PISA score of Indonesia in 2022 was 383, a decrease of 13 points from 2018, and significantly below the OECD average of 427 in scientific literacy, highlighting the need for evaluation. This study assesses junior high school students' scientific literacy within the Indonesian Education Curriculum. Employing a Mixed Methods approach with an Explanatory Sequential Design, it integrates quantitative surveys and science literacy tests with qualitative interviews and observations. The study found that 35% of students struggle to explain scientific phenomena, 65% face challenges in developing and evaluating scientific investigations and interpreting data, and 68% have difficulties in researching, evaluating, and applying scientific information for decision-making. These findings underscore the necessity for systemic educational improvements, emphasizing hands-on learning and real-world applications to effectively enhance scientific literacy in Indonesian schools.

Keywords: Science Literacy, Evaluative Study, Junior High School

B3

[08]

**EXPLORING PRE-SERVICE TEACHER COGNITION AND PRACTICES IN
MALAYSIAN SECONDARY EDUCATION: TRAINEE ESL TEACHERS'
ENGAGEMENT WITH MULTILITERACIES PEDAGOGY**

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Abstract: This study investigates the cognition and practices of pre-service ESL teachers in Malaysian secondary schools as they engage with multiliteracies pedagogy during a short, focused training in their teacher education program. Despite the growing interest in teachers' cognition, research has predominantly focused on in-service teachers, leaving a gap in understanding pre-service teachers' cognition, particularly regarding innovative teaching practices. In response to the demands of globalization and technological advancement, Malaysia has implemented curricular reforms to enhance English language skills and digital literacy. However, the adoption of these innovations in secondary ESL classrooms remains challenging. Multiliteracies pedagogy has been suggested as a potential solution, yet little research explores its impact on pre-service teachers. This study aims to fill this gap by examining the cognition of pre-service teachers regarding multiliteracies pedagogy introduced during their teacher education program, their implementation of this pedagogy during their teaching practicum, and the relationship between their cognition and practices. Using a qualitative case study approach, data were collected from six pre-service teachers enrolled in a TESL program at the International Islamic University Malaysia through semi-structured interviews, classroom observations, and document analysis. Findings reveal that while pre-service teachers showed an evolving understanding of multiliteracies pedagogy, their levels of comprehension varied. They demonstrated awareness of key elements such as knowledge processes, multimodality, learner diversity, and the roles of teachers and students in a multiliteracies classroom. However, inconsistencies were noted between their theoretical understanding and practical implementation. Factors influencing the adoption of multiliteracies pedagogy included contextual and affective elements, highlighting the complex, dynamic, and interdependent relationship between cognition and practice. This study underscores the importance of supporting cognitive development through focused pre-service teacher education and contributes to the broader understanding of how new pedagogical ideas are integrated into practice.

Keywords: Pre-Service Teacher, Cognition, Instructional Practices, Multiliteracies Pedagogy, ESL Classrooms, Secondary School

B4

[09]

**THE DEVELOPMENT OF MATHEMATICAL CRITICAL THINKING
INSTRUMEN ASSESSMENT**

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Universitas Pendidikan Ganesha
STKIP Muhammadiyah Aceh Barat Daya

Abstract: The research aims to determine the validity of the learning instruments developed. So far, the main purpose of the assessment is to determine the competence of students before and after learning, making it easier for teachers to provide feedback in order to improve the learning tools used and provide information to parents about education in schools. This research is development research. The development model used is a 4-D model which consists of four stages, namely definition, design, development and dissemination. The results of the validation of the developed learning instruments were included in the valid category with the average validity of the total lesson plan = 4.45; and student books = 4.42.

Keywords: Assessment; Critical Thinking

B5

[10]

PROFESSIONAL DEVELOPMENT THROUGH ENGLISH MEDIUM INSTRUCTION*Han, J.H., Tan, L.*

School of Education, Western Sydney University (WSU), Australia

Abstract: With the globalisation of higher education, English Medium Instruction (EMI) has increasingly become a focus for universities with an agenda to engage with the global economy and promote their education for competitiveness in the international market. This presentation reports research conducted in an Asian university that aims to internationalise its academic staff's pedagogy as part of its professional development program. This presentation begins with a review of EMI instruction in higher education and discusses the pedagogical approaches and other professional learning aspects that enhance and empower bilingual academics in preparing themselves for teaching in EMI, thus contributing to the internationalisation of this university. The study drew on case study methodology. Data were collected from a group of Chinese EMI lecturers via observations of the professional development EMI workshops and their EMI classes, along with a stimulated recall interview. A preliminary analysis of the data reveals that the Chinese lecturers did not experience a major shift in their pedagogical position regarding their EMI teaching after the EMI workshop intervention. The pedagogical beliefs of these lecturers were determined by their rationalisation of 'best practice' and shaped by their institutional system. Language 'switching' was observed in this research, suffice to say, the EMI lecturers' instructional language was shadowed by their L1, in that all were influenced by their L1 at some point during their lecture. This included L1 to L2 transfer, ranging from pronunciation to the use of pragmatic strategies. The crosslinguistic influence was a 'necessary' condition for the EMI lecturers' English instruction and arguably contributes to a natural pathway towards their development as successful bilinguals. Translanguaging practices such as code-switching and translation occurred when there was a need to scaffold their teaching and students' learning and on occasions when socialising with students. The presentation ends with a discussion on the tensions in EMI teaching and professional learning methods that encourage EMI instructors to be more reflective in their practices.

