**COHDA 2014**

The Conference on Education and Human Development in Asia 2014

*Change, Continuity and Diversity: Perspectives on Sustainability for Asia*

Hiroshima, Japan

March 2-4, 2014

Official Proceedings

ISSN 2188-3432

*The Conference on Education and Human Development in Asia 2014 Hiroshima, Japan*

The 2nd Conference on Education and Human Development in Asia

Hiroshima, Japan, 2014

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Managing Editor: Professor John Latzo

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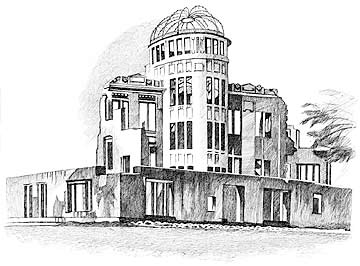
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*The 2nd Conference on Education and Human Development in Asia 2014 Hiroshima, Japan*

Sponsored by: **The PRESDA Foundation** [***www.presdafoundation.org***](http://www.presdafoundation.org)

**SCHEDULE & AGENDA**

**COHDA 2014 ACKNOWLEDGEMENTS**

We extend our deepest appreciation to the following institutions and people:

**COHDA 2014 Sponsor**

The PRESDA Foundation (Japan)

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**About the Sponsor**

The Pacific Rim Education for Sustainable Development Alliance (PRESDA) was established in 2010. We are an alliance of grassroots non-profit organizations, teachers, business people, and concerned citizens from around Asia and beyond who wish to make a difference. Incorporated under the laws of Japan, the PRESDA Foundation is an independent, not-for-profit foundation helping to fulfill the Millennium Development Goals by the year 2015.

For more information about the PRESDA Foundation and our projects, please visit our homepage at [www.presdafoundation.org](http://www.presdafoundation.org)

Finally, on behalf of the COHDA 2014 team, we would like to extend our deepest thanks to the people of Hiroshima City for their support and gracious hospitality.

**About COHDA 2014**

In an increasingly globalized Asia, the economic, industrial and political developments among the nations that are located within the continent have brought about dramatic social change. Within a span of just over a century, Asia has been a major site of colonialism and decolonization, global warfare, political upheaval and regime change, the rise of new nations, ongoing ethnic and religious conflict, economic boom and recession, population explosion, cultural diasporas, viral epidemics, technological advancement, and severe environmental pollution and disasters.

While commentators and analysts have recognized the vast changes that have shaped the Asian continent, it is also crucial to understand the continuities that are maintained even in the face of such impetus for change. Apart from change, what constants still resist change? In addition, what factors contribute to such ongoing resilience? Although it may be argued that the forces of globalization and development have set in motion a number of positive changes in the ways we live our lives, this has also been counterbalanced by the continuities of inequality and suffering of many others. The tide of change often exists in a state of tension with the forces of continuity. Hence, in order for us to comprehend the forces of change, we must also engage other opposing forces.

At the same time, attempts to mediate the tension between change and continuity have given rise to growing diversities. Driven partly by the forces of migration within a global economic order often guided by transnational markets of production or consumption, new political and social-cultural fragmentations and intersections within nation-states in Asia have emerged. In the face of such developments, the implications of and challenges to efforts at sustainability are numerous. While it is increasingly recognized that sustainability entails dimensions far beyond the ecological sphere, the next step is to examine and understand the impact of change and continuity and the resultant diversities that are contained within.

**Change, Continuity and Diversity: Perspectives on Sustainability for Asia** seeks to explore such issues and their links to the notion of sustainability through the combined and holistic lenses of an interdisciplinary approach.

Taking into account the wider themes of **Change, Continuity and Diversity**, the conference will focus on the following sub-themes:

**Areas of Human Development**

• Population and Aging

• Healthcare and Social Support

• Politics and Conflict

• Inequality and Justice

• Gender and Culture

• Migration and Identity

• Environment and Technology

• Economy and Sustainability

**Areas of Education**

• Liberal Arts Education

• ESL/EFL Education

• Secondary Education

• Teacher Education

• Educational Measurement and

Evaluation

• Health, Sex and Physical Education

• Higher Education and Further

Education

• Indigenous and Rural Education

• Special Education

• Adult Education

• Educational Psychology

• Educational Technology and ICT

• Elementary and Early Childhood

Education

• Professional Development

• Curriculum, Research and

Development

• Distance Education and E-learning

• Education for Sustainable

Development

• Advising, Counseling and Student

Services

• Enrollment Management

• Administration, Policy and

Leadership

**COHDA 2014 GENERAL INFORMATION**

**DESIGNATED HOTEL – KKR Hotel Hiroshima**

All COHDA sessions will be held in the KKR Hotel Hiroshima , which is located a short distance from

Hiroshima Castle and the government offices of Hiroshima Prefecture.

Three public transportation rail systems pass within a short distance of the KKR Hotel Hiroshima:

1. JOHOKU Station on the ASTRAM Rail Line is only 3 minutes west on foot.

2. HAKUSHIMA Station on the Dentetsu Streetcar Line (also known as the ‘Hiroden’) is also 3 minutes west on foot. Please transfer at “Hacchobori” to Hakushima-line and get off at the termination.

3. JR HIROSHIMA Station or JR YOKOGAWA Station is only 5 minutes by taxi

**VENUE**

As one of the largest cities in western Japan, Hiroshima has been a bustling, affluent and prosperous city with a rich history dating back to 1589, when it was established as the capital city of a powerful samurai warlord. Today, of course, Hiroshima is most well-known as the first city in the world to have suffered an atomic bombing, which occurred towards the end of World War II on August 6, 1945. Around the city of Hiroshima, you will find many well-used green spaces, none of which are more important than the poignant Peace Memorial Park, where various statues and monuments reside, as well as the A-Dome building, which has become a symbol of peace and has been registered as a UNESCO World Heritage Site. Apart from war memorials, Hiroshima boasts some of the best traditional Japanese landscaping, including the beautiful Shukkeien Garden complete with tea houses, ponds and bridges.

Finally, there is the iconic Miyajima Shrine Island, which is revered as on of the “three views of Japan” with its towering red torii gate standing in the midst of the inland sea. Built in 593, it was renovated to its current splendor in 1168. The main hall of the shrine is furnished with vermillion-lacquered

columns and Japanese cypress bark roofing. The shrine pavilion is a unique example of Heian Period

architecture and has been designated as a national treasure of Japan. The Miyajima Shrine is also a UNESCO World Heritage Site and its close proximity to Hiroshima makes for a wonderful afternoon visit.

**DRESS**

During COHDA sessions and receptions, the expected dress code is business casual.

**CLIMATE**

March temperatures in Hiroshima can reach an average low of 5C (41F) to an average high of 14C (57F). We advise that you dress warm, wear long sleeve shirts, and bring a light jacket. The temperature at night will be chilly. Also, if you will join the Miyajima Tour, we suggest bringing a pair of comfortable walking shoes.

**EQUIPMENT**

Presentation rooms are equipped with PC notebook computers, screens, projectors, laser pointers and microphones. We also provide onsite technical support, if needed.

If possible, please send us your presentation in advance, so that we can upload to the computers, which will save time and avoid glitches.

**SESSION MODERATORS**

In total, each presenter has been allotted 30 minutes; however, presentations should not exceed 25 minutes. There is a 5-minute break for Q&A and time for the next presenter to set up. Please introduce each presenter by name and presentation title and ensure that the time allotted is maintained. It is

not necessary to introduce the presenter's background in detail.

*\* If a presenter does not arrive at the scheduled time, please proceed with the next presenter.*

**INTERNET ACCESS**

WIFI access is available in the KKR lobby area. Please see the front desk for login and password details.

If you are staying in the KKR, then you can access the Internet free-of-charge in your room using the

LAN cable provided.

*Having difficulty connecting to the WIFI inside the KKR?* Please note that the conference organizers have no control over the WIFI access, so please inquire at the hotel front desk.

**PRINTING**

Photocopies can be made at the Lawson convenience store across from the KKR.

Alternatively, for larger printing needs, there is a Kinko’s located on Hon-Dori Avenue. See the KKR

front desk for directions.

**STORES NEAR THE KKR**

There are two convenience stores within easy walk of the KKR: the nearest is a Lawson across from the KKR. Also, there is a 7-11 approximately 5 minutes on foot. Ask the front desk for a map and directions.

