

International Conference
The Asia Pacific Conference on Curriculum
Studies and Instructional Designing
(APCCSID 2021)

**Curriculum and
Instructional Design for**

SUSTAINABLE DEVELOPMENT

PRE-CONFERENCE STUDENTS SYMPOSIUM

30th Sept, 2021



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OF MALAYA**



Pre-Conference

30th Sept 2021

0800 – 1100 Malaysia

1700 – 2000 California USA

2100 – 2400 South America

Pitching Presentation I

LANGKAWI ROOM

Chairperson: Dr.Kamalanathan M. Ramakrishnan

- **9.00am-9.10am** Li Yinghui, Dr. Kamalanathan M. Ramakrishnan (*Integration of Innovation and Entrepreneurship Education (IEE) into Undergraduate Professional Curriculum in a Sports University in China*)
- **9.10am-9.20am** Zhou Yanping (*Sustaining a Global Mindset: A Reflection on Fostering the Intercultural Communicative Competence of EFL learners in China*)
- **9.20am-9.30am** Sun Meng, Dr. Kamalanathan M. Ramakrishnan (*Striking a Balance between Teacher Practices and Student Preferences for Quality Teacher Written Corrective Feedback in an EFL Writing Classroom*)
- **9.30am-9.40am** Hu Yu ,Dr Lee Shu Chin (*The Impact of Using Authentic Video on EFL Tertiary Students' Fluency in Speaking*)
- **9.40am-9.50am** Wei Shan , Dr Lee Shu Chin (*Effects of Integrated Orff Music Teaching Approach On Students' Creativity, Interest ,Performance and Achievement In Higher Vocational Colleges In China*)
- **9.50am-10.00am** Aarti Pushp Rawal, AP Dr.Rogayah A Razak (*A Narrative Review of Student Retention Models in Online Higher Education from Past Two Decades*)
- **10.00am-10.10am** Dong Hongli, Dr. Kamalanathan M. Ramakrishnan(*Enhancing Chinese EFL Undergraduates' Writing Self-efficacy through Production Oriented Approach (POA)*)
- **10.10am-10.20am** Nurshamira Afiah binti Mohd Shamsuri, Lim Hwee Jean , Gurnam Kaur Sidhu (*Implementation Of G-Suite Applications As Teaching And Learning Tools: Perspectives Of In-Service And Pre-Service Teachers*)
- **10.20am-10.30am** Ping Ning, Dorothy Dewitt, Anders Szczepanski, Chin Hai Leng, Xuejing Zhou, Yuehan Zhong, Shasha Sun (*The Smart board-based Outcomes of Implementing Outdoor Transdisciplinary English for Pupils*)
- **10.30am-10.40am** Dr.Zhang Yaheng,Dr.Victor Goh Weng Yew, Prof. Chen Qing, Zhang Yang (*Research on the Sustainable Development Path of National Traditional Sports from the Perspective of Cognitive Science*)

Pitching Presentation II

RAJANG ROOM

Chairperson:AP Dr.Rogayah A Razak

- **9.00am-9.10am** Liu Zhiying, Dr. Yoon Sook Jhee (*Preschool Teachers' Experiences in Using Storytelling to Develop Preschool Children's Critical Thinking*)
- **9.10am-9.20am** Zhang Li Li , Dr. Noryati Binti Alias (*Education Quality and Evaluation on TPACK Technology Integration Curriculum Design Models: Acupuncture Teachers' Perspectives*)
- **9.20am-9.30am** Melanie Khor Wei Cheng , Gurnam Kaur Sidhu (*Sustaining Inclusive Education In Esl Classrooms Via Differentiated Instruction*)
- **9.30am-9.40am** Li Handong, Dr. Yoon Sook Jhee (*Are the Decisions Appropriate? A Meso Level Investigation of Blended Language Learning*)
- **9.40am-9.50am** Lu Hua, Dr. Yoon Sook Jhee (*University EFL Teacher-Researcher Identity Construction Within Communities of Practice*)
- **9.50am-10.00am** Chen Xian (*College Students' EFL Learning Experience in Multimodal Classrooms—A Pathway to Quality Education*)
- **10.00am-10.10am** Gan Xi Mei, AP Dr.Rogayah A Razak (*Translanguaging in Literacy Classrooms with Multilingual Learners: A Scoping Review*)
- **10.10am-10.20am** DuRuofei ,Gurnam Kaur Sidhu (*Sustaining Postgraduate Students' Reading Skills via the PAH Continuum*)
- **10.20am-10.30am** Wei Jun, Dr.Lee shu chin (*Effects of Incorporating Music in Physical Education on Exercise Output in One Public University in China*)

Pre-Conference

30th Sept 2021

0800 – 1100 Geneva
1400 – 1700 Malaysia
1600 – 1900 Sydney

Pre-conference Paper Presentation I

LANGKAWI ROOM

Chairperson: Dr.Kamalanathan M. Ramakrishnan

- **2.00-2.20pm** Yin Jia , Kamalanathan M. Ramakrishnan (*A Needs Analysis of Comprehensive Business English Textbooks to Enhance the Quality of Business English Undergraduates in China*)
- **2.20-2.40pm** Fu Ziqi , Gurnam Kaur Sidhu (*Sustaining Quality Higher Education in China through Effective English Language Speaking Skills*)
- **2.40-3.00pm** Yang Xi, Prof.Dr Nooreiny Maarof (*Exploring Changes in a Teacher's Teaching Approach through Post-method Pedagogy*)
- **3.00-3.20pm** Li Jinyao, AP Dr.Rogayah A Razak (*A Study on Technological Pedagogical Content Knowledge (TPACK) Measurement: A Narrative Review*)
- **3.20-3.40pm** Zhang Yushan ,Ng Soo Boon (*Integrating cultural identify into a University English as A fpreign Language Course*)
- **3.40-4.00pm** Zhang Shixue, Florence Kuek, Wu Yuntao (*Online Curriculum and Faculty-student Engagement among International Students in North-western Chinese Universities during the Covid-19 Pandemic*)
- **4.00-4.20pm** Xie Lili, Florence Kuek, Sathiamoorthy Kannan (*Towards Sustainable Education: Exploring the Process of EFL Learners' Online Self-Regulation*)