Keywords: English Medium Instruction, Pedagogy, Professional Development

B6

[11]

CONTEMPORARY PEDAGOGICAL APPROACH IN TEACHING ISLAMIC EDUCATION: NAVIGATING CHALLENGES AND CONSIDERATIONS*Ismail H., Shazwan N.I.M.*

International Islamic University Malaysia

Abstract: Through descriptive analysis, this study makes a unique contribution to Islamic education by delving into the contemporary challenges in the pedagogical approach, specifically, the dichotomy of modern vs. traditional methods and technology integration in teaching and learning. The findings of this study illuminate the pivotal role of the pedagogical approach in effective teaching and learning, particularly in the context of Islamic education. Balancing traditional and modern methods is a key challenge in implementing a pedagogical approach. As the new generation evolves, the traditional method can be effectively combined with modern approaches and technology to engage students and enhance their understanding of a topic. Technology integration in teaching Islamic education offers many benefits, including increased engagement, accessibility, and collaborative learning opportunities. This potential for increased engagement and accessibility through technology is exciting. It motivates Islamic Education Teachers to explore these possibilities, envisioning a future of Islamic education that is dynamic and interactive.

Keywords: Contemporary Challenges, Modern vs. Traditional Pedagogical Approach, Technology Integration

PAPER SESSION (C)
MATHEMATICS EDUCATION AND
PROBLEM SOLVING

C1

[12]

THE GEOMETRIC THINKING OF MIDDLE SCHOOL STUDENTS IN SOLVING PROBLEMS BASED ON CONFIDENCE LEVELS*Wahyuni, R.^{1,2}, Juniati, D.¹, Wijayanti, P.¹*¹Doctoral Program of Mathematics Educational, Universitas Negeri Surabaya, Indonesia²Department of Mathematics Educational, Universitas PGRI Silampari, Indonesia

Abstract: This study aims to investigate junior high school students' geometric thinking in solving problems based on different levels of self-confidence. This type of research is descriptive qualitative, with 45 students Junior High School in Surabaya as participants. The research subjects were one student with high self-confidence (T1) and one with low self-confidence (R1). The instruments in this study were self-confidence, geometric thinking tasks, and interview guidelines. Students with high and low self-confidence in solving math problems involve geometric cognitive thinking activities, namely visual, verbal, drawing, logic, and applied. Overall, subjects T1 and R1 can solve the given problem well; it is just that R1 takes a long time to solve the problem. This is because R1 does not have high confidence in solving problems, so R1 tends to always hesitate in solving these problems.

Keywords: Geometric Thinking, Confidence, Problem Solving

C2

[13]

**STRATEGIC FLEXIBILITY OF PRE-SERVICE MATHEMATICS TEACHERS
IN PROBLEM SOLVING: A LITERATURE REVIEW***Ramadhona, R.^{1,2}, Manuharawati¹, Wintarti, A.¹*¹Doctoral Program of Mathematics Educational, Universitas Negeri Surabaya, Indonesia²Department of Mathematics Educational, Universitas Maritim Raja Ali Haji, Indonesia

Abstract: A mathematical problem-solving strategy is a person's action in understanding and analyzing information, then describing the information in mathematical form to get a solution to the presented problems. This research is a literature study related to the strategies of pre-service mathematics teachers in solving problems. The study results from the selected literature describe the strategies of pre-service mathematics teachers in solving mathematical problems, which are generally divided into three types of strategies: strategic cognitive, strategic processes, and strategic solutions. Meanwhile, strategic flexibility consists of three criteria: strategy adaptivity, intra-task strategic flexibility, and inter-task strategic flexibility

Keywords: Pre-Service Mathematics Teachers, Problem-Solving, Strategic Flexibility

C3

[14]

**MATHEMATICAL REPRESENTATION: STUDENTS' PROBLEM SOLVING
ON NUMERACY BASED ON MATHEMATICS ABILITIES***Irawati, S.^{1,2}, Manuharawati¹, Abadi¹*¹State University of Surabaya, Indonesia²Madura University, Indonesia

Abstract: This study aims to describe student's representation in solving numeracy problem based on mathematics abilities. This research uses a qualitative approach and data collection techniques are carried out by providing instruments in the form of mathematical ability tests, mathematical representation tasks regarding batik numeration problems and interview guidelines. This study was carried out at SMPN 2 Pagantenan which consists of 23 students. Subject in this study is a student with high mathematics ability (H) and a student with low mathematics ability (L). Research result show student with high mathematics ability can solve problem correctly. Whereas students with low mathematics ability cannot solve problem correctly. Both subjects H and L in solving problems used visual, verbal and symbolic representations. Except, student L's visual representation is too simple and student L cannot find the right formula to solve the problem.