**Banks / ATM / Currency Exchange**

There is a bank that offers currency exchange within 5 minutes walk from the KKR. Please ask the hotel front desk for a map and directions.

All banks in Hiroshima are open until 3:00 p.m. Monday to Friday and closed on Saturday and Sunday. Please remember to bring your passport when exchanging money.

International ATMs with English menus are also available at **7-Eleven** convenience stores, which are open 24 hours with locations throughout the city.

**Miyajima Tour**

We are arranging an optional tour to Miyajima, also known as the ‘floating shrine.’ It is considered to be

one of the three most scenic places in Japan, and it is only one hour from Hiroshima.

However, transportation to Miyajima can be difficult to find without guidance. Normally, domestic travel agencies will charge more than JPY 5,000 per person, excluding transportation and entrance fees.

*We have arranged a special, reduced tour fee of JPY 2,300 per person. The fee includes: roundtrip transportation, entrance fee to the shrine, and guidance in English.*

The tour will depart from the KKR Hotel lobby at 13:30 on Tuesday, March 4th and return to downtown Hiroshima at approximately 16:45. The tour group size is limited. Please visit the registration table for details. Advance purchase is required and must be paid in JPY cash.

**COHDA 2014 Proceedings (CD ROM ISSN 2188-3432)**

All registered participants will receive a CD copy of the conference proceedings. The CD proceedings have been officially registered under ISSN 2188-3432.

Additional copies of the CD may be purchased at the registration desk for JPY 500.

**Welcome Letter from the COHDA 2014 Chairperson**

Dear Friends,

It is my sincere honor and privilege to welcome all of you to the 2nd Conference on Education and

Human Development in Asia, which is once again being held in Hiroshima, Japan.

Our inaugural event was held last August during the 68th Hiroshima Peace Memorial and was also well attended; however, the number of submissions and participants this year is significantly higher.

We decided to maintain the same theme as last year of ‘Change, Continuity and Diversity’; however, at the same time we have given more prominence to the field of education, which is reflected in the diverse array of topics covered by our presenters.

As always, the overarching goal of this conference is to provide an opportunity for academics and scholars concerned with human development to exchange views in a setting encouraging respectful dialogue.

The 2014 conference has brought together nearly one hundred and twenty-five presenters, audience and invited guests from around Japan and over 30 countries.

The range of topics and caliber of conference presenters is impressive. We are confident that everyone will find reason to be inspired by the research presented during this conference.

It is in this spirit of friendship, peace and international cooperation that we express our warmest welcome to every participant.

We hope you will enjoy the conference. Warmest regards,

**Takayuki Yamada**

Chairman, Board of Governors

PRESDA Foundation

Co-Founder, Chubu Mirai Rotary

Polio-Plus Committee, Rotary Japan



**Letter of Welcome from the COHDA 2014 Executive Director**

Dear COHDA Friends,

I extend a warm welcome to all who have joined us at the 2nd Conference on Education and Human Development in Asia. I would like to thank each and every one for your participation and support. It is my privilege to serve as the Executive Director of COHDA 2014 at the KKR Hotel in Hiroshima, one of the most vibrant cities in Japan.

Our conference has attracted a healthy number of submissions and I am certain that each of our presenters over this three-day event will undoubtedly play a vital role in enhancing our knowledge and understanding of the various themes on the broad topic of human development in Asia.

By coming together as a collective body of persons with similar interests, we may also propose possible solutions to existing problems and also contribute to the betterment of lives in various nations and cultures.

Finally, I would also like to extend my deep thanks and gratitude to the other members of organizing committee and to all the staff of COHDA 2014 who have worked so tirelessly to make this event a success.

I wish all of you an enjoyable, thought-provoking and memorable COHDA 2014! Warmest regards,

Tim Desmond

Executive Director

COHDA 2014, Hiroshima, Japan



**Letter of Welcome from the COHDA 2014 Editorial Committee**

Dear COHDA Participants,

On behalf of the PRESDA Foundation and everyone else involved in the past seven-month journey leading to this culminating event, it is with open arms and minds that we welcome you to the 2nd Conference on Education and Human Development in Asia.

We have come here today united by our drive and shared vision of education and human development in Asia through a humanistic means. And it is through this intersection of interests that meaningful discourse and change arise. Your commitment to these objectives and gathering at the KKR Hotel bring great hope and ideas to a continent.

We sincerely thank you for your participation in COHDA 2014 and for broadening the intellectual scope and understanding of the theme ‘Change, Continuity and Diversity.’ We hope you enjoy your stay in Hiroshima while advancing our shared goals.

On a personal note, I would also like to thank the PRESDA Foundation for inviting me to assist the editorial committee for this conference as well as its greater mission of education for sustainable development.

Sincerely,

Professor John Latzo

POSTECH, Korea

COHDA 2014, Editorial Committee



**Letter of Welcome from the Organizing Committee**

Dear Colleague,

It is with great pleasure that I welcome each and every one of you to COHDA 2014 here at the KKR Hotel in Hiroshima, Japan. By holding this unique conference in Japan’s ‘City of Peace,’ I strongly believe the theme of ‘Change, Continuity and Diversity’ provides all participants an opportunity to exchange knowledge and share opinions that will help improve human development and education in Asia and beyond.

I’m proud to announce that this year we have participants from over 30 countries, many of whom have traveled quite the distance to be here with us for this important international conference on education and human development. The opportunity to hear different perspectives from people from different countries and backgrounds is what makes this conference so unique and special. With the great diversity among our participants, there is so much that each of us can learn from one another and I know that is exactly what will happen. My hope is that we will not only take new knowledge and ideas from our time together, but also to create new friendships that I’m sure will last a life time.

I would like to take this time to say thanks to the PRESDA Foundation and the COHDA organizing committee for all their hard work and commitment in planning COHDA 2014. Finally, I would like to thank all of the authors who are presenting as well as the attendees. Our role was to plan the program but in fact, this is your conference and your participation in COHDA 2014 is what makes the conference worthwhile.

Yours sincerely,

Michael Sasaoka

COHDA 2014, Organizing Committee Coordinator



**GENERAL SCHEDULE OVERVIEW**

**Sunday, March 2, 2014**

**Schedule Overview:**

13:00 to 16:45 COHDA Participant Check-in

(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.) Location: KKR Hotel, Main floor lobby

17:00 to 19:00 COHDA Welcome Reception (attendance is open to registrants only)\* Opening remarks and a light buffet dinner will be served

Location: KKR Hotel, Main floor, “Kujaku” room

R.S.V.P required by February 27, 2014 if you will attend the dinner

\**An additional charge of JPY 4,000 will be required for non-registered guests*

**Monday, March 3, 2014**

**Schedule Overview:**

08:00 to 09:20 COHDA Participant Check-in

(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.) Location: KKR Hotel, Main floor, Kujaku Hall

09:30 to 11:00 Oral Session A (90 minutes)

11:00 to 11:20 Set up period for poster presenters

11:20 to 12:45 Luncheon and Poster Session

13:00 to 14:30 Oral Session B (90 minutes)

14:30 to 15:00 Recess

15:00 to 17:00 Oral Session C (120 minutes)

**Tuesday, March 4, 2014**

**Schedule Overview:**

08:00 to 08:45 COHDA Participant Check-in

(Proceedings, Name Badge, Certificate, Receipt, Schedule, etc.) Location: KKR Hotel Hiroshima, main floor

09:30 to 11:30 Oral Session D (120 minutes)