Pre-conference Paper Presentation II

RAJANG ROOM

Chairperson: AP Dr.Rogayah A Razak

- **2.00-2.20pm** Fanfan Li , Dr Ng Soo Boon (*How to Get Through the Adaptation Period: Self-efficacy, Social Support and Adaptation among China Five-year Early Childhood Freshmen*)
- **2.20-2.40pm** Chang Woan Ching, Prof.Dr Nooreiny Maarof (*The Mediating Effect of Student Satisfaction on the Relationships among E-learning Success Factors in Nursing Education*)
- **2.40-3.00pm** Sak Wye Mei, Gurnam Kaur Sidhu, Mohamad Arieff Shamida Samsul Kamil (*Sustaining Quality Tertiary Education via Metacognitive Awareness in Reading*)
- **3.00-3.20pm** Yu Wang, Dr Lydia Foong Yoke-Yean, Dr Victor Goh Weng Yew (*Personality Traits, and Job Involvement of Novice Kindergarten Teachers in Zhejiang Province China: Towards a Sustainable Workforce Development*)
- **3.20-3.40pm** Priscilla Rita Payet, Ng Soo Boon (*Integrating motivation into pedagogical approach to teach Mathematics to lower primary students in Seychelles*)
- **3.40-4.00pm** Yao Zhuan hua, Ng Soo Boon (*Implementation of Flipped Classroom in a Microeconomic Class during Covid-19 Lockdown in Chongqing University, China – A Case of Continuous Quality Education*)

The background is a grayscale abstract composition. It features a central, pixelated globe showing the continents of North and South America. This globe is overlaid with a complex network of thin, white, intersecting lines that resemble a global data or communication network. In the foreground, there are faint, semi-transparent images of hands interacting with technology: one hand is at the top right near a tablet, and another is at the bottom center near a laptop. The overall aesthetic is high-tech and digital.

ABSTRACTS

Integration of Innovation and Entrepreneurship Education (IEE) into Undergraduate Professional Curriculum in a Sports University in China

***Li Ying Hui, Dr. Kamalanathan M. Ramakrishnan
SEGI University, Faculty of Education and Language***

Currently, during the pandemic university graduates in China are faced with the prospects of unemployment including graduates with major in sports. Integrating innovation and entrepreneurship education (IEE) into professional education is important in order to cultivate sustainable development and better employability among fresh graduates. Implementing the integration of IEE in sports universities has its challenges. There is a need to explore the implementation path of integrating IEE into professional teaching in sports universities in China. Therefore, the purpose of this study is to determine the perceptions of administrators and lecturers on the integration of IEE into the undergraduate professional curriculum. This study is qualitative in nature and will utilize in-depth interviews to understand the difficulties and challenges as well as coping strategies and will elicit suggestions from nine respondents who consist of three university administrators and six core professional course lecturers at a few faculties of the sports university on the subject of IEE integration. The findings of this study will identify the challenges and coping strategies used and suggestions for improvement of IEE integration into its professional courses. It is hoped that a curriculum system that is more suitable for the future career development of undergraduates majoring in sports majors will be established through the combination of IEE and professional courses. It is hoped that a successful implementation of IEE will produce graduates who will not only have sports skills but also capable at business administration management, operation and better contribute to the upsurge of China's sports industry and even economic transformation.

Sustaining a Glocal Mindset: A Reflection on Fostering the Intercultural Communicative Competence of EFL learners in China

***Zhou Yan Ping
Faculty of Education, Language and Psychology, SEGI University***

Globalization has accentuated the crucial role of Intercultural Communicative Competence (ICC) in teaching English as a foreign language. Though College English Curriculum Requirements issued by the Chinese Ministry of Education requires the integration of culture into English teaching, no specific criterion of cultural cultivation is accounted. Therefore, some EFL learners with linguistic competence fail to communicate with non-Chinese in intercultural contexts. A substantial number of EFL learners in China are encountered with cultural identity crisis. Hence, there is a need to explore the proper way to foster the ICC level of EFL learners in China. The purpose of this study is to identify how a glocal mindset, which merges global notions with local issues and concerns, promotes the improvement of EFL learners' ICC in China. By discourse analysis of five EFL learners' written self-reflective reports on their intercultural communication experiences, this exploratory qualitative study identifies the difficulties and obstacles learners encounter in intercultural communication. Subsequently, semi-structured interviews with those who are involved in TEFL are conducted to probe into the strategies of sustaining a glocal mindset in TEFL, which aims to foster the ICC of EFL learners. The findings of the study verify the significance of a glocal mindset in promoting the ICC of EFL learners. More importantly, this study proposes some feasible approaches to promoting the ICC of EFL learners from the glocal perspective, which provides those who are in English teaching realm with some inspirations and references, raising their awareness of glocality in TEFL.

Striking a Balance between Teacher Practices and Student Preferences for Quality Teacher Written Corrective Feedback in an EFL Writing Classroom

Sun Meng, Dr. Kamalanathan M. Ramakrishnan
Faculty of Education, Language and Psychology, SEGI University

Writing is a form of students' expression as well as a means to expand language knowledge and improve language ability. However, teaching writing is not an easy task in middle schools in China. Teacher feedback plays a huge role in teaching writing. Many scholars have conducted different forms of research on teacher corrective feedback. Researches have shown that teacher feedback can reduce students' errors in writing and better promote their writing skills. Nevertheless, the effectiveness of teacher feedback is influenced by many factors. The focus of feedback, the best form of feedback, and feedback comments are still hotly debated. Teachers have their strategies for providing feedback and middle school students also have different views and preferences on teacher feedback. Combining teachers' feedback practices with students' preferences in order to achieve quality teaching remains to be studied.

This explanatory sequential mixed methods research will investigate the written correction feedback of middle school teachers and their students' preferences, and try to provide useful suggestions for quality and sustainable education in China. Two sets of questionnaires will be distributed to identify teachers' practices and students' feedback preferences. After analyzing the data, selected teachers and students will be interviewed in order to obtain a deeper understanding of their viewpoints and ideas.

This research will put forward useful suggestions and recommendations in order to achieve a mutual understanding and balance between teacher practices and student preferences, and help middle school teachers provide suitable and effective written corrective feedback for quality and sustainable education.

Theme: Sustainability in provision of quality education

The Impact of Using Authentic Video on EFL Tertiary Students' Fluency in Speaking

Hu Yu, Dr. Lee Shu Chin
SEGI University, Faculty of Education and Language

There is a phenomenon in China that university students have invested much time and energy in English learning, yet they cannot communicate fluently. Besides, the development of the Belt and Road Initiative (BRI) gives a significant push on English teaching in Chinese universities. There is an urgent need for students to speak English fluently. Therefore, English teachers at universities have been trying various teaching methods to improve their teaching in the English as a Foreign Language (EFL) classroom so that the students would be better taught and linguistically more prepared to compete in the real world one day.

Multiple studies have shown that authentic video can be a highly effective educational tool. Regarding this scenario, many English teachers and scholars have suggested using authentic video to motivate students and help them to improve their English-speaking fluency as it has been proved that using authentic video in language teaching and learning has numerous advantages that lead to students' language proficiency improvement. This study aims to examine the authentic video implementation in English teaching and investigate the impact of authentic video on students' English-speaking fluency in the EFL classroom in a university in China. Thus, to meet the research objectives, this study will employ both qualitative and quantitative research methods based on an action research design. There will be at least two research cycles in action research and this study will be conducted throughout 16 weeks in a whole semester.