Keywords: Mathematics Abilities, Mathematical Representation, Numeracy, Problem Solving

C4

[15]

THE INFLUENCE OF STUDENTS' COMMIGNITION IN SOLVING INTEGRAL PROBLEMS*Ruslimin, A.¹, Fuad, Y.², Masriyah²*¹Doctoral Program Student of Mathematics Education, Universitas Negeri Surabaya, Indonesia²Postgraduate Program of Mathematics Education, Universitas Negeri Surabaya, Indonesia

Abstract: Commognition has an important role in the success of Mathematics Education students in college because activities in studying mathematics are closely related to problem solving abilities. The four commognitive indicators used in this research are keywords, visual mediators, endorsed narrative, and routines. This research involved a class of 17 undergraduate Mathematics Education students of the State Islamic Universities in Makassar, Indonesia. The research instruments are the Mathematics Proficiency Test consisting of 5 essay questions, and the Integral Problems Test (TPI) consists of 6 essay questions. Both instruments are validated by three associate professors of mathematics education in terms of content and feasibility with scores of 3.81 and 3.90 respectively (maximum 4.00). Based on the empirical test, the difficulty index of both instruments is as moderate with scores 0.698 and 0.70 respectively and the differentiating power coefficient of 0.562 and 0.7, respectively. In addition, both instruments are valid with coefficients of 0.997 and 0.993 respectively. Employ the Cronbach's Alpha test and $\alpha=5\%$, both instruments are reliable with coefficients of 0.836 and 0.889 respectively. The results of the Mathematics Proficiency Test, are obtained that 5 students are high mathematics ability (score >80), 9 students are moderate mathematics ability (score 60-79) and 3 students are low mathematics ability (score <59). From the results of the Integral Problem Test (TPI), 6 students were obtained in the high score category (score ≥ 80), 9 students in the medium score category (score 60-79) and 2 students in the low score category (score ≤ 59). Based on the calculation with SPSS Version 26 to test the research hypothesis, both using the t-test and F-test, the significance value (sig.) is 0.000 (sig <0.05) so is rejected, is accepted. The conclusions that can be drawn from this study based on the results of the hypothesis testing and discussion of the research results are: (1) there is a significant influence of student commognition in solving integral problems; (2) students who are categorized as high scores for TPI can meet four indicators of commognition in solving integral problems, while students who are categorized as medium scores can only meet several indicators of commognition in solving integral problems and students who are categorized as low scores cannot meet the four indicators of commognition in solving integral problems correctly.

Keywords: Commognition, Students, Integral

C5

[16]

THE IMPLEMENTATION OF THE CONSTRUCTIVIST LEARNING ENVIRONMENT IN MATHEMATICS CLASSROOM PERCEIVED BY SECONDARY SCHOOL STUDENTS IN MALAYSIA

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²Department of Educational Psychology and Counselling, Kulliyah of Education, IIUM, Malaysia

Abstract: A constructivist learning environment (CLEs) represents a paradigm shift in educational philosophy. This pedagogical approach is characterized by emphasizing learner-centeredness and active student participation in the knowledge construction process. This quantitative study aimed to critically investigate the implementation of CLEs in mathematics classrooms from the perspective of Malaysian secondary school students. The researchers employed the Constructivist Learning Environment for Mathematics Classroom (CLEMC) questionnaire survey, which assesses four major indicators: Cooperation, Task Orientation, Teacher Support, and Student-Centredness. A total of 749 Form Four students from public schools in Johor and Selangor participated in the study. The findings revealed that the element of Student-Centredness was the least implemented in the mathematics classroom, suggesting a disconnect between the theoretical principles of constructivism and actual classroom practices. The study highlights the need for a more critical examination of the challenges and barriers to implementing CLEs in mathematics education, as well as the need for ongoing professional development and support for teachers. Future research should explore the factors that influence the successful implementation of CLEs, such as teacher beliefs, school culture, and resource availability. This study suggests that more work is needed to bridge the gap between theory and practice. By critically examining the challenges and opportunities associated with CLEs, educators, and policymakers can work towards creating more effective and engaging learning environments for all students.

Keywords: Cooperation, learning environment, student-centeredness, task orientation, teacher support

PAPER SESSION (D)
MENTAL HEALTH, INCLUSION, AND
TEACHER ROLES

D1

[17]

THE IMPACT OF THE Z-APPLE PROGRAM ON THE MENTAL HEALTH AND HAPPINESS OF UNIVERSITY STUDENTS IN MIDDLE CHINA*Lezheng, N.*

UCSI University, Malaysia

Abstract: The global mental health crisis, exacerbated by COVID-19, has profoundly impacted university students in China, highlighting an urgent need to address mental health literacy and service-seeking barriers. This study aims to enhance mental health and happiness among university students in Middle China through the innovative Z-APPLE (Zhengzhou-Annie's Positive Psychology Learning & Engagement) Program. Using an exploratory sequential mixed methods design and guided by the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this study develops and implements the Z-APPLE Program, a school-based positive psychology education program for university students. The program focuses on four evidence-based themes: hope, love, kindness, and gratitude, and lasts for one month. The analysis phase begins with interviews of 15 psychology experts from top Chinese universities and institutions to gather critical insights, ensuring the program is tailored to address specific mental health needs. The program's impact is evaluated through a comprehensive questionnaire survey, including the SCL-90 and OHQ, with 80 undergraduate students randomly assigned to experimental and control groups. This approach ensures a rigorous assessment of psychological changes, strengthened by the use of a control group and validated measurement instruments. Results show significant improvements in mental health and happiness in the experimental group, demonstrating the program's effectiveness. In addition, the Z-APPLE Program produces a list of innovative educational resources for educators around the world. Symbolized as a Chinese knot, the program stands as a beacon for advancing resilience and well-being among students, aligning with the UN's Sustainable Development Goals in education.