11:30 to 12:45 Light Refreshments

11:30 to 12:45 Virtual Sessions I, II, III

12:45 to 13:00 Closing Remarks

**DAY 1: OVERVIEW OF SESSIONS Monday, March 3, 2014**

**Oral Session A (90 minutes)**

**09:30 to 11:00**

09:30 to 11:00 Chidori

*Administration, Policy and Leadership*

0204, 0215, 0320

09:30 to 11:00 Suehiro

*New Frontiers in ESL/EFL*

0288, 0331, 0359

09:30 to 11:00 Hakucho

*Interdisciplinary Issues in Education I*

0237, 0261, 0315

09:30 to 11:00 Takasago

*Advancing Higher and Further in Education*

0233, 0321, 0351

09:30 to 11:00 Kujaku

*Educational Technology and ICT I*

0295, 0296, 0297

**Luncheon in Kujaku**

**11:20 to 12:45**

**Poster Session in Kujaku**

**11:20 to 12:45**

0250, 0260, 0264, 0268,

0270, 0276, 0289, 0350, 0353

**Oral Session B (90 minutes)**

**13:00 to 14:30**

13:00 to 14:30 Chidori

*Curriculum, Research and Development*

0186, 0291, 0344

13:00 to 14:30 Suehiro

*Educational Technology and ICT II*

0208, 0222, 0292

13:00 to 14:30 Takasako

*Education for Sustainable Development I*

0330, 0332, 0334

13:00 to 14:30 Kujaku

*Special Education and Student Care*

0210, 0263, 0265

13:00 to 14:30 Hakucho

*Teacher Education and Professional Development*

0229, 0273, 0316

**14:30 to 15:00**

**Recess**

**Oral Session C (120 minutes)**

**15:00 to 17:00**

15:00 to 17:00 Chidori

*Interdisciplinary Issues in Education II*

0218, 0355, 0357, 0358

15:00 to 17:00 Hakucho

*Perspectives in Human Development I*

0241, 0272, 0302, 0356

15:00 to 17:00 Suehiro

*Education Measurement and Evaluation*

0245, 0283, 0335, 0345

15:00 to 17:00 Takasago

*Education for Sustainable Development II*

0213, 0247, 0333, 0352

15:00 to 17:00 Kujaku

*The Asian Silver Tsunami*

0164, 0254, 0300

**DAY 2: OVERVIEW OF SESSIONS Tuesday, March 4, 2014**

**Oral Session D (120 minutes)**

**09:30 to 11:30**

09:30 to 11:30 Takasago

*Perspectives in Human Development II*

0249, 0280, 0326, 0327

09:30 to 11:30 Chidori

*Innovative Learning Environments*

0217, 0246, 0303

09:30 to 11:30 Suehiro

*Healthcare, Health and Sex Education*

0179, 0193, 0329, 0360

09:30 to 11:30 Kujaku

*Migration and Identity*

0209, 0235, 0259, 0266

**Light Refreshments and Virtual Presentations**

**11:30 to 12:45**

Virtual Session I Takasago

11:30 to 12:45

0199, 0212, 0220, 0225

Virtual Session II Hakucho

11:30 to 12:45

0198, 0227, 0255, 0271

Virtual Session III Chidori

11:30 to 12:45

0194, 0279, 0282, 0293, 0317

**12:45 to 13:00**

**COHDA 2014**

**Closing Remarks in Suehiro**

**Detailed Overview of Sessions**

**Monday, March 3, 2014**

**Oral Session A (90 minutes)**

**09:30 to 11:00**

Oral Session A

09:30 to 11:00 Room Chidori

***Administration, Policy and Leadership***

0204, 0215, 0320

09:30 to 10:00

Session Moderators

Janice Gow Pettey and Sandra Bohlinger

**0204 Change, Continuity and Diversity: Perspectives on Borrowing and Lending Education**

**Policy**

Sandra Bohlinger1, *1Osnabrueck University, Osnabrueck, Germany*

10:00 to 10:30

**0215 Organizational Models and Administrative Structures of Corporate Universities as**

**Strategic Learning Establishments**

Ali Simsek1, *1Anadolu University, Eskisehir, Turkey*

10:30 to 11:00

**0320 Individual and Collective Diaspora Remittances in the Philippines and Korea: An**

**Interpretation of Narrative Identity and Communicative Action**

Janice Gow Pettey1, *1University of San Francisco, San Francisco CA, USA*

Oral Session A

09:30 to 11:00 Room Suehiro

***New Frontiers in ESL/EFL***

0288, 0331, 0359

Session Moderators

Patrick NG and Hirokatsu Kawashima

09:30 to 10:00

**0288 Mirroring Real-Life, Professional Communication: Outcome Based Education with**

**Situated Learning**

Wijarinee Muensa1, *1Mae Fah Luang University, Chiang Rai, Thailand*

10:00 to 10:30

**0331 Foreign Language Education in the Japanese EFL Classroom through Readers Theatre**

Patrick NG1, *1University of Niigata Prefecture, Niigata-prefecture, Japan*

10:30 to 11:00

**0359 Understanding the Relationships between Discourse-Based Partial Dictation and Auditory Recognition of Phonological/Grammatical/Semantic Errors at the Sentence Level: A Pilot Investigation Based Upon Japanese EFL Learners’ Self-Evaluation and Actual Language Performance**

Hirokatsu Kawashima1, *1Nagasaki University of Foreign Studies, Nagasaki-prefecture, Japan*

Oral Session A

09:30 to 11:00 Room Hakucho

***Interdisciplinary Issues in Education I***

0237, 0261, 0315

Session Moderators

Peter Simpson and Eiko Kawagoe

09:30 to 10:00

**0237 Living and Teaching in Ginowan City, Okinawa: Reconciling Anxiety, Anger and**

**Solidarity Around Futenma Air Base**

Peter Simpson1, *1Okinawa International University, Okinawa-prefecture, Japan*

10:00 to 10:30

**0261 Main Problems for Tourists Who Become Sick Overseas**

Eiko Kawagoe1, *1Kobe College, Nishinomiya Hyogo-prefecture, Japan*

10:30 to 11:00

**0315 Ecological Footprints of Pre-service Teachers in Turkiye**

Berat Ahi1, Sibel Ozsoy2, *1Kastamonu University, Kastamonu, Turkey, 2Aksaray University, Aksaray, Turkey*

Oral Session A

09:30 to 11:00 Room Takasago

***Going Higher and Further in Education***

0233, 0321, 0351

Session Moderators

Sabrina Mallon-Gerland and Daniel Bragg

09:30 to 10:00

**0233 The Internationalization of Curriculum in Asian Higher Education**

James Lassegard1, *1Hosei University, Tokyo, Japan*

10:00 to 10:30

**0321 The NUCB Culturally Sensitive Business English Curricula Development Case Study** Sabrina Mallon-Gerland1, *1Nagoya University of Commerce and Business, Nagoya, Aichi- prefecture, Japan*

10:30 to 11:00

**0351 The Quest for Higher Education for Police: Panacea or Problem**

Daniel Bragg1,2, *1Charles Sturt University, Sydney, Australia, 2Queensland Police Service, Queensland, Australia*

Oral Session A

09:30 to 11:00 Kujaku

***Educational Technology and ICT I***

0295, 0296, 0297

Session Moderators

Passakorn Ruangrong and Thipprarat Sittiwong

09:30 to 10:00

**0295 Tablet PC: Thai Educational Media in the 21st Century**

Passakorn Ruangrong1, *1Naresuan University, Phisanulok, Thailand*

10:00 to 10:30

**0296 21st Century Teachers (Educational Technology vs. Thai Teachers in the 21st Century)**

Rujroad Kaew-urai1, *1Naresuan University, Phisanulok, Thailand*

10:30 to 11:00

**0297 Social Media vs. Thai Education**

Thipparat Sittiwong1, *1Naresuan University, Phisanulok, Thailand*

**COHDA 2014 Luncheon and Poster Session**

**11:20 to 12:45**

**Kujaku**

The hotel will begin setting tables at 11:00, so we kindly request that participants (other than poster presenters) remain outside of the Kujaku Hall area until 11:20 a.m.

Poster presenters may begin setting up easels from 11:00. We suggest setting up your presentation near the table where you will have your lunch.

**Luncheon Menu**

\*Two types of lunch will be served: Japanese and Vegetarian

\*\*Beverages served will be hot Japanese tea and ice water

*\*Japanese lunch may include fish, beef or chicken (no pork entrees will be served)*

*\*\* Coffee will be served during the mid-afternoon recess period*

Silverware will be provided for participants unable to use chopsticks.