Keywords: Impact, Authentic video, EFL, Fluency, Speaking

Subtheme: A Case Study in China

Effects of Integrated Orff Music Teaching Approach On Students' Creativity, Interest Performance and Achievement In Higher Vocational Colleges In China

Wei Shan & Dr Lee Shu Chin

SEGI University, Faculty of Education and Language

Orff approach is one of the most popular and influential music teaching approaches. It engages students in the heart and mind through movement, drama, expression and music dance performance. Conventional music education method in China tends to concentrate primarily on the playing instruments and the mechanical memory of song melody and tunes. It has been long noted that creativity, performance, interest and achievement are some of the most important outcomes in a music classroom. China's conventional approach is facing problems with cultivating music graduates that possessed these qualities.

Integrating the Orff method with the conventional music teaching method has been suggested as a solution to this problem. But, it is challenging to apply the westernized Orff music teaching methods to China colleges due to intractable cultural and language barriers. Many western works of literature support and illustrates Orff's success, but there is insufficient. Literature that addresses the effects of incorporating Orff approach to conventional music teaching approaches such as piano teaching in China. Some scholars have explored the feasibility of integrating Orff in standard universities, but the practical application and systematic evaluation research of Orff in China higher vocational colleges are lacking. Therefore, there is a need to establish a substantial body of research to address this research gap. This study aims to determine how the Orff Method can enhance music teaching in terms of piano for higher vocational music colleges when incorporated with the conventional teaching method.

This study employed mixed methods (both qualitative and quantitative research method). The participants in each group are selected through cluster sampling, where only first-year students who took the piano lessons is recruited in the study. Each group consisted of 80 students. The collected quantitative data were analyzed using the Statistical Packages for Social Sciences (SPSS) software in version 26.0.

Keywords: Orff Approach , Conventional teaching method, Music teaching, Teaching Effects, Creativity, Interest, Performance, Achievement

Subtheme: A Case Study of classroom music teaching approach

A Narrative Review of Student Retention Models in Online Higher Education from Past Two Decades

Aarti Pushp Rawal, AP Dr.Rogayah A Razak

SEGI University, Faculty of Education and Language

Introduction: Student attrition in tertiary education has been an ongoing topic of discussion. Attrition studies in Online Higher Education (OHE) have shown that dropout rates in online programs are significantly higher than in traditional programs.

Method: This narrative review focuses on three different student retention and attrition models developed during the past two decades in the context of OHE. The objective is to provide researchers, educators, and policymakers with a comprehensive review, enabling them to identify recurring patterns and themes in the attrition phenomenon; and, consequently, implement sustainable student retention agendas in their respective institutions. The models reviewed include Alfred Rovai's (2003) Composite Persistence Model, Park and Choi's (2009) The Revised Model of Dropouts from Distance Learning in Organization, and Choi's (2016) Conceptual Model for Adult Dropout in Online Degree Programs. Thirty articles published between 2015-2021 on the illustrated models were collected and reviewed from multiple online databases such as Google Scholar, Emerald Insight, ERIC, etc.

Conclusion: All three models suggested that demographic factors have no significant effect on dropout rates among adult students in online degree programs. They further clarified that these are often affected by academic aptitude, financial assistance, and peer encouragement. Lastly, while there is a correlation between academic failure and student attrition, students often withdraw for a wide array of reasons aside from mere academic performance.

Keywords: student attrition, persistence, retention, online higher education.

Enhancing Chinese EFL Undergraduates' Writing Self-efficacy through Production Oriented Approach (POA)

Dong Hong Li, Dr. Kamalanathan M. Ramakrishnan
Faculty of Education, Language and Psychology, SEGI University

The Production-Oriented Approach (POA) has been proposed as a remedy to address the pressing problem of "input-output separation" in English instruction in tertiary education in China. It has been proved to be effective in improving students' productive skills such as speaking, writing, interpreting and translating. However, whether the facilitative effect of POA on language production can result in writing self-efficacy remains unknown. Therefore, the aim of this study is to investigate the effects of POA as a method of teaching English as a foreign language (TEFL) on Chinese undergraduates' writing self-efficacy and explore the participants' perceptions of POA.

In this sequential explanatory mixed-methods design, the quantitative data collected via survey will be analyzed, followed by the qualitative data collected via classroom observation and focus group interviews. The participants of this study consist of two randomly chosen classes, 35 students in the control class and 35 students in the experimental class, from a set of 66 classes enrolled in College English Course in the School of Liberal Education of a private university in China.

The findings of the study will be able to indicate if the POA produces a greater change than the control situation and which aspect of undergraduates' writing self-efficacy gets a significant improvement as a result of POA as well as the undergraduates' positive and negative opinions on the use of POA in College English Course. The findings of this study will be able to reform TEFL methods and theories towards achieving quality tertiary education in China.

IMPLEMENTATION OF G-SUITE APPLICATIONS AS TEACHING AND LEARNING TOOLS: PERSPECTIVES OF IN-SERVICE AND PRE-SERVICE TEACHERS

Nurshamira Afiqah binti Mohd Shamsuri,
Lim Hwee Jean & Gurnam Kaur Sidhu
Faculty of Education, Language and Psychology, SEGI University

Due to COVID-19 pandemic, online learning has become the current method to conduct the teaching and learning process. With the changes all around the globe, educators teaching at all levels have been pushed to the edge to embrace the new norm in world of teaching and learning. This has been a challenge not only for in-service primary school teachers but also pre-service teachers going out for their internship programme during the COVID-19 pandemic. Overnight both these sets of teachers have to explore numerous online educational tools to sustain the online teaching and learning process. These educational online applications all come with their own set of strengths and limitations with various degrees of effectiveness. One of the educational tools that has been available almost a decade ago are G-Suite for Education Applications. The G-Suite educational applications have also been embraced as the main online application for all public primary schools in Malaysia. Hence, this paper will examine the usage of G-Suite for Education Applications in sustaining and facilitating the teaching and learning process in Malaysian primary schools. The paper will examine the implementation of G Suite for Education Applications from the perspectives of both pre-service and in-service primary school teachers. The findings of the study were obtained through the application of a qualitative research design employing semi structured interviews with teachers. Besides exploring the usage of G-Suite application, the study also examined the challenges teachers faced in using this application in the teaching and learning process.