Keywords: Z-APPLE Program, Positive Psychology Education, Mental Health, Happiness, University Students, Middle China

D2

[18]

A MIXED METHOD ANALYSIS OF INDIGENOUS VIRTUES ON SCHOOL COUNSELLORS' WORKS IN SUPPORTING TRAUMA-IMPACTED STUDENTS

Dewanti, S.R., Howard, J., Brown, M.

Queensland University of Technology, Australia

Abstract: The impact of complex childhood trauma (CCT) interferes with brain and body development. Although international awareness of trauma-informed practice in supporting CCT survivors has increased, there is less research on the role of school counsellors in this practice. This study investigates the school counsellor's role in supporting students who have lived through CCT by examining the influence of cultural values on their practice. The research implements a sequential explanatory mixed-method design. For data collection, an online survey of 138 school counsellors and an interview with 20 school counsellors were conducted. Descriptive analysis was used for the quantitative phase, and reflexive thematic analysis was used for the qualitative phase. The result indicates that the school counsellor's understanding of complex trauma and trauma-informed practices is correlated with the Javanese value *digugu lan ditiru*. Other Javanese values, *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*, are correlated with working experience, amount of work, and work value. The thematic analysis found that those two values are referred to as the school counsellor's supportive factors in helping students who have experienced CCT. This study highlighted that helping students with CCT is an essential part of the school counsellor's role. However, support is needed to improve the school counsellors' competencies in this area, and embedding cultural values in their work is potential.

Keywords: School Counsellor, Trauma, Education, Guidance and Counselling, Complex Childhood Trauma

D3

[19]

REFLECTIVE JOURNALS AS AN ASSESSMENT TOOL TO PROMOTE MENTAL HEALTH*Kamarulzaman, W., Ibrahim, H., Abd Karim, A.H.*

International Islamic University Malaysia (IIUM), Malaysia

Abstract: Amidst the growing concern over students' well-being in higher education, understanding the perceptions of students towards reflective journaling is crucial. Reflective journaling has been proposed as a tool to enhance mental health among university students. The research objective is to explore university students' perceptions towards reflective journals as an assessment approach and their impact on mental health. Six undergraduate students from a public university, including four males and two females, participated in semi-structured interviews to gather qualitative insights. The study revealed that reflective journaling offers numerous benefits as an assessment tool for enhancing mental health among university students. Firstly, it provides a structured outlet for emotional expression, enabling students to articulate their worries and frustrations. This practice fosters self-awareness and emotional intelligence, aiding in effective emotion management. Additionally, reflective journaling promotes cognitive restructuring, contributing to personal growth. The inclusion of problem-solving and goal-setting exercises within journal prompts enhances students' sense of agency and purpose, reducing feelings of helplessness. Improved academic performance is another benefit, as students engage more deeply with course material, thereby mitigating academic stress. Furthermore, reflective journaling aids in developing coping strategies and enhancing resilience. The mindfulness aspect inherent in this practice improves focus and reduces rumination, contributing to overall well-being. Personalized feedback from instructors supports students' reflective practices, fostering long-term habits of self-reflection and personal growth. Reflective journaling offers stability in times of uncertainty and enhances positive thinking and communication abilities, highlighting its comprehensive advantages for student mental well-being. In conclusion, the results emphasise the extensive benefits of utilising reflective journaling as an assessment instrument to improve the mental health of university students. This research has significant implications for educational institutions that are committed to prioritising student well-being in conjunction with academic success. It offers essential insights into the most effective strategies for integrating reflective practices into curricula, thereby cultivating an environment that is conducive to both personal and academic development. The study demonstrates that reflective journaling can serve as a pivotal component in mental health interventions within higher education settings. Educational institutions can leverage these findings to develop and integrate reflective journaling programs that not only support students' emotional and psychological well-being but also enhance their academic performance. By adopting reflective journaling as an assessment tool, institutions can promote a holistic educational experience that values and cultivates emotional intelligence, resilience, and personal growth alongside traditional academic metrics. Future research should aim to expand the sample size and include diverse student populations from various academic disciplines and institutions to generalize the findings. Longitudinal studies could provide deeper insights into the long-term effects of reflective journaling on mental health and academic outcomes. Additionally, experimental studies comparing reflective journaling with other mental health interventions could elucidate its relative efficacy and offer a more comprehensive understanding of its benefits. Further

exploration into the specific types of journals prompts and feedback mechanisms that are most effective could also enhance the implementation of reflective journaling practices in educational settings.

Keywords: Assessment Tool, Emotional Expression, Mental Health, Reflective Journaling, Self-awareness.