**Poster Session Kujaku\***

**11:20 to 12:45**

Session Moderators

Michael Sasaoka and Gary Smith

*\*Posters presenters should begin setting up from 11:00*

0250, 0260, 0264, 0268,

0270, 0276, 0289, 0350, 0353

**0250 Handheld E-Readers as a Tool for Improving the Readability of Texts for Japanese- Language Dyslexic Readers**

Hanae Ikeshita-Yamazoe1,2, *1Ritsumeikan Global Innovation Research Organization,*

*Ritsumeikan University, Kyoto, Kyoto, Japan, 2Research Institute for Science and Engineering, Waseda University, Shinjuku, Tokyo, Japan*

**0260 A Longitudinal Study of Junior High School Teacher's Cognition, Attitude and Action toward "CO2 Emission Reduction By Energy Conservation" in Hualien Area**

Chih-Hsiung Ku1, Chih-Wei Hsieh1, *1National Dong Hwa University, Hualien, Taiwan*

**0264 The Impacts of the Gratitude Experience through Internship on Students' Professional Identity and Career Choice: Taking the Students in the Social Work Department Practicing Their Internships in the Long-Term Care Agencies for Elderly as the Example.** Ju-Huey Wen1,2, Shueh-Chin Ting2, *1Chia Nan University of Pharmacy & Sciences, Tainan city, Taiwan, 2National University of Tainan, Tainan city, Taiwan*

**0268 The Relations between Father-Child Interactions and Children's Arithmetic Strategies**

Shu-Chuan Lee1, *1National University of Tainan, Tainan, Taiwan*

**0270 Development of a Stereoscopic Japanese Literacy Program for Dyslexic Children**

Hanae Ikeshita-Yamazoe1,2, Naoto Fukui3, Masutomo Miyao4, *1Ritsumeikan Global Innovation Research Organization, Ritsumeikan University, Kyoto, Kyoto, Japan, 2Research Institute for Science and Engineering, Waseda University, Shinjuku, Tokyo, Japan, 3Eleven Graphics, Inc., Meguro, Tokyo, Japan, 4National Center for Child Health and Development, Setagaya, Tokyo, Japan*

**0276 Mental Health among Rural Secondary School Adolescents**

Vijayakumar Thirukkovela1, Radhakishan Dhanalakota2, *1National Institute of Rural*

*Development,, Rajendranagar, Hyderabad, Andhrapradesh, India, 2College of Teacher*

*Education, Warangal, Andhra Pradesh, India*

**Poster Session Kujaku (continued)**

**11:20 to 12:45**

Session Moderators

Michael Sasaoka and Gary Smith

**0289 Potential Predictors for Health-Related Quality of Life in Preschool Children with**

**Cerebral Palsy**

Chen Chia-Ling1,2, Chung Chia-Ying1,3, Tsai Chih-Chien2, Liu Mei-Chun2, Liu I-shu2, Chen Hsieh-Ching4, Tang Simon Fuk-Tan1,3, *1Department of Physical Medicine and Rehabilitation, Chang Gung Memorial Hospital, Linkou, Taiwan, 2Graduate Institute of Early Intervention, Chang Gung University, Linkou, Taiwan, 3School of Medicine, College of Medicine, Chang Gung University, Linkou, Taiwan, 4Department of Industrial Engineering & Management,*

*National Taipei University of Technology, Taipei, Taiwan*

**0350 Making and Analyzing Advertisements: A Dynamic Linguistic Tool for Motivating**

**Students**

Ruth Nkombalume1, *1Nanzan University, Nagoya, Aichi-prefecture, Japan*

**0353 Managing Talent through Systemic Action Research: A Case of Management Associates**

**Program for Taiwanese Century-old Banking**

Hui-Ching Liu1, *1Fu Jen Catholic University, Taipei, Taiwan*

**Detailed Overview of Sessions (continued)**

**Monday, March 3, 2014**

**Oral Session B (90 minutes)**

**13:00 to 14:30**

Oral Session B

13:00 to 14:30 Chidori

***Curriculum, Research and Development***

0186, 0291, 0344

Session Moderators

Nicholas Lambert and Wichai Utsahajit

13:00 to 13:30

**0186 Proposals to Improve the Output of Saudi University Education in the Light of the**

**Quality Standards and Accreditation Requirements - Future Vision**

Alhassan Almagidi1, *1King Khalid University, Abha Assir, Saudi Arabia*

13:30 to 14:00

**0291 A Comparative Study of Results from Grouping Students of the School of Human Resource Development (National Institute of Development Administration) According to Their Learning Styles and According to Their Own Preferences for Group Assignment in Class**

Wichai Utsahajit1, *1National Institute of Development Administration, Bangkok, Thailand*

14:00 to 14:30

**0344 English for Sport Instruction and Coaching: An Ongoing Research Report**

Nicholas Lambert1, *1Toyo University, Tokyo, Japan*

Oral Session B

13:00 to 14:30 Suehiro

***Educational Technology and ICT II***

0208, 0222, 0292

Session Moderators

Galiya Berdykulova and Sisca Rahmadonna

13:00 to 13:30

**0208 The Development of Student Working Book on the Subject Matter of Citizenship Education to Improve Student Learning Independence for Elementary School Students in Yogyakarta Special Province**

Suyantiningsih Abrizam1, *1Yogyakarta State University, Yogyakarta, Indonesia*

13:30 to 14:00

**0222 The Development of Multiple Intelligences Learning Model for Early Childhood in**

**Special Province of Yogyakarta**

Sisca Rahmadonna1, Haryanto Haryanto1, Nur Cholimah1, *1Yogyakarta State University, Yogyakarta, Indonesia*

14:00 to 14:30

**0292 Educational Technology and ICT in Higher School of Kazakhstan**

Galiya Berdykulova1, Nurlan Berdykul1, *1IITU, Almaty, Almaty, Kazakhstan*

Oral Session B

13:00 to 14:30 Takasako

***Education for Sustainable Development I***

0330, 0332, 0334

Session Moderators

Ling-Hsuan Hsieh and Mei-Chen Chang

13:00 to 13:30

**0330 Development and Planning of Energy-Saving and Carbon-Reduction Diversified Learning**

**Environments for High School Students**

Ling-Hsuan Hsieh1, Mei-Chen Chang2, Yao-Ming Chu3, Tsuey-Ling Wu4, *1National Kaohsiung Normal University, Kaohsiung, Taiwan, 2National Science and Technology Museum, Kaohsiung, Taiwan, 3National Kaohsiung Normal University, Kaohsiung, Taiwan, 4National Feng-Hsin Senior High School, Kaohsiung, Taiwan*

13:30 to 14:00

**0332 High School Student Participation and Engagement in Energy-Saving and Carbon- Reduction Service Learning Programs**

Mei-Chen Chang1, Tsuey-Ling Wu2, Yao-Ming Chu3, Tung-Chung Tsai4, *1National Science*

*and Technology Museum, Kaohsiung, Taiwan, 2National Feng-hsin Senior High School, Kaohsiung, Taiwan, 3National Kaohsiung Normal University, Kaohsiung, Taiwan, 4National Taitung University, Taitung, Taiwan*

14:00 to 14:30

**0334 Evaluating the Energy-Saving and Carbon-Reduction Attitudes and Learning Processes of High School Students**

Tung-Chung Tsai1, Mei-Chen Chang2, Yao-Ming Chu3, *1National Taitung University, Taitung,*

*Taiwan, 2National Science and Technology Museum, Kaohsiung, Taiwan, 3National Kaohsiung*

*Normal University, Kaohsiung, Taiwan*

Oral Session B

13:00 to 14:30 Kujaku

***Special Education and Student Care***

0210, 0263, 0265

13:00 to 13:30

Session Moderators

Wen-Chih Tseng and Cheng-Yu Pan

**0210 Eliminate Suffering and Bring forth Joy: The Happiness Formula for Promoting Student**

**Learning and Development**

Wen-Chih Tseng1, *1National Hsinchu University of Education, Hsinchu, Taiwan*

13:30 to 14:00

**0263 Teachers' Professional Identity: Perspectives from Special Education Needs Teachers in**

**Taiwanese Vocational High Schools**

Cheng-Yu Pan1, Raija Pirttimaa1, *1Faculty of Education, University of Jyväskylä, Jyväskylä, Finland*

14:00 to 14:30

**0265 Education for Children with Special Needs (CWSN): Challenges and Opportunities**

Sonal Mobar1, Vijayakumar Thirukkovela1, *1National Institute of Rural Development, Hyderabad, Andhra Pradesh, India*

Oral Session B

13:00 to 14:30 Room Hakucho

***Teacher Education and Professional Development***

0229, 0273, 0316

Session Moderators

Jack Frawley and Matilda Mettälä

13:00 to 13:30

**0229 The Role of Emotion and Aesthetics in Workplace Learning - A Case Study of**

**Introductory Courses at Tetra Pak**

Matilda Mettälä1, *1Education, Lund University, Lund, Sweden*

13:30 to 14:00

**0273 Probing Western Notions of Leadership: Perspectives from Asia and the Pacific**

Jack Frawley1, Kim Anh Dang Thi2, *1Australian Catholic University, Sydney, NSW, Australia,*