Keywords: sustaining, pre-service teachers, in-service teachers, G Suite for Education

Subtheme: Sustainability in the Provision of Quality Education

The Smart board-based Outcomes of Implementing Outdoor Transdisciplinary English for Pupils

Ping Ning, Dorothy Dewitt, Anders Szczepanski, Chin Hai Leng, Xuejing Zhou,

Yuehan Zhong, Shasha Sun

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Faculty of Education, University of Malaya, Malaysia

Center for Outdoor Education at Faculty of Education, Linköping University, Sweden

Abstract Students learning English traditional teaching approach lack opportunities to develop problem solving and teamwork skills. Hence, a series of transdisciplinary English outdoor activities were designed to develop students' problem-solving and teamwork skills, and implemented with a group of 30 student volunteers. In order to investigate the effectiveness of the outdoor transdisciplinary English activities, an experimental research with pre-and-post tests was designed to compare the learning performance, attitudes and satisfaction between the intervention and the control/indoor group. The sample included 30 participants from the intervention group and were compared with 30 students sampled from the indoor classes. The total scores on their English vocabulary tests for both groups were analyzed and reported using the behavioral software E-prime2.0. To measure attitudes and satisfaction, pre-and-post-tests and post-tests were conducted between the two groups to determine if there is a difference. Further, 15 students in the intervention group were assessed using E-prime2.0 and the other 15 using a smart board. Results showed that outdoor teaching showed a significantly higher learning performance as pupils' scores of recalling English vocabulary had improved compared to the indoor instruction. Additionally, the smart board-based assessment indicated students were more engaged than E-prime-based assessment and being outdoors helped obtain more positive emotions and higher satisfaction. This study brought insights for the effective use of modern interactive technology to assess innovative subject learning and also pictured the positive future of outdoor transdisciplinary English teaching.

Keywords: smart board assessment, place-based classroom, outdoor pedagogy, transdisciplinary English

Research on the Sustainable Development Path of National Traditional Sports from the Perspective of Cognitive Science

Dr. Zhang Yaheng, Dr. Victor Goh Weng Yew, Prof. Chen Qing, Zhang Yang,

Faculty of Education and Languages, SEGi University; Faculty of Wushu, Hebei Institute of Physical Education;

Faculty of Sport, Northwest Normal University

Introduction: With the popularization of the Internet and the advancement of science and technology, various levels and fields of education and learning continue to exaggerate the role of the Internet and increase the proportion of the Internet in this field. However, the effects of sustainable development of different disciplines are not the same.

Problem Statement: In the process of sustainable development, traditional national sports did not fully consider their own characteristics, and blindly increased the role of the Internet, but ignored the nature of sports and must be physically present. Therefore, the sustainable development of traditional national sports has been unsatisfactory.

Research Questions: This research is to study the internal mechanism of the formation of traditional national sports from the perspective of cognitive science, so as to improve the sustainable development of traditional national sports.

Methodology: Analyze and summarize a series of known theories about sports formation, and provide some cases to show the correctness of the summarized theories and show that the summarized theories can be applied to the sustainable development of traditional national sports.

Findings: Traditional national sports must return to the body, with the basic guarantee of the competitiveization of traditional national sports, and the appropriate introduction of Internet technology in light of different situations.

Implications: Our discussion show that we should not blindly pursue the introduction of high-tech, but should combine the characteristics of their own disciplines. Practitioners of traditional national sports courses should balance the introduction of technology and the return of the body.

Keywords: Sustainable Development; Traditional National Sports; Experience; Sensitivity; Competitive

Preschool Teachers' Experiences in Using Storytelling to Develop Preschool Children's Critical Thinking

*Liu Zhiying, Dr. Yoon Sook Jhee
SEGI University, Malaysia*

The high-quality connotation development has become the trend of China's preschool education development. Critical thinking is one of the skills needed in the 21st century in every field, from education and training to employment. Young children can become competent thinkers, and adults play a crucial role in developing their critical thinking.

However, in China, studies on critical thinking focus on adult groups, and the benefits of storytelling methods focus on language. Therefore, the research objectives of this study are firstly to investigate how do teachers use storytelling to develop critical thinking among preschool children; secondly, to explore the obstacles that teachers perceived in implementation of critical thinking instruction among preschool children. In this study, the research questions are mainly descriptive and explanatory. Therefore, the researcher adopts case study in qualitative research method. The study was conducted in a public kindergarten in a city in central China, which was called Experimental Kindergarten (EK). Based on the research questions, the researcher selected preschool teachers who served children of 5--6 years old to participate in the study. Finally, 13 preschool teachers and 7 classes they served participated in this study. The research instruments used in this study were personal interviews, classroom observation and documents analysis. This study is expected to have some guidance for preschool teachers' teaching practice and obtain some enlightenment from it.

Education Quality and Evaluation on TPACK Technology Integration Curriculum Design Models:

Acupuncture Teachers' Perspectives

Zhang Li Li & Dr. Noryati Binti Alias

Medical College, Hebei University of Engineering

Postgraduate Faculty of Education, Languages &. Psychology, SEGI University

Under the COVID-19 pandemic, online virtual teaching with technical aid has become urgent. Hence, acupuncture educators need to design a new curriculum based on the Technological Pedagogical Content Knowledge (TPACK) teaching framework to integrate the interactivity of technology, pedagogy, and content. An excellent combination of TPACK will be created when the integrated structure of the three forms of knowledge is effectively utilized. However, there are still certain relevance and limitations between the TPACK framework domains. Therefore, it is necessary to discuss how to evaluate the relationship between the TPACK teaching integration curriculum design models in order to determine whether the best teaching integration curriculum design effect is achieved. This research aims to explore how to improve the effectiveness of visualized teaching of acupuncture through online virtual teaching for curriculum design, in order to evaluate how TPACK can enhance the quality of acupuncture teaching for medical students in Chinese universities. The researchers used the qualitative research method of classroom observation, then used the TPACK assessment questionnaire to conduct a group survey. After evaluating the relevance and limitations of the TPACK framework curriculum design, this research determines whether the integrated acupuncture teaching curriculum design has achieved the TPACK framework effect. The research results show that the curriculum design of the TPACK teaching framework is worthy of promotion in the future to ensure the quality of acupuncture education.

Keywords: Sustainability in Provision of Quality Education; Pedagogies and Assessment; TPACK Integration Curriculum Design Model; TPACK Curriculum Evaluation; Acupuncture Education.

Subtheme: Sustainability in Provision of Quality Education

SUSTAINING INCLUSIVE EDUCATION IN ESL CLASSROOMS VIA DIFFERENTIATED INSTRUCTION

Melanie Khor Wei Cheng¹ & Gurnam Kaur Sidhu²

Faculty of Education, Languages & Psychology, SEGi University

The 2020 Global Education Monitoring Report believes that inclusion cannot be achieved if individuals cling to the belief that learners' ability levels are fixed. Instead, the report advocates for an education system that is responsive to all learners' needs, which is the essence of differentiated instruction – a framework of philosophy which first emerged to include students with learning disabilities and diverse needs. The notion is based on the belief that every child has their own set of learning styles, preferences and abilities aside from their cultural beliefs, race, gender and socio-economic background. Malaysia accommodates a society rich in culture, religion and language. Thus, diversity becomes inherently present, which is evident in the Malaysian ESL classrooms that is filled with students of different abilities. To meet the demands of a heterogeneous classroom, the Malaysian Education Blueprint (MEB) 2013 – 2025, introduced the concept of differentiated instruction. This paper will discuss the findings of a quantitative study where data were collected via a questionnaire. The study involved 96 TESL teachers from 20 public secondary schools in Penang. The results revealed that teachers held a positive perception towards differentiated instruction and claimed that they frequently differentiate their language lessons through content, process and product. However, further investigation revealed that teachers' articulation of what differentiated instruction exactly meant, left much to be desired displaying limited knowledge and true understanding of differentiated instruction in an inclusive ESL classroom. The paper will also discuss the implications of the findings and recommendations for inclusiveness in the ESL classroom.