D4

[20]

OVERCOMING CHALLENGES IN INCLUSIVE EDUCATION: SUCCESS STORIES OF RECEIVING TEACHERS*Villarente, S.V.D.*

University of Southeastern Philippines, Philippines

Abstract: Challenges in inclusive education are still a pressing issue that many schools deal with. Teachers are doing the best they can to provide the education their students with special needs require despite their tough situations. Hence, this study mainly aims to explore the experiences of receiving teachers in overcoming challenges encountered as they implement inclusive education despite the lack of formal training. This study employed a qualitative research design; particularly, a narrative approach and thematic analysis were utilized in analyzing the data. The findings of the study revealed that the teachers were able to overcome challenges in implementing inclusive education by consulting experienced teachers, seeking support from co-teachers, reinforcing through the Internet, giving extra care and attention to Learners with Special Educational Needs (LSENs), gathering support from parents, and utilizing personal resources. Despite having a lack of formal teacher training in inclusive education, receiving regular teachers were able to surpass the varied challenges they encountered successfully but still strongly recommend the provision of formal and effective teacher training to become well-equipped and competent in handling a diverse group of learners in a regular classroom setting.

Keywords: Inclusive Education, Overcoming Challenges in Inclusive Education, Success Stories in Inclusive Education, Philippines

D5**[21]****EDUCATORS' POINT OF VIEW ON SUPPORTING STUDENTS WITH HEARING AND VISUAL CHALLENGES IN ONLINE EDUCATION**

*Abu Bakar, A.H.*¹, Ahmad, E.A.², Mustafa, T.³, Jani, J.⁴, Nordin, R.M.⁵, Md Noor, A.R.⁶, Abdul Hadi, B.⁷

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⁶ Conservatory of Music, College of Creative Arts, Universiti Teknologi MARA Shah Alam, Malaysia

⁷ School of Civil Engineering, College of Engineering, UiTM Cawangan Pulau Pinang, Malaysia

Abstract: Understanding lecturers' perspectives is crucial for fostering inclusive environments for students with disabilities, particularly those with hearing and visual impairments during online class. Acting as primary supporters, lecturers provide accommodations, guidance, and academic assistance. Thus, this study aims to identify and analyse the challenges faced by UiTM students with hearing and visual impairments during online learning, highlighting the unique barriers they encounter in this educational setting from educators' point of view. Employing a quantitative research approach, the study examines the diverse challenges perceived by lecturers of students with sensory impairments. Thirty participants completed a survey questionnaire comprising three sections with six variables each, tailored to investigate the difficulties experienced by students with sensory impairments. Findings indicate that many lecturers lack advanced notice from the faculty about teaching visually and hearing-impaired students, affecting their readiness. While some require 1-2 weeks to convert course materials into alternate formats, others lack systematic guidelines for teaching graphics. Although 66.7% of lecturers teaching visually impaired students and 20.0% teaching hearing-impaired students have converted materials to electronic readable formats, a significant proportion reported no provision of assistive technology by the faculty. Extra time is granted during examinations, with varying durations. The study underscores the importance of adapting accommodations to students' diverse needs and advocates for further research to enhance understanding of effective support strategies.

Keywords: Visual Impairment, Hearing Impairment, Online Learning, Barriers

PAPER SESSION (E)
NEEDS ANALYSIS AND EDUCATIONAL
MATERIAL DEVELOPMENT

E1

[22]

ANALYSIS OF NEEDS IN THE DEVELOPMENT OF ANIMAL ECOLOGY TEXTBOOKS ORIENTED TO WILDLIFE CONSERVATION*Fajri, S.R.¹, Citrawathi, D.M.², Adnyana, P.B.², Arnyana, I.B.P.³*¹Science Education, Postgraduate Program, Ganesha University of Education, Indonesia²Biology Education, Faculty of Mathematics and Natural Sciences, Ganesha University of Education, Indonesia³Basic Education, Postgraduate Program, Ganesha University of Education, Indonesia

Abstract: Animal ecology courses at universities in Indonesia play a crucial role in environmental conservation efforts. However, access to adequate educational resources is limited, creating disparities in awareness and participation in conservation activities. This research aims to analyze the needs of users (students) and stakeholders (lecturers) in developing animal ecology textbooks oriented towards wildlife conservation. The research method uses the Plomp development model, consisting of initial investigation, design, realization/construction, test, evaluation and revision, and implementation phases. This research focuses only on the initial investigation phase, namely needs analysis. Data were collected through interviews and questionnaires with students and lecturers. The results show that 82.5% of lecturers and 85% of students need animal ecology textbooks oriented towards wildlife conservation. Specifically, 100% of lecturers understand the importance of wildlife conservation-oriented learning approaches, but only 65% actively apply these approaches in their teaching. Additionally, 70% of lecturers use textbooks in their teaching, and the same percentage develop their own learning resources. Among students, 100% expressed the need for wildlife conservation material, with 75% currently using available textbooks. Furthermore, 100% of students prefer printed textbooks for ease of use in field practicals. In conclusion, the development of animal ecology textbooks oriented towards wildlife conservation is essential to increase students' awareness and involvement in wildlife conservation. The textbooks should be concise, engaging, and contain actual problems related to basic ecological concepts. Innovative approaches in textbook development are required to support effective and relevant learning aligned with current conservation challenges.