*2Vietnam National University - Hanoi, Hanoi, Viet Nam*

14:00 to 14:30

**0316 Investigating Pre-service Teachers’ Perceptions of Classroom Teacher Through Their**

**Drawings**

Sibel Özsoy1, Hayriye Gül Kuruyer1, *1Aksaray University, Aksaray, Turkey*

**14:30 to 15:00**

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**Overview of Sessions**

**Monday, March 3, 2014**

**Oral Session C (120 minutes)**

**15:00 to 17:00**

Oral Session C

15:00 to 17:00 Chidori

***Interdisciplinary Issues in Education II***

0218, 0355, 0357, 0358

15:00 to 15:30

Session Moderators

Bhagavathi Naidoo and Kanokon Rattanapon

**0218 Confirmatory Factor Analysis of Thai version of Achievement Goal Orientation Scale** Chanut Poondej1, Ravinder Koul2, *1Srinakharinwirot University, Bangkok, Thailand, 2Penn State University, Pennsylvania, USA*

15:30 to 16:00

**0355 Managing the Benefits and Challenges offered by the Globalisation of Education to**

**Accelerate the Development of the Dili Institute of Technology (Timor Leste)**

Bhagavathi Naidoo1, *1Dili Institute of Technology, Dili, Timor-Leste*

16:00 to 16:30

**0357 Taxation Learning Achievement of 3rd and 4th Year Students, Khon Kaen University International College by Using the Combinations of Traditional Lecturing and CLIL Learning Method Activity.**

Phaninee Naruetharadhol1, *1Khon Kaen University International College, Khon Kaen,*

*Thailand*

16:30 to 17:00

**0358 Cooperative Learning Techniques and The Improvement of Students’ English Writing**

**Skill**

Kanokon Rattanapon1, *1Khon Kaen University International College, Khon Kaen, Thailand*

Oral Session C

15:00 to 17:00 Hakucho

***Perspectives in Human Development I***

0241, 0272, 0302, 0356

Session Moderators

Chin Joo Quek and Longanadhan D. Naidoo

15:00 to 15:30

**0241 Adult Education: Second Chance Academic Qualification or Skills Upgrading?**

Chin Joo Quek1, *1Nanyang Polytechnic, Singapore, Singapore*

15:30 to 16:00

**0272 Reconstruction Model Of Public Participation in Spatial Planning Policy To Ecological**

**Justice**

Nita Triana1, Naqiyah Mukhtar1, *1STAIN Purwokerto, Purwokerto/Central Java, Indonesia*

16:00 to 16:30

**0302 ""the Other" in the Education": Comparative Study on Identity Education between**

**China and Singapore**

Chi Ching Fung1, *1Hong Kong Policy Research Institute, Hong Kong, Hong Kong*

16:30 to 17:00

**0356 Labour Broking: A South African Case Study**

Loganadhan D. Naidoo1, *1Mangosuthu University of Technology, KwaZulu-Natal, South Africa*

Oral Session C

15:00 to 17:00 Suehiro

***Education Measurement and Evaluation***

0245, 0283, 0335, 0345

Session Moderators

Kristy King Takagi and Shalini Gopalkrishnan

15:00 to 15:30

**0245 Employability Skills of Malaysian Vocational Education and Training (VET) Graduates**

Mohd Zuhdi Ibrahim Ahyat1, *1Universiti Kebangsaan Malaysia, Bangi Selangor, Malaysia*

15:30 to 16:00

**0283 Research on High-Stakes Testing, in Japan and Abroad**

Kristy King Takagi1, *1University of Fukui, Fukui-prefecture, Japan*

16:00 to 16:30

**0335 Improving Student Performance by Removing Psychological Barriers**

Shalini Gopalkrishnan1, *1Valencia College, Orlando Florida, USA*

16:30 to 17:00

**0345 Intercultural Sensitivity of Freshmen at Mahidol University International College**

John Chocce1, Patreeya Kitcharoen1, *1Mahidol University, Nakhonpathom, Thailand*

Oral Session C

15:00 to 17:00 Takasago

***Education for Sustainable Development II***

0213, 0247, 0333, 0352

Session Moderators

Chun-Wei Yeh and Barbara Pamphilon

15:00 to 15:30

**0213 Learning about Learning: Using the Experiential Learning Cycle with Women**

**Smallholder Farmers**

Barbara Pamphilon1, Katja Mikhailovich1, *1University of Canberra, ACT, Australia*

15:30 to 16:00

**0247 The Key Points of Multiple Intelligences Development for Elementary School Students in the Children Social Welfare Institute**

Chun-Wei Yeh1, Chen-Wan Chang2, *1Tung-Nan University, New Taipei City, Taiwan, 2Central*

*Region Children's Home, Taichung City, Taiwan*

16:00 to 16:30

**0333 The Design and Effects of Energy-Saving and Carbon-Reduction Service Learning**

**Activities for High School Students**

Yao-Ming Chu1, Tung-Chung Tsai2, Mei-Chen Chang3, *1National Kaohsiung Normal*

*University, Kaohsiung, Taiwan, 2National Taitung University, Taitung, Taiwan, 3National*

*Science and Technology Museum, Kaohsiung, Taiwan*

16:30 to 17:00

**0352 Capacity Building of School Management Committees for Sustainable Development of**

**Education**

Lakshmi sunita Burra1, Vijayakumar Thirukkovela2, *1Pratham Education Foundation, Hyderabad, India, 2Natioinal Institute of Rural Development, Hyderabad, India*

Oral Session C

15:00 to 17:00 Kujaku

***The Asian Silver Tsunami***

0164, 0254, 0300

Session Moderators

Achara Suksamran and Paulina Neisch

15:00 to 15:30

**0164 Psychological Abuse of the Elderly in Thailand**

Achara Suksamran1, *1Prachomklao College of Nursing Phetchaburi, Phetchaburi, Thailand*

15:30 to 16:00

**0254 Life In Circles: An Exploratory Study on the Speech Patterns of Geriatrics Residing in**

**Manila**

Kate Ashlyn Dayag1,2, *1Far Eastern University, Manila, The Philippines, 2University of the*

*Philippines Diliman, Quezon City, The Philippines*

16:00 to 16:30

**0300 Cultural Aspects of Senior Housing**

Paulina Neisch1,2, *1Nagoya University, Nagoya, Aichi-prefecture, Japan, 2LAVUE-CRH, Paris, France*

**DAY 2: SESSION OVERVIEW**

**Tuesday, March 4, 2014**

**Oral Session D (120 minutes)**

**09:30 to 11:30**

Oral Session D

09:30 to 11:30 Takasago

***Perspectives in Human Development II***

0249, 0280, 0326, 0327

Session Moderators

Sophie Wang and Wen-Bing Gau

09:30 to 10:00

**0249 Is Social Capital Eroded by China's Rapid Urbanization? - A Case Study on Indigenous**

**Villagers in the Urban Fringe of Beijing**

Sophie Wang1, Lei Zhang1, Li Yu1, *1Central University of Finance and Economics, Beijing, China*

10:00 to 10:30

**0280 The Roles of Muslim Women in Achieving the Millennium Development Goals (MDG'S)**

**on the Basis of Mosque in Malang Indonesia**

Naqiyah Naqiyah1, Nita Triana1, *1The State Institute of Islamic Studies (STAIN Purwokerto), Purwokerto, Central Java, Indonesia*

10:30 to 11:00

**0326 The Essential Core Competencies of Local Health Security Fund Committees for Self- Health Care Management in Phrae Province, Thailand**

Siriporn Phuntulee1, Bongkochmas Ek-Iem2, *1Maejo University, Chiang Mai, Thailand, 2Maejo*

*University, Chiang Mai, Thailand*

11:00 to 11:30

**0327 Leadership for Senior Citizens’ Communities of Practice**

Wen-Bing Gau1, *1National Chung Cheng University, Chia-Yi, Taiwan*

Oral Session D

09:30 to 11:30 Chidori

***Innovative Learning Environments***

0217, 0246, 0303

Session Moderators

Thanita Lerdpornkulrat and Wang-Kun Chen

09:30 to 10:00

**0217 The influence of Motivational Goal Orientation and Classroom Learning Environment on**

**Perceived Responsibility for Learning**

Thanita Lerdpornkulrat1, Ravinder Koul2, *1Srinakharinwirot University, Bangkok, Thailand,*