Keywords: differentiated instruction, inclusive education, ESL classroom, mixed-ability.

Sub-Theme: Sustainability towards Inclusive Education

Are the Decisions Appropriate? A Meso Level Investigation of Blended Language Learning

Li Handong, Dr. Yoon Sook Jhee

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Blended language learning (BLL) has been a growing trend in educational researches for its potential in fostering competence, optimizing learning environment and spurring language learners' motivation (Albiladi & Alshareef, 2019). This educational ethnographic study investigates appropriateness in decision-making of stakeholders at the departmental level in BLL. Appropriateness is one of the four considerations (i.e. purpose, appropriateness, multimodality and sustainability) put forward by Gruba and Hinkelman's (2012) and Hinkelman (2018b) as core themes in BLL. In this study, appropriateness refers to making suitable options on pedagogies, procedures and content in order to match the academic situation. Currently, technology is ubiquitous in educational settings. Language learning has been transformed to a dynamic and complex ecology with the integration of technology (Garrett, 2009; Hinkelman 2018). Gruba et al. (2016) proposed a three-level perspective to explore blended language program, which includes micro (classroom) and meso (departmental) and macro level (institution), to explore the multifaceted and multilevel reality of language educational complexity (The Douglas Fir Group, 2016). However, the meso/departmental level is seldom probed and relatively little literature has documented the effects of departmental factors in BLL. Serving as a transition between the macro and micro level, the meso level locates at the prominent position; its decision-making may directly affect the implementation of the policy made by the macro level and the pedagogy instantiation at the micro level as well. Therefore, it is of utmost importance to investigate appropriateness in decision-making in BLL from a meso level perspective.

Key words: appropriateness; meso level; decision-making; blended language learning

Subtheme: Sustainability in Provision of Quality Education

University EFL Teacher-Researcher Identity Construction Within Communities of Practice

Lu Hua, Dr. Yoon Sook Jhee

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The construction of University English as a foreign language (EFL) teachers' researcher identity has received prominent attention in the field of second/foreign language education in the past several decades. University EFL teachers are expected not only to teach, but also to be engaged in research practice in the publish-or-perish academic culture. Based on the lenses of Communities of Practice (CoP) in which an inextricable link between identity and practice in negotiating the self as a member of the communities exists, this study examines how university EFL teachers negotiated their participation and membership and how they constructed their researcher identity in their academic communities. Data were collected through written narrative frames and in-depth one-on-one semi-structured interviews and analyzed using thematic analysis. The present study reveals that identity construction is influenced by individual factors as well as socio-institutional contexts. The academic ambience of the community and the team leader play a crucial role in university EFL teachers' research practice within their communities, while teachers themselves have made conscientious efforts to construct their researcher identity with the external drive such as promotion serving as the main motivation. This study not only adds theoretical understanding to the concept of CoP in the socio-cultural context, but also brings implications to university administrators, mentors, teacher educators and EFL teachers in terms of promoting teachers' research engagement and helping them construct researcher identity.

College Students' EFL Learning Experience in Multimodal Classrooms—A Pathway to Quality Education

Chen Xian

Faculty of Education, Languages & Psychology, SEGi University

The emerging digital age shapes the way learners absorb knowledge and make meaning, which consequently requires a new assessment of the emerging learning trend. The appropriate matching of learning contents and multiple modes has increasingly become the focus of quality education. This research aims at promoting quality and sustainable education by exploring college students' multimodal classroom learning experience during their first year of study at a public local university in China. A qualitative case study will be employed to gain insights into how college students make meaning for knowledge acquisition in multimodal classrooms. Maximum variation sampling will be adopted to select five classes in five different disciplines of study for observation. Observation checklist and video recording (capturing different modes of learning) will be used to ensure accuracy of the investigation. After each class one lecturer and four randomly selected students will be invited for tape-recorded interviews in terms of their perceptions and feelings of students' multimodal classroom learning. Both the observational notes and interview transcriptions will then be coded and developed into themes through thematic analysis. The adoption of classroom observations combined with teacher and student interviews for triangulation is supposed to produce data with rigor and provide a comprehensive understanding of the benefits and challenges in students' multimodal learning process. Based on the findings, an optimized multimodal educational model can be proposed to achieve quality and sustainable education, within which learners can fully exploit the multimodal technology to facilitate effective learning.

Translanguaging in Literacy Classrooms with Multilingual Learners: A Scoping Review

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Despite scholars' great attempts to reframe foreign language learning as bilingual education, there is a paucity of literature on translanguaging incorporated as a pedagogical approach into foreign language education. The goal of this scoping review is to collect the current evidence to identify the effects of translanguaging in multilinguals' engagement with written texts. The author conducted a comprehensive research of ERIC (Educational Resources Information Centers) database, Google Scholar and other electronic databases during the time frame between 2011 and 2021 under the term of "translanguage and EFL/ESL". The review yielded eleven case studies that met inclusion criteria. These studies used qualitative methodology to collect data and are positive with the effects of the translanguaging literacies approach. The results show that teachers and students use translanguaging to do literacy. A translanguaging space for multilingual students to engage with written texts help to deepen students' understanding of texts and generate various texts and develop their critical metalinguistic awareness. In this way, translanguaging not only plays a scaffolding role to acquire language and literacy, but also transform school literacy and knowledge. There is yet no studies on how students obtain translanguaging ability to develop their translanguaging literacy.

Sustaining Postgraduate Students' Reading Skills via the PAH Continuum

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The concern for sustaining the provision of quality education is often the concern of all parties. One important aspect of quality education at all levels is literacy - the foundation of learning at all levels including postgraduate study. According to Oxford (2018), literacy in the 21st century is the ability to read, write and thrive in today's technological world. Postgraduate study requires students to read and sieve through voluminous books and countless journals online, making reading both a necessity and prerequisite for success in education. Studies have indicated that effective reading skills not only lends weight to expansion of vocabulary but also enhances one's self-esteem, confidence, concentration and critical and analytical skills. At the postgraduate study, students need to be equipped with effective reading skills so that they can understand and draw conclusions to judge and evaluate reading materials in terms of author's credibility of ideas and facts presented in texts. Yet, researchers have indicated that many international students studying abroad for whom English is either a second (ESL) or foreign language (EFL) often face challenges in postgraduate study due to their limited reading skills. Therefore, this paper will present and discuss the findings obtained from a study aimed to investigate postgraduate student' reading skills. The study involved a group of first-year international postgraduate students from China undertaking a postgraduate degree in a local private university in Malaysia, where the medium of instruction is English. Data for the study were collected via questionnaire, a reading test, and interviews.