Keywords: Needs Analysis, Animal Ecology, Textbooks, Conservation, Wildlife

E2

[23]

**ANALYSIS OF THE NEEDS FOR THE DEVELOPMENT OF TEACHING
MATERIALS IN PLANT ANATOMY COURSES IN BIOLOGY EDUCATION
PROGRAMS**

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Abstract: This research aims to analyze the development needs of textbooks in the Plant Anatomy and Development course. The study involved 100 respondents, consisting of students and lecturers from Mandalika University of Education and Mataram University. The method used was a survey conducted online via Google Forms, chosen for its accessibility and ease of use for researchers and participants. The questionnaire was designed to collect data on the usage and perceptions of current textbooks on plant anatomy and development, as well as to identify shortcomings and unmet needs in these textbooks. The data obtained were analyzed both quantitatively and qualitatively. The results show that 61.3% of respondents use textbooks as their primary learning source and 64.5% expressed the need for textbooks to be compiled by lecturers. The study also revealed several deficiencies in current textbooks, such as poor image quality and insufficient depth of material explanations. The lack of material integrated with practical activities makes it difficult for students to understand abstract concepts, with most examples and illustrations in the textbooks not being representative enough to support practical activities in the laboratory. Based on these findings, it is recommended to develop more interactive and applicable textbooks that include practical activities and contextual illustrations tailored to the needs of students and support the effectiveness of achieving the learning objectives of the Plant Anatomy and Development course.

Keywords: Plant Anatomy, Textbook Development, Needs Analysis

E3

[24]

SUPER SMART SOCIETY GOALS AND BUSINESS STRATEGIES DIMENSION*Celik, A.¹, Sezal, N.²*¹Selcuk University, FEAS, Department of Business, Turkey²Mersin University, Mersin Vocational School, Turkey

Abstract: We are in a period where Super Smart Society goals are talked about a lot. Super Smart Society is also considered as “Society 5.0”. This situation closely affects many areas of life. There are various technological developments, especially in the IT sector. The world has become like a global IT village. There is also a butterfly effect. In other words, changes and developments closely affect socio-economic orders. Socio-psychological structures also undergo changes. Some practices that were generally accepted in the past have begun to be abandoned today. This situation also concerns companies closely. Because every business organization is founded on some purposes. In order to achieve these goals, it is necessary to follow the requirements of the age. Strategies are like lighthouses for companies. They are very important for designing the future. They are also very closely related to vision and missions. Here, the benefits of the Super Smart Society should be analyzed well. This is important for the success of the company. It is also necessary for organizational life. Some studies in this field can also be organized in the context of strategic management. In this paper, first of all, the literature on the subjects of “Super Smart Society” and “Business Strategies” is shared. Then the methodology was shared. Finally, the findings and discussion were evaluated. The study ended with conclusion and general evaluation.

Keywords: Super Smart Society, Society 5.0, Business Strategies, Strategic Management

E4

[25]

**ANALYSIS OF THE NEED FOR INTERACTIVE MULTIMEDIA DEVELOPMENT
TO ENHANCE LITERACY AND NUMERACY FOR STUDENTS WITH SPECIAL
NEEDS**

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Abstract: Special needs students at SLB Baiturrahman Sondosia still use Braille books for blind students and printed books for deaf students. They read from textbooks and use their fingers for calculations on abstract solar system materials. These special needs students still face difficulties, particularly with the structure of the planets and distinguishing their sizes within the solar system, which reduces their interest in reading, understanding, and calculating, as well as highlighting the lack of learning media. The role of learning media for special needs students is crucial in helping them understand the lesson material. This study aims to analyze the needs of students for interactive multimedia in differentiated learning for special needs students. The study investigates the literacy and numeracy abilities of special needs students, consisting of four blind students and ten deaf students aged 14-16 years, including 12 females and 7 males. Parents brought the blind and deaf students to attend 2-hour sessions conducted by teachers at the school. Twelve parents and one teacher at SLB Baiturrahman Bima responded to the survey questionnaire. Data were collected using semi-structured interviews and questionnaires given to several teachers and special needs students. Structured interview results revealed that there is a limitation in the media provided by teachers to special needs students on solar system materials. Questionnaire analysis showed that 1) the teaching media needed by students is interactive multimedia and 2) the material desired by students includes the solar system. This interactive multimedia consists of three activities: reading, matching, and calculating.

Keywords: MIT App Inventor, Blind Students, Deaf Students, Literacy, Numeracy

E5

[26]

ANALYSIS OF THE NEED FOR DEVELOPING LOCAL POTENTIAL-ORIENTED MODULES BASED ON PJBL IN BOTANY HIGER PLANT COURSES*Fajri, N.¹, Arnyana, I.B.P.², Adnyana, P.B.³, Citrawathi, D.M.³*¹Science Education, Postgraduate Program, Ganesha University of Education, Indonesia²Basic Education, Postgraduate Program, Ganesha University of Education, Indonesia³Biology Education, Faculty of Mathematics and Natural Sciences, Ganesha University of Education, Indonesia

Abstract: This study aims to analyze the need for developing a local potential-oriented learning module based on Project-Based Learning (PjBL) in the Higher Plant Botany course at the Biology Education Study Program of Hamzanwadi University. The research employs a qualitative descriptive method, with data collected through observations, interviews, and questionnaires. The results indicate that the learning process in the Higher Plant Botany course faces various challenges, such as the lack of learning media and students' difficulties in understanding plant morphology, particularly in using Latin terms. Additionally, the learning module is identified as the primary material desired by students to support more independent and effective learning. Based on these findings, the development of a comprehensive module that incorporates local potential is recommended to enhance the quality of learning and student engagement in studying Higher Plant Botany.