*2Penn State University, Pennsylvania, USA*

10:00 to 10:30

**0246 Annyeong Teacher: Communication Styles Employed by Teachers in an On-Line ESL Distance Learning and its Influence to Self-Disclosure and Attachment to Korean Students.**

Reyjane Calicdan1, *1University of the Philippines, National Capital Region, The Philippines,*

*2Centro Escolar University, National Capital Region, The Philippines*

10:30 to 11:00

**0303 An Information-Technology Applied Education Model with Interactive Response systems**

Wang-Kun Chen1, *1Jinwen University of Science and Technology, New Taipei, Taiwan*

Oral Session D

09:30 to 11:30 Suehiro

***Healthcare and Sex Education***

0179, 0193, 0329, 0360

Session Moderators

Norman Mudor and Tu Nguyen

09:30 to 10:00

**0179 The Effect of an Oral Hygiene Instruction Intervention Program on Plaque Control by**

**Dental Nurse Students, Sirindhorn College of Public Health, Yala**

Adhhiyah Mudor1, *1Sirindhorn College of Public Health, Yala, Thailand*

10:00 to 10:30

**0193 Antipsychotic Associated Priapism: A Case Report in Yala Hospital, Thailand**

Norman Mudor1, *1Yala Hospital, Yala, Thailand*

10:30 to 11:00

**0329 Antioxidant and Anticancer Activities of Lactobacillus Rhamnosus PN04**

Tu Nguyen1, Dao Nguyen1, Vinh Doan1, Huu Nguyen1, *1School of Biotechnology, Ho Chi*

*Minh City International University, National University, Ho Chi Minh City, Viet Nam*

11:00 to 11:30

**0360 The Process of Burmese Transborder Labour's Health Management in Chiang Mai**

**Province, Thailand**

Wattana Wanitchanont1, Apichart Traisaeng1, *1Maejo University, Chiang Mai, Thailand*

Oral Session D

09:30 to 11:30 Kujaku

***Migration and Identity***

0209, 0235, 0259, 0266

Session Moderators

Ratthasirin Wangkanond and John Lowe

09:30 to 10:00

**0209 Colorblind Talks: How Taiwanese People from the Mainstream Group View *Others***

YihYeh Pan1, *1Akita International University, Akita-prefecture, Japan*

10:00 to 10:30

**0235 The Implementation of Thailand Political Development Plan for Strengthening the People**

Ratthasirin Wangkanond1, *1Mahidol University, Nakhonpathom, Thailand*

10:30 to 11:00

**0259 Reflexive Transformations of Identity: International Students in a Chinese University**

John Lowe1, Mei Tian2, *1University of Nottingham Ningbo, Ningbo, China, 2Xi'an Jiao Tong*

*University, Xi'an, China*

11:00 to 11:30

**0266 From International Student to Migrant Skilled-Worker: Research Agendas and the**

**Development of Our Explanatory Capacity**

Zhen Li2, John Lowe1, *1University of Nottingham Ningbo, Ningbo, China, 2University of*

*Nottingham, Nottingham, UK*

**Light Refreshments in Suehiro and Virtual Sessions**

**11:30 to 12:45**

**Virtual Session I Takasago**

11:30 to 12:45

0199, 0212, 0220, 0225

**0199 Asking the Right Questions to Get the Right Results**

Christian Rogers0, *1Indiana University-Purdue University Indianapolis, Indianapolis, IN, USA*

**0212 Motivations for Entrance, Career Cycles and Job Satisfaction of ESL teachers in Korea**

Akli Hadid1, *1Academy of Korean Studies, Seongnam, Republic of Korea*

**0220 Scope and Aims of Intellectual Capital Management and Reporting in Universities**

**Towards a Sustainable Education for the 21st Century**

Konstantinos Kalemis1,2, Anna Kostarelou1, *1National Centre for Local Government and Public Administration, Athens, Attiki, Greece, 2National and Kapodistrian University of Athens, Athens, Attiki, Greece*

**0225 Sexuality Education for K-12 Students: Coordination among Schools, Teachers, Parents, and Students**

Luis Miguel Dos Santos1, *1City University of Macau, Macau, Macao*

**Virtual Session II Hakucho**

11:30 to 12:45

0198, 0227, 0255, 0271

**0198 Testing Communication Abilities**

Staci-Anne Ali1, *1Aichi University-Toyohashi, Toyohashi City, Aichi-prefecture, Japan*

**0227 How can Community Services Experience Promote Community Health Knowledge to Pre- Service Medical Doctors and Medical Students**

Hofai Lo1, Luis Miguel Dos Santos1, *1Open University of United Kingdom, Milton Keynes, UK,*

*2City University of Macau, Macau, Macao*

**0255 Rethinking Professional Skill Development in Competitive Corporate World: Accelerating Time-to-Expertise of Employees at Workplace**

Raman K. Attri1, *1KLA-Tencor, Singapore, Singapore*

**0271 Reliability and Validation of the Motor Developmental Scale for Preschool Children in**

**Taiwan**

Chen Chia-Ling1,2, Wang Chia-Chi2, Chung Chia-Ying1, Liu Wen-Yu4, Hong Wei-Hsien5, Wu Katie PH1,3, Wong Alice May-Kuen1,4, *1Department of Physical Medicine and Rehabilitation, Chang Gung Memorial Hospital, Taiwan, Taiwan, 2Graduate Institute of Early Intervention, Chang Gung University, Taiwan, Taiwan, 3School of Medicine, College of Medicine, Chang Gung University, Taiwan, Taiwan, 4Department of Physical Therapy, Chang Gung University, Taiwan, Taiwan, 5Department of Sports Medicine, China Medical University, Taiwan, Taiwan*

**Virtual Session III Chidori**

11:30 to 12:45

0194, 0279, 0282, 0293, 0317

**0194 The folksonomic use of technology to scaffold autonomous learning in a hybrid international "South East Asian Literature" class: empowering our technology-savvy students**

Agus Santoso1, *1Universitas Pelita Harapan, Lippo Village - Tangerang, Indonesia*

**0279 Future of Sri Lankan Entrepreneurial Graduates**

H.M.T.S. Herath1, Sunethrani Amaratunge1, *1Department of Commerce and Management, University of Kelaniya, Kelaniya, Western Province, Sri Lanka*

**0282 Developing a Positive Researcher Character among Postgraduates through a Change in a**

**Postgraduate Course**

Khazriyati Salehuddin1, Radha Nambiar1, Noraini Ibrahim1, *1Universiti Kebangsaan Malaysia, UKM Bangi, Selangor, Malaysia*

**0293 The Self Negotiation**

Rogério Londero Boeira1, *1Cultman Education, Rio de Janeiro, RJ, Brazil*

**0317 The Meinong Police Station in Taiwan: an iconic symbol of power and authority for over a century**

Min-Chia Young1, *1Shu-Te University, Kaohsiung, Taiwan*

**12:45 to 13:00**

**COHDA 2014**

**Closing Remarks in Suehiro**

**COHDA 2014**

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COHDA 2014

Presenter Abstracts Section



**Abstracts for Oral Presentations**

**0164 Psychological Abuse of the Elderly in Thailand**

Achara Suksamran, *Prachomklao College of Nursing Phetchaburi, Phetchaburi, Thailand*

Elder mistreatment has been a serious social problem that adversely impacts the health and well-being of older adults worldwide. In Thailand (TH), the prevalence of psychological abuse (PA) had been estimated to be anywhere from 11.2-70.3%. Surprisingly, the prevalence rates of PA found in Western countries were much lower than those reported in TH and other Asian countries. The prevalence was puzzling given the emphasis on cultural factors such as respect and filial piety in most Asian cultures. They suggested that the conceptualization of PA in Asia may not



be culturally sensitive. The ambiguity in conceptualizing and measuring PA might contribute to the high rates of PA found among Thai populations. The objectives of this study were to develop and validate a culturally sensitive conceptual definition of PA of the elderly in TH. This study employed Walker & Avant’s (2005) method of concept analysis and validation of the findings from concept analysis. The study was divided into two phases. Phase I was a Concept Analysis approach and Phase II was the validation of the conceptual definition of PA. The major findings revealed major attributes and components of the concept. The conceptual definition of PA of Thai elderly reached a consensus on its representative of the attributes and its relevance to Thai culture. All constructed cases of PA of Thai elders were clear and representative of the problem. The findings suggested that prevalence of PA in TH might be inflated by the influences of Thai cultural values and norms.