Keywords: reading skills, quality education, postgraduate study

Subtheme: Sustainability in the Provision of Quality Education

Effects of Incorporating Music in Physical Education on Exercise Output in One Public University in China

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In the physical education teaching of Chinese universities, students often lack interest, feel tired and do not perform well in sports. In addition, the physical fitness of Chinese college students has been declining in recent years, which makes the reform of physical education and teaching in China extremely urgent. However, few PE teachers in China use music in PE class. I try to improve this situation by integrating music into PE teaching and used to help improve their output of uplifting exercises, make students enjoy physical education classes, improve their athletic performance, and reduce exercise fatigue. Through music in the physical education class, to help the physical education primary students improve sports training output, increase the learning atmosphere in the physical education class, so that students get a higher level of sports, improve the individual students.

On the other hand, I want to give other practitioners and PE teachers some suggestions on integrating music into physical education classes. In this paper, mixed research methods are adopted to solve these problems, mainly qualitative and quantitative. The quantitative methods were pre-test, post-test, and data collection by in cooperating music into physical education teaching between the experimental and control groups. Then, SPSS software was used for data analysis and data comparison to conclude. In the qualitative method, the group interview was adopted to verify whether the qualitative results were consistent with the quantitative results.

Keywords: music, physical education, physical performance, interest

Subtheme: Methodologies in Research on Sustainability Development in Education

A Needs Analysis of Comprehensive Business English Textbooks to Enhance the Quality of Business English Undergraduates in China

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Comprehensive Business English (CBE) course is a compulsory course for Business English (BE) undergraduates in China. However, CBE textbook evaluation is often ignored for the BE undergraduates despite its vital role (Hong, 2019; Yang & Zhu, 2016). Therefore, the aim of this study is to select suitable CBE textbooks which satisfy the learning needs of BE undergraduates and the target needs of BE employees.

Needs Analysis (NA) by Hutchinson & Waters (2002) and textbook evaluation by McDonough & Shaw (1993), Cheng & Sun (2011) were used as the main framework for this study. It adopted a comparative study research design with a mixed method approach. Data were collected by both quantitative and qualitative research instruments (questionnaires, semi-structured online focused group interviews, document analysis and corpus analysis). It involved a total sample of 410 BE undergraduates, 385 BE employees and three CBE teachers. Questionnaires were analyzed using SPSS (Version 25) whilst qualitative data were analyzed employing ATLAS software.

The results showed that CBE textbooks currently used cannot fully satisfy the learning needs of BE undergraduates and the target needs of BE employees. In terms of external evaluation, CBE textbooks mainly reflected a range of topics related to daily activities and exercises instead of the business practices. In terms of internal evaluation, most of CBE textbooks developed undergraduates' linguistic competence rather than business communication skills. The CBE textbooks lacked background information (business knowledge), practical exercises for developing business skills, translation practice and very simple content for BE undergraduates.

Keywords: CBE textbooks, NA, textbook evaluation, BE undergraduates, BE employees

Theme: Sustainability

Sub-theme: Sustainability of Provision of Quality Education

Sustaining Quality Higher Education in China through Effective English Language Speaking Skills

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The exponential growth of ICT alongside the forces of globalization and internationalization brought about an unprecedented position to the teaching and learning of English as a foreign language (EFL) in China. This increasing trend was further pushed in 2013 with China's launching of the Belt and Road initiative to invest in more than 70 countries. Today, English has become a significant language of choice among all tertiary institutions in China. Therefore, various initiatives have been put in place to ensure Chinese students enhance their English language proficiency. English is seen as a passport not only to career advancement but also to participate in the competitive global marketplace. Among the four language skills of listening, speaking, reading, and writing, numerous Chinese scholars have expressed their concern about the inability of a majority of the Chinese EFL tertiary students to communicate in English. This is an issue of concern as the ability to communicate effectively in English is considered a core 21st-century skill. Therefore, this paper will discuss the current competency of Chinese EFL tertiary students in an institution of higher learning in Hebei Province, China. The data will be collected via a three-pronged approach involving research instruments such as a questionnaire, a speaking test and semi-structured interviews. In order to ensure the sustenance of the provision of quality education, it is critical to examine the Chinese EFL tertiary students' current competency in speaking and explore initiatives that can be put in place to ensure Chinese students possess effective speaking skills.

Keywords: speaking skills, sustainability, quality higher education

Subtheme: Sustainability in the Provision of Quality Education

Exploring Changes in a Teacher's Teaching Approach through Post-method Pedagogy

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Post-method pedagogy is considered a response to the demands for the most optimal way of teaching English, in which a three-dimensional system with ten macro-strategies to promote learning-centered teaching is utilized. This study investigated how a Chinese English language teacher's experience with post-method pedagogy helped to change her perspectives on teaching English in her EFL class of a public university. This study is a case study involving one teacher and 39 Chinese students of English major, and drew upon multiple data sources audio-taped semi-structured interviews, reflective journal, a survey questionnaire, observation checklists, and a focus group interview of the students to reflect on the teacher's teaching. The teacher was observed by the researcher over five weeks of teaching in class. The results of the study showed that the teacher's exposure to the post-method pedagogy had positively assisted her approach to teaching. The teacher's reflective journal entries revealed that her teaching has become more learner-centered, and has begun to focus on teacher-student relationships in the classroom by practicing more communicative activities while more time on the students' feedback. The students reported that when the teacher interacted with them, they found learning more enjoyable. The study suggests that exposure to post-method pedagogy helps to raise teacher awareness about teaching and the crucial role teachers play in facilitating learning. The post-method pedagogy empowers teachers to reconsider their roles in the classroom, explore teaching strategies, and consolidate the connection for the benefit of the students. The post-method pedagogy can be introduced in the early stages of teacher training programs to provide novice teachers with important preliminary guidelines and strategies to approach teaching in the classroom.

A Study on Technological Pedagogical Content Knowledge (TPACK) Measurement: A Narrative Review

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Introduction: As the digital age broadens opportunities for technology use in the classroom, educators must consider how to use technology to create rich and varied learning opportunities for English learners. By studying pedagogical content knowledge (PCK), Mishra and Koehler summarized the theoretical framework of technological pedagogical content knowledge (TPACK). Since then, the development of TPACK has become an important part for teachers' professional development.

Method: The main objectives of this paper is to review the various self-efficacy instruments based on the relevant information. The article was obtained from online databases such as Cnki in China, Microsoft Academic and Pro Quest, and there are more than 1600 articles can be found during six years from 2015 to 2021, among which 15 articles met the inclusive criteria.