Keywords: Learning Module, Local Potential, Project-Based Learning (PjBL), Higher Plant Botany, Needs Analysis

**PAPER SESSION (F)
LANGUAGE EDUCATION AND
COMMUNICATION**

F1

[27]

UNPACKING THE POST-SECONDARY CEFR-ALIGNED ENGLISH CURRICULUM IMPLEMENTATION: LEVELS OF USE*Sukri, S.I.A., Zubairi, A.M., Saad, M. A., Preece, A.S.D.*

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Abstract: Given the widespread adoption of the Common European Framework of Reference for Languages (CEFR) across the world, Malaysia has also embraced it with the hope of improving its citizens' English proficiency benchmarked against international standards. The implementation of the CEFR-aligned English language curriculum was first implemented in 2017, initially involving Standard 1 and Form 1 students of primary and secondary schools, and it has now been enforced across all stages of education from pre-school to teacher education and university. However, such incorporation has been anything but smooth over the course of years due to the unequal amount of support and capacity building received among English teachers at the post-secondary level, particularly. This has been compounded by the scant exploration of teachers' behavioral phenomena in dealing with the elusive nature of the framework hitherto. Given the severity of the issue, the study anchored on a phenomenological research design, was set out to delve into the extent to which four interviewed sixth-form English teachers from different regions in Malaysia used the CEFR to inform their English language teaching and learning practices. Having mapped the findings against the Levels of Use of the Concerns-Based Adoption Model, it was evident that nearly all displayed a Mechanical Level of Use across seven categories, indicative of early implementers of the CEFR. The study culminates with suggestions and implications worthy of reflection to leverage the utilitarian value of the CEFR in the teaching and learning of English, as this is where its greatest impact resides.

Keywords: CEFR, Post-Secondary English Language Education, Sixth-Form English Language Teaching and Learning Practices, Levels of CEFR Use, ESL Teachers' Insights

F2

[28]

THE IMPLEMENTATION OF THE CONSTRUCTIVIST LEARNING ENVIRONMENT IN MATHEMATICS CLASSROOM PERCEIVED BY SECONDARY SCHOOL STUDENTS IN MALAYSIA

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Abstract: A constructivist learning environment (CLEs) represents a paradigm shift in educational philosophy. This pedagogical approach is characterized by emphasizing learner-centeredness and active student participation in the knowledge construction process. This quantitative study aimed to critically investigate the implementation of CLEs in mathematics classrooms from the perspective of Malaysian secondary school students. The researchers employed the Constructivist Learning Environment for Mathematics Classroom (CLEMC) questionnaire survey, which assesses four major indicators: Cooperation, Task Orientation, Teacher Support, and Student-Centredness. A total of 749 Form Four students from public schools in Johor and Selangor participated in the study. The findings revealed that the element of Student-Centredness was the least implemented in the mathematics classroom, suggesting a disconnect between the theoretical principles of constructivism and actual classroom practices. The study highlights the need for a more critical examination of the challenges and barriers to implementing CLEs in mathematics education, as well as the need for ongoing professional development and support for teachers. Future research should explore the factors that influence the successful implementation of CLEs, such as teacher beliefs, school culture, and resource availability. This study suggests that more work is needed to bridge the gap between theory and practice. By critically examining the challenges and opportunities associated with CLEs, educators, and policymakers can work towards creating more effective and engaging learning environments for all students.

Keywords: Cooperation, Learning Environment, Student-Centredness, Task Orientation, Teacher Support

F3

[29]

**APERSPECTIVES AND EXPERIENCES OF VOCATIONAL TEACHERS ON
ENGAGING ENGLISH LANGUAGE LEARNERS IN DIGITAL MULTIMODAL
COMPOSING**

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Abstract: Language learners must have appropriate support to maximize their learning potential and engage in digital multimodal composing. It highlights the critical importance of teacher preparation in dealing with digital multimodal composing. However, there is a lack of knowledge related to the readiness of digital multimodal preparation in vocational classrooms. This article thoroughly explores the digital multimodal composition of English as a Foreign Language students through a case study of an after-school program for vocational high school students facilitated by three teachers. The article rigorously investigates the teachers' perspectives on the multimodal digital composition of English as a Foreign Language students. The study unequivocally found that teachers recognize the benefits of digital multimodal composing for language learners; however, they sought to identify the specific literacy benefits proposed by digital multimodal writing. Student engagement at digital interfaces was a significant challenge for all participants in the study, but they focused their attention on the domain aspects of digital multimodal writing. While they effectively supported students' learning about the challenges they face using more specific pedagogical approaches, other dimensions of digital multimodal composing are often overlooked. The article concludes with crucial implications for teacher preparation for working with language learners.