**0179 The Effect of an Oral Hygiene Instruction Intervention Program on Plaque Control by Dental Nurse**

**Students, Sirindhorn College of Public Health, Yala**

Adhhiyah Mudor, *Sirindhorn College of Public Health, Yala, Thailand*

**Objective:** To investigate the effect of an oral hygiene instruction intervention program by comparing plaque index score before and after oral health instruction.

**Methodology:** The samples were 255 patients who had received dental hygiene instruction from dental nurse students. Plaque index scores were recorded for each patient. First, a patient’s teeth were stained with a disclosing agent. The patient underwent an oral hygiene instruction immediately after the first recording.

**Results:** The majority of patients were female (54.1 %) and aged in the range 5-14 years old (54.6 %). Paired t-test was used to analyze differences in the plaque index scores before and after getting instruction. We found that the plaque index scores were significantly lower after instruction (p-value < 0.001). Anova was used to analyze differences in mean of the plaque index scores compare with age. The patients aged between 10-14 years old have lower plaque index scores after instruction significantly more than other groups (p-value < 0.05).

**Conclusion**: We found that the plaque index scores were significantly lower than before getting oral hygiene instruction. We concluded that oral hygiene instruction can lead to the efficient control of dental plaque accumulation in most patients.

**0186 Proposals to Improve the Output of Saudi University Education in the Light of the Quality Standards and Accreditation Requirements - Future Vision**

Alhassan Almagidi, *King Khalid University, Abha Assir, Saudi Arabia*

The study aims to submit proposals to improve the quality of the outputs of the Saudi university education in the light of the quality standards and accreditation requirements.

The study provided a vision for improving the quality of university education in the light of the Saudi quality standards and accreditation requirements including:

1. The formation of a committee that includes in its membership representatives of institutions of higher education, training and employment devices and private sector representatives to review the needs of universities mother and new universities.

2. Similar formation of a committee to review the contract to the Ministry of Higher Education aims to increase faculty members in various disciplines in the new universities.



3. Encourage faculty members at universities mother like what you 're doing new universities of settlement faculty members, and clocks allowance increase, scarcity allowance for faculty members and contractors Saudis.

4. To attract and retain faculty of the highest caliber and varied through:

§ salaries and allowances are encouraging and competitive help in choosing the best increases incentive and long- term contracts in foreign demand with counseling services. Reduced teaching load to encourage scientific research. Allow faculty members to work outside the university. Increase investment in training and development of faculty members. Proposals to improve the output of Saudi university education in the light of the quality standards and accreditation requirements - "Future Vision”

**0193 Antipsychotic Associated Priapism: A Case Report in Yala Hospital, Thailand**

Norman Mudor, *Yala Hospital, Yala, Thailand*

**Introduction:** Priapism is a prolonged and unwanted erection of the penis. It’s not related to sexual stimulation. Priapism is defined as an erection lasting greater than 4 hours. It is grouped into three types: ischemic (low flow), non-ischemic (high flow), and stuttering priapism. Priapism has an incidence of 1.5 per 100,000 persons per year and can occur in all age groups from the new born to elderly. Idiopathic cases of priapism are the most frequent; it can be found 50-60 % of cases. The others are from hematological disorder and use of medication such as anti- depressants, anti- psychotics and anti- hypertensives drug.

**Case report:** A 24 year-old Thai male, was complaining about 17-hour prolonged erection with persistent pain and difficulty to avoid. He developed prolonged erections followed with three antipsychotics drug, trifluoperazine, trazodone and ACA. Physical examination, laboratory examination supported the diagnosis of low flow priapism. Intracarvernous aspiration and irrigation with normal saline was immediately performed, but detumescence not achieved. Then intracavernosal phenylephrine injection was done. The symptoms subsided after this procedure. Erectile dysfunction was not found after three weeks follow up.

**Keywords**: Priapism, Prolong Erection

**0204 Change, Continuity and Diversity: Perspectives on Borrowing and Lending Education Policy**

Sandra Bohlinger, *Osnabrueck University, Osnabrueck, Germany*

Shaping education policy by comparing and contrasting education systems across countries and continents is one of the oldest and most controversial issues in comparative education. Mostly, such investigations are based upon quantitative studies and tend to neglect the system's environment and history. This applies particularly to adult and vocational education where the notion of ‘system' is either inadequate or refers to parts of the system only.

Against this background, this paper critically reflects on historical developments and changes, epistemological positions and methodological approaches to policy borrowing, lending and learning and the risk of cherry picking rather than understanding the nature of ‘the other' education system and its elements. The purpose of this paper is to contribute to the discourse on shaping educational policy transfer that by focusing on the aspect of respecting countries' cultures, histories, labour market and educational structures.

The paper is based on a critical cross-country review of current and past policy transfer approaches between the

1950 and 2010s ranging from cases of imposed educational transfer to educational practices under constraint to conscious educational borrowing (based on e.g. the Yearbook of Education, Comparative Education or Compare and reports of international stakeholders).

It contributes to the discourse on shaping modes and models of education policy transfer and an improved understanding of policy borrowing, policy lending and policy learning with a particular focus on adult and vocational education.

**0208 The Development of Student Working Book on the Subject Matter of Citizenship Education to Improve Student Learning Independence for Elementary School Students in Yogyakarta Special Province** Suyantiningsih, M.Ed., *Yogyakarta State University, Yogyakarta, Indonesia*



The research aims to develop student working sheet on citizenship education for elementary school students in order to improve students’ learning independent in Yogyakarta Special Province. Specifically, the purposes of this research are: (1) producing student working book as an instructional media of citizenship education to improve students’ learning independent for elementary school students; (2) validating product through preliminary field testing, main product revision, main field testing, operational product revision, and final product revision; (3) socialising student working book by conducting training for elementary school teachers in Yogyakarta Special Province; (4) measuring the level of student learning independent toward the use of student working book for students in elementary school on citizenship education learning process.

The approach which is used in this research is Research and Development (R & D). The subjects are teachers and students of grade 4 elementary school in Yogyakarta that is selected by purposive sampling. The technique of data collection is using questionnaire, observation, interview, and documentation study, supported with focus group discussion (FGD), and also logbook. Data is analysed using quantitative descriptive and qualitative.

The targeted result in this research is: (1) model of student working book as an instructional media for elementary

school students to improve the level of students learning independent is produced; (2) students working book is socialised through teachers training scheme; (3) the level of student learning independent is measured after using student working book on the subject matter of citizenship education.

Keywords: Student Working Book, Student Learning Independent, Citizenship Education

**0209 Colorblind Talks: How Taiwanese People from the Mainstream Group View *Others***

YihYeh Pan, *Akita International University, Akita, Japan*

The model minority, a familiar term for Asian immigrants who reside in the U.S., indicates that Asian immigrants are capable of achieving a high level of success in contemporary U.S. society compared to *Others*. Many studies point out that Asian immigrants are actively racialized agents in the U.S. social milieu. Though race isn't a topic we in Taiwan bring up in daily discourse at school and with family, the question is whether Asian immigrants come to the U.S. without any pre-existing ideas about race or not. In order to find out the answers, it's necessary to analyze their racial discourse before coming to the US. This pilot study took place in Taiwan and examines how the Taiwanese mainstream group form their views toward *Others.*

**0210 Eliminate Suffering and Bring Forth Joy: The Happiness Formula for Promoting Student Learning and Development**

Wen-Chih Tseng, *National Hsinchu University of Education, Hsinchu, Taiwan*

What we have lived for? What is the good life? What makes life worth living? What revitalizes the deserted mind? These questions give us food for thought. In this presentation, I'll introduce my work in happiness equation; that is,

to understand "San Wu (三無), San Huo (三活), and San Jen-Wu (三任務)," further, and to practice the 12 learning

activities. The formula provides the conference participants to see various aspects of happiness from the perspective combining the Chinese philosophy of helping people with positive psychology. Most importantly, the formula

would be used to promote student success and growth.