Result: Through study, the writer found that the measurement methods of TPACK mainly include this measurement tools including scale test, open-ended questionnaire, interview and observation. With the acceleration of the development of TPACK and the advancement of new curriculum reform, the studies of the measurement have gradually focus on fostering disciplinary TPACK measurement and mixed-method TPACK measurement methods.

Conclusion: In the area of TPACK, foreign researchers have achieved certain development in its depth and breadth, while study in China has a long way to go, especially in the area of middle school EFL teachers. It is of great significance to the construction of normal school curriculum system and the training of teachers' ability.

Key words: TPACK; measurement; middle school EFL teacher; pre-service teacher

Integrating Cultural Identity into a University English as A Foreign Language Course

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The importance of the role of cultural identity is well documented within the concept of global citizenship promoted through UNESCO Sustainable Development Goals, specifically featured in Education 2030 under the banner of quality education. Being the lingua-franca of the day, English language is taught to many non-native speakers, including university students to prepare them to participate as global citizens. Although cultural identity has often been taken as non-linguistic learning outcomes that are affected by the English as a foreign language (EFL) learning process, it does influence learner's language acquisition. An explanatory sequential study was conducted in a China university to explore how university students' cultural identity influence their EFL learning. Research questions include identifying students' cultural identity types, ascertaining its correlation with EFL course score as well as examining the influence of cultural identity towards EFL learning from the perspectives of students and suggestions to improve EFL curriculum and pedagogical approach in the university. Questionnaires were administered to 480 students and in-depth interviews with 20 students were conducted. The result shows that among the three cultural identity types, productive bilingual identity has the strongest positive influence on the students' English language proficiency. In-depth interview with students indicates that both English culture and local culture can strengthen the learning of English, contrary to the general belief that learning English is equated to adopting English culture. Among the suggestions are including local culture and concept of global citizenship within the EFL course, making learning more contextual and meaningful.

Keywords: Cultural identity; EFL learning; Sustainable development

Sub-theme: Sustainability in Provision of Quality Education

Online Curriculum and Faculty-student Engagement among International Students in Northwestern Chinese Universities during the Covid-19 Pandemic

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No international student in China would have anticipated the potential disruption to their overseas education experience caused by the Covid-19 pandemic. This study examines the academic knowledge and campus life of international students in China before and after the pandemic outbreak. Data collection methods included validated online questionnaires distributed to hundreds of international students of several universities in the Shaanxi Province in China and two virtual focus groups conducted among selected questionnaire respondents. The Mean value (5-point Likert scale) for the online curriculum, faculty-student engagement and overall student satisfaction was 3.66, 3.70, and 3.77 respectively, indicating students' moderate satisfaction with their respective universities. Faculty-student engagement was top in the list of factors affecting students' satisfaction, contributing to 57% of students' satisfaction. Findings from the focus groups confirmed students' trust and continued loyalty to their universities. The rapport between university staff and students were reportedly satisfactory. Nevertheless, students of the medical sciences and engineering students expressed a strong preference for physical classrooms over online platforms as they experienced loneliness, loss of learning interest, and lack of self-regulation. Students were dissatisfied with being deprived of laboratory works under normal laboratory settings during the lockdown. The findings reflected upon the learners' needs for physical interaction with their lecturers and peers to provide them real satisfaction. Despite coping mechanisms employed during the pandemic, it seems that Vygotsky's sociocultural theory of human learning, and Maslow's hierarchy of needs theory are still guiding the understanding of students' ultimate needs in terms of their learning context.

Keywords: Shaanxi province, international students in China, online curriculum, epidemic, faculty-student engagement, students' satisfaction, physical interaction, human needs

Subtheme: Current and Future Issues of Sustainable Education

Towards Sustainable Education: Exploring the Process of EFL Learners' Online Self-Regulation

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Within the Pedagogy-Andragogy-Heutagogy (PAH) continuum, self-regulation and learners' autonomy in learning are key emphases of today's education. The Covid-19 pandemic has pushed forward online English as a Foreign Language (EFL) teaching and learning across Chinese tertiary classrooms. A review of related literature shows a lack of systematic studies concerning online self-regulation (OSR) process which is crucial in the continuation of EFL learners' active learning. A mixed-method study was employed to investigate the performance of EFL learners' OSR in a university in China. Quantitative data were gathered from the responses of 354 students to a validated questionnaire. The overall findings revealed that the students' OSR was at the medium level ($M = 3.52$), with the value of task strategies being the highest (3.640) and the value of help-seeking being the lowest (3.453). Qualitative data were collected from six (6) of the 354 students whereby their OSR levels were further explored via semi-structured interviews and analysis of their reflective journals. They were selected from purposeful sampling based on their OSR levels — low, medium, and high. Students with low and medium OSR levels attributed their performance to external factors, while those with high OSR levels ascribed internal factors. These findings set off implications to related studies on online EFL learning for both researchers and practitioners. Nevertheless, it augurs well for the sustainability and continuous development of online English teaching and learning which remains prominent in the Chinese English Teaching Requirements (CETR, 2017) in line with UNESCO's Sustainable Development Goal 4 on quality education.

Keywords: EFL learning, online self-regulation, sustainable education, Chinese English Teaching Requirements (CETR), PAH continuum

Subtheme: Sustainability in Provision of Quality Education

How to Get Through the Adaptation Period: Self-efficacy, Social Support and Adaptation among China Five-year Early Childhood Freshmen

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Early childhood education has sharply increased since China entered the baby boom era in recent years. There is a great deal of research showing that children suffer from inadaptation. Even though numerous studies have proven that there are many factors related to adaptation, little is known about self-efficacy and social support influence in adaptation. This study, based on Social Cognition Theory of Bandura, was conducted to analyze the effect of self-efficacy on adaptation through social support in as many as 432 five-year-olds in early childhood education. The General Self-Efficacy Scale (GSES), Social Support Rate Scale (SSRS) and China College Students Adaptation Scale (CCSAS) were used to collect the data. Based on structural equation model, path analysis was applied to analyze the relationships between variables. A direct relationship was found between the self-efficacy and adaptation. In addition, self-efficacy had a direct, moderate effect on adaptation while social support led to an indirect increase on this effect. These results could be of practical importance for five-year early olds in early childhood education who suffer from inadaptation problem, as well as inspiration for vocational college educators to offer relative psychological curriculums to improve freshmen inadaptation problem.