Keywords: Digital Multimodal Composing, English Language Learners, Vocational Teachers

F4**[30]****THE RELATIONSHIP BETWEEN EMOTIONAL SUPPORT AND WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG LOWER SECONDARY SCHOOL CHILDREN***Sarman, N.W.S., Vengadasamy, R.*

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Abstract: This study investigates the link between emotional support and the willingness to use English among lower-secondary schoolgirls. Both local and international research studies indicate that school going adolescents, especially those who are disadvantaged socioeconomically, are less inclined to use the English language in formal and informal settings. However, substantive data to aid the design and implementation of intervention activities to address this problem remains scarce in the local context. Therefore, this study focuses on the types and the amount of emotional support that are received by schoolchildren from their families and peers and how such support, affects their willingness to communicate in English. Within the context of this study, emotional support refers to the types and amount of social support from peers and families that influence the psychological wellbeing of the schoolchildren. The data for the study was obtained by using a questionnaire adapted from three established instruments, namely Zimet's Multidimensional Scale of Perceived Social Support (MSPSS), Ryff's Psychological Well-Being Scale (PWB) and Darasawang's Willingness to Communicate Scale. The data was procured from 229 girls from an all-girls suburban school in Malaysia and analyzed through correlation test. Results indicate that those who received lower emotional support were less likely to use English in both formal and informal settings. Conversely, schoolgirls with higher emotional support demonstrated a greater willingness to communicate, especially in informal settings. The study emphasizes the importance of supportive environments to encourage communication in English among school going adolescents and proposes several intervention activities that can be carried out in schools.

Keywords: Emotional Support, Social Support, Psychological Well-Being, Willingness to Communicate in English, School Children, School Going Adolescents

F5

[31]

EMIRATIS' READERS' IDENTITIES IN READING ENGLISH FOR PLEASURE*Aljanahi, M., Bin Rashed, F.M., Mahmoud, E.*

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Abstract: The purpose of this case study is to understand the role of identity and language affiliation possessed by Emirati readers in reading for pleasure in English. Identity theories, particularly the works of Anderson (1983), Moje and Luke (2009), and Rampton (1990) pose as the underpinning framework that guided the study. A qualitative methodology was employed through the use of semi-structured interviews. Collected data was analyzed using thematic analysis. For the participants, reading is perceived as a private endeavor whereby only trusted relatives or friends are privy to their reading experiences and are influenced by them. The findings also revealed that participants' reading experiences were not equivalent across the two languages that they speak, English and Arabic. Participant's reading identities are neither easily interpersonally positioned nor are they largely influenced by regional and international communities of people. The results of the study especially expanded the narrative that revolves around this particular population in a light different than what was usually predisposed in relevant literature as "nonreaders" "struggling readers" "low literates in ESL" and/or "unsuccessful candidates of standardized test." A look into this particular topic also helped inform language and literacy pedagogy in the particular context of the study.

Keywords: Literacy, Reading for Pleasure, ESL, Qualitative

F6

[32]

PROMOTING EQUITY IN CAREER COUNSELLING FOR NON-ACADEMIC STUDENTS: STRATEGIES FOR SUPPORTING VOCATIONAL EXPLORATION

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Abstract: In today's diverse educational landscape, ensuring equity is crucial to providing equal opportunities and resources for all students. While academic achievement often takes center stage, it is equally important to address the needs of students who lean toward vocational pathways. This paper explores how school counsellors can promote equity by delivering effective career counselling services to non-academic students. The educational system tends to prioritize academic achievement, leaving non-academic students underserved. These students face unique challenges in navigating their career paths, and school counsellors play a pivotal role in bridging this gap. This paper adopts a literature review approach, examining practical strategies for supporting vocational exploration. By reviewing existing research, evidence-based practices that empower non-academic students to make informed career choices is identified. By tailoring counselling practices, school counselors can create an inclusive environment that addresses the specific needs of non-academic students. Inclusivity ensures that every student receives personalized guidance regardless of their academic trajectory. Engaging stakeholders - such as parents, teachers, and community members—enhances the effectiveness of career counselling. Collaborative efforts ensure that non-academic students receive comprehensive support. When school counsellors bridge the gap between academic and vocational pursuits, they empower all students to thrive in their chosen paths. By promoting equity, counsellors contribute to a more equitable educational experience. In conclusion, this paper delves into practical strategies for tailoring career counselling practices, emphasizing inclusivity and collaboration. By doing so, school counsellors can empower non-academic students and promote equity in education.

Keywords: Equity in Education, Career Counselling, Vocational Pathways, Inclusive Education

F7

[33]

**THE SHIELDS AGAINST SUICIDAL ATTEMPTS: EXPERIENCED BY
UNIVERSITY STUDENTS IN MALAYSIA**

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Abstract: This study aims to explore how four suicide survivors' experiences that prevented them from pursuing their suicide attempts. Four university students, one female and three males, participated in this study through purposive sampling. They were recruited using a specified criteria set and interviewed through a series of individual interview sessions. This study explored ways that they have been protected before, protecting them from their intention to commit suicide. Thematic analysis of the interview series extracted six themes including professional support, technology assisted support, redirecting feelings into physical activities, spiritual consciousness, supportive circles, and feeling important. The highlighted findings retrieved from this research are expected to give insight to counselling and mental health professionals that can lead to holistic counselling and psychosocial support for early prevention and further intervention for those who are vulnerable.

Keywords: Shield, Spiritual, Suicide, Suicide Attempt, Students