Keywords: Five-year early childhood education freshmen, Self-efficacy, social support, Adaptation

Subtheme: Current and Future Issues for Sustainable Education

The Mediating Effect of Student Satisfaction on the Relationships among E-learning Success Factors in Nursing Education

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E-learning provides enormous opportunities for working nurses to further their studies and to enhance their professional development. The purpose of this study was to identify the e-learning success factors in e-learning nursing undergraduate programmes in Malaysia. The conceptual framework for this study is based on DeLone and McLean Information Systems Success Model. This is a cross-sectional quantitative correlational study using a predictive design and multivariate analysis method. Stratified random sampling technique was applied to recruit 241 nursing students through an online survey. Self-administered questionnaires were adapted to measure the independent and dependent variables of the study. The variance-based Partial Least Squares Structural Equation Modeling (PLS-SEM) method was employed to analyse the possible effects on the relationships among the variables studied. The findings revealed statistically significant relationships among the factors of self-directed learning (SDL) abilities, e-learning quality, student satisfaction and e-learning benefits. The study found a mediating effect of student satisfaction on e-learning benefits through SDL abilities and e-learning quality. The findings highlight the crucial role of learning environment needs among online learners. A collaborative effort between universities, educators, and support personnel is essential to ensure successful e-learning education for student nurses.

Keywords: E-learning Quality, Student Satisfaction, E-learning Benefits, Self-directed Learning Abilities, Nursing Education

Sustaining Quality Tertiary Education via Metacognitive Awareness in Reading Abstract

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There is no denying that literacy is the cornerstone of academic success of students at all educational levels. Literacy refers to the ability to not only identify and understand printed and written materials but also to interpret, create and communicate messages in a variety of contexts. Therefore, to sustain and embrace quality education, students need to be well equipped with a variety of literacies in today's digital world. Among the many literacies, reading remains of paramount importance as tertiary students often need to sieve through a large number of texts and data which require deep reading. Even though literacy in reading is the core component taught at all primary and secondary school levels, numerous educators continue to lament on the limited reading skills of tertiary students. Lecturers are often confounded by students' limited ability to read for deep understanding as assignments by tertiary students often display their weaknesses in analysing, evaluating, and applying concepts to new situations. Today there are a myriad of ways and strategies which can enhance students' critical reading and among the many is metacognitive awareness. Therefore, this paper will investigate tertiary students' metacognitive awareness of reading strategies. The study was conducted in a private university in Malaysia and involved a group of Year 2 tertiary students from the faculties of Education and Optometry. The paper will also share the findings obtained from a survey questionnaire and semi structured interviews to determine students' metacognitive awareness in reading awareness and if there is any relationship between students' metacognitive awareness and reading comprehension performance.

Keywords: Quality tertiary education, Metacognitive awareness, Critical Reading, Reading strategies.

Subtheme: Sustainability in the Provision of Quality Education

Personality Traits, and Job Involvement of Novice Kindergarten Teachers in Zhejiang Province

China : Towards a Sustainable Workforce Development

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In China, there is an increasing attention in the quality of preschool education due to the recent social and economic development. Culturally, many Chinese parents have held high expectations on their children's early learning and academic success in later studies. However, the recent developments involving preschool teachers' professional conduct and their status of mental health have resulted in parents' and society's concerns about the quality and professionalism of preschool teachers in the country. Novice teachers are an important part of the kindergarten workforce as they are at the beginning of their careers. Their level of competency and professionalism directly affects the development of preschool education and the sustainability of its workforce. The publication of relevant policy document on preschool education not only indicate the importance of early childhood education, but also new requirements for kindergarten teachers. Personality traits factors (extraversion, neuroticism, openness, conscientiousness, agreeableness) have been found in many research studies to be associated with kindergarten teachers' job involvement. However, research on personality traits and job involvement of novice kindergarten teachers is an undeveloped research area in China. This study will explore the relationship between personality traits, and job involvement of novice kindergarten teachers in Zhejiang Province, China. For this quantitative research study, data was obtained from a sample of 600 teachers from Zhejiang Province's kindergartens via online questionnaires analysed using SPSS and AMOS. The results of this study will aid policy makers, Ministry of Education, kindergarten management and researchers on the implementation and enforcement of policies and practices that could be implemented to improve kindergarten teachers' overall quality and teaching effectiveness in China .

Keywords: personality traits, job involvement, preschool teachers, novice teachers

Integrating motivation into pedagogical approach to teach Mathematics to lower primary students in Seychelles

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Research found that early development of Mathematical competence is important for sustainability of Mathematics skills among students. At the same time, neurocognitive research confirmed that lack of motivation increases mathematical stress level which subsequently decreases the efficiency of students' memory and learning ability. Eventually, this brings about a progressive downfall in students' motivated effort and interest to learn Mathematics (Willis, 2016). To reduce mathematical stress in students depends a lot on the type of teaching and learning strategies practiced by teachers in the classroom. A qualitative case study was conducted in a Lower Primary State School of Seychelles with the objective to explore the impact of motivation towards early Mathematics teaching and learning. The research questions include identifying strategies that Mathematics teachers used to cultivate motivation in the classroom. The participants of this study comprised of four Mathematics lower primary teachers and sixty-six students aged between 5½ to 7½ years old. The study was conducted in the month of March and April 2021. Teacher respondents voiced out that in the beginning of school year, most students lack motivation in class. However, level of interest and motivation of students increased when they learned topics that are related to their everyday life and when teachers include learning strategies that bring about pleasure for learning; such as educational play, inquiry based learning and information, communication and technology (ICT) as they reduce Mathematics negativity, which is a stressor for students.

KEYWORDS: sustainability in Mathematics, learning motivation in Mathematics, neurocognitive, Mathematics stressor

SUBTHEME: Sustainability in Provision of Quality Education

Implementation of Flipped Classroom in a Microeconomic Class during Covid-19 Lockdown in Chongqing University, China – A Case of Continuous Quality Education

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Lockdown due to Covid-19 pandemic affected education seriously, students could not receive quality education as face-to-face instruction is deemed as inappropriate. Sustainability of quality education is the rights of students; thus, innovation of learning needs to be given serious thoughts. In reducing the frequency of physical contacts, flipped classroom become a feasible choice. During lockdown, flipped classroom was implemented in a Microeconomics course in a Chongqing University, China. The teacher prepared online course using Zhidao Apps. Students were provided with instructions to access online resources in their learning space and time. Subsequently, an interactive group learning mode with teacher and students were conducted. The teacher guides the students to master learning through activities such as direct teaching, tasks of different levels and types. In this class (physical class when lockdown was uplifted and synchronous face-to-face during lockdown), the teacher answers students' questions, explain key concepts, guiding students in case analysis etc. In examining the potential of adopting flipped classroom learning modality, a mixed method study using questionnaires, observation and interview was carried out with research questions centering on determining the level of students' engagement, deep learning, learning outcome and exploring students' perceived experience. Through feedback obtained, flipped classroom has the advantages of helping student to focus attention, deepening understanding, and improving self-learning ability. Students like the active classroom atmosphere, opportunity to watch back videos, increased engagement. However, students talked about too many tasks, heavy learning pressure and difficulty for students who lack initiative to keep up with the lesson.

Keyword: flipped classroom, student engagement, deep learning, self-learning

Subtheme: Sustainability in Provision of Quality Education