"San-Wu" is that in general people are afraid of life with the three nothings. "San-Huo" stands for three types of good life. "San Jen-Wu" stands for the three tasks of life that contribute to our richest and fullest lives. What are the



12 learning activities? These are evidence-based activities that we could do in our daily lives intentionally. In my experience as a counseling psychologist, I have come to believe that practicing the 12 activities will help us build the strong links between body, mind, heart and soul, and experience a fulfilling life.

The course of eliminating sufferings and bringing forth joy rarely runs smoothly, but it is not impossible. Each one

of us in this world is here with one particular purpose. Educators' and psychologists' purposes are to encourage people create a good life. Just like Psychologist Alfred Adler, he was interested in making the world a better place.

**0213 *Learning about Learning: Using the Experiential Learning Cycle with Women Smallholder Farmers***

Barbara Pamphilon, Katja Mikhailovich, *University of Canberra, ACT, Australia*

Across the developing world, one commonality shared by women smallholder farmers is that they have low literacy and education levels. Although women smallholder farmers have been often been denied formal education, their resilience and adaptability to challenges do show that they are active learners. However these women do not have any framework or language to describe, analyse and develop their sense of learning competence. Further as they have low levels of literacy, they are marginalised from many of the learning opportunities available.

This session will outline the results of a trial that introduced women smallholder farmer leaders to an experiential action learning cycle as part of their training as village learning facilitators for a women’s agricultural research and development project. The project is located in Papua New Guinea (PNG) as a partnership between a community- based organization, a national agricultural research institute, local women’s agricultural networks and an Australian university.



The process enabled the training participants to understand and name each part of the experiential action learning cycle using their own indigenous language and its symbols. Developing this cycle in the participants’ first language and then applying it to their own agricultural learning has affirmed this group’s sense of themselves as competent adult learners. The experiential learning cycle has proven to be a coherent framework for the training of these trainers as well as providing a meaningful framework for their work as village learning facilitators.

**0215 Organizational Models and Administrative Structures of Corporate Universities as Strategic Learning**

**Establishments**

Ali Simsek, *Anadolu University, Eskisehir, Turkey*

Corporate universities are burgeoning rapidly all around the world as strategic learning establishments. Particularly large corporations are either converting their training centers to corporate universities or establishing brand new corporate universities to accommodate learning and development needs of their employees. These corporate universities have different organizational models and administrative structures. Some have an autonomous structure where the administration of the corporate university reports directly to the CEO of the mother company, some function under a centralized structure where they are treated as a subdivision of a particular department within the company, some are independent where they are considered a commercial entity that generate their own revenues, and some have a confederative nature where they serve the whole business group including many firms in various sectors. Appropriateness of the structure depends largely upon how best the preferred model or structure suits the

conditions and needs of the corporation. This paper discusses the nature and characteristics of various organizational

models or administrative structures, compares advantages and disadvantages of each model/structure, explains their possible effects on learning and development services provided for various audiences, and highlights important points that should be considered for effective and efficient functioning of corporate universities. The paper concludes that if corporate universities are to survive, they need to be woven deeply into the business world and deliver evident impact both on personal and organizational development.

**0217 The Influence of Motivational Goal Orientation and Classroom Learning Environment on Perceived**

**Responsibility for Learning**

Thanita Lerdpornkulrat1, Ravinder Koul2, *1Srinakharinwirot University, Bangkok, Thailand, 2Penn State University, Pennsylvania, USA*

The aim of this study was to investigate the influence of personal motivational goal orientation (mastery and performance goals) and perceptions of classroom learning environment (meaningfulness, autonomy, involvement, cooperation, and competition) on perceived responsibility for learning. Survey questionnaire was used to collect data from 1698 undergraduated students in Thailand (males = 29.5% and females = 70.5%). Results of multiple regressions showed gender differences in personal and classroom factors that influence how students perceived their responsibility for learning. We interpret results in term of gender differences in independent and inter-dependent

self-construals.

**0218 Confirmatory Factor Analysis of Thai Version of Achievement Goal Orientation Scale**

Chanut Poondej1, Ravinder Koul2, *1Srinakharinwirot University, Bangkok, Thailand, 2Penn State University, Pennsylvania, USA*

In the literature, a conceptual distinction is made among different types of achievement goal orientations. The aim of this research was to use confirmatory factor analysis to assess four-factor structure of Thai version of Achievement Goal Orientation Scale. The achievement goal orientation questionnaire is a self-report measure designed to assess the type of student's motivational orientations toward learning achievement. The sample consisted of 556 undergraduate students in Thailand. The descriptive statistics and reliability estimates were analyzed in the current sample. The results support the construct validity of four-factor structure of achievement goal orientation scale. This study contributed empirical evidences and cross-cultural validity of achievement goal orientation in terms of the 2 x

2 achievement goal framework (mastery-approach, mastery-avoidance, performance-approach, and performance- avoidance goal orientations).



**0222 The Development of Multiple Intelligences Learning Model for Early Childhood in Special Province of**

**Yogyakarta**

Sisca Rahmadonna, Haryanto Haryanto, Nur Cholimah, *Yogyakarta State University, Yogyakarta, Indonesia*

In general, this research aims to develop multiple intelligences learning model which does not only train personal intelligence, but also social intelligence for early childhood. In particular, this research also aims (1) to know how to develop multiple intelligences early childhood learning; (2) To find which multimedia that can be used to train multiple intelligences for early childhood.

This research uses research and development (R&D) approach. Subjects of this research are teachers and kindergarten students in Yogyakarta. Techniques for collecting data are questionnaires, observations, interviews, document studies, supported by focus group discussion (FGD) and field-note/logbook. Data are analyzed qualitatively.

The results of this research are: (1) mapping intelligence which needs to be developed in early childhood; (2) giving better description on how to adopt multiple intelligences in early childhood learning program; (3) providing a solution to the factors supporting and inhibiting the practice of multiple intelligences in the kindergarten; lastly, (4) making blue print of multimedia learning to train multiple intelligences for early childhood.

Keywords: Multiple Intelligences, Early Childhood, Multimedia Learning

**0229 The Role of Emotion and Aesthetics in Workplace Learning - A Case Study of Introductory Courses at**

**Tetra Pak**

Matilda Mettälä, *Education, Lund University, Lund, Sweden*

In today's globalized and complex world there is a need for openness to the kind of learning which is incorporated with the individual's process of change. There is an increased awareness to the importance of engaging the whole person with cognitive, affective and experiential elements rather than one part in learning situations. This qualitative study from an ethnographic approach explores and presents a case that involves these dimensions; an overview with

a theoretical outline covering cluster introductory courses for new employees at Tetra Pak facilitated by Rolf Viberg. It also highlights some elements that were used and which scholars have recognized that influence our learning

which includes emotions and aesthetics and their role in workplace learning. Although this study may not be extensive, it will exemplify the importance and the role emotions and aesthetics play in learning and why these elements together with a more holistic and integrated approach should be considered in organizational learning. Thus it shows the relevancy of further studies and the need for more empirical cases.



**0233 The Internationalization of Curriculum in Asian Higher Education**

James Lassegard, *Hosei University, Tokyo, Japan*

Asian higher educational (HE) institutions have been in recent years dramatically reforming their systems of education. This is in response to globalization, lower birthrates in many countries, an increasing emphasis on international rankings and commercialization of HE offerings that have been highly influenced by trends in Western countries. Part of the impetus for these trends has been the expansion of international student mobility between countries. In Japan, The Ministry of Education Culture, Science and Technology has spearheaded programs such the Global 30, which among other objectives, aim to further expand the number of courses that are taught in English. Traditionally, Japanese HE has not used foreign language as a means of delivering content. However, the English- medium content courses being created, as well as the development of entire faculties in which English is the main language of instruction have become quite common in recent years. However, what has been lacking is a means of evaluating the quality and efficacy of such content-based courses taught in foreign languages.

This research provides an overview of the recent expansion of the English-medium content courses at Japanese universities. In addition, it utilizes students' perspectives at two large private universities to examine the learning outcomes and degree of satisfaction with content courses taught in English. To accomplish this, the researcher examined student course evaluation qualitative data accumulated over several years. In addition, classes of both international and domestic students were surveyed to gain information on the perceived challenges and rewards of studying academic content in a foreign language.

**0235 The Implementation of Thailand Political Development Plan for Strengthening the People**

Ratthasirin Wangkanond, *Mahidol University, Nakhonpathom, Thailand*

Prolonged political problems have led to political restructuring efforts. Political Development Plan was issued to direct political development of the country and it was approved for implementation by the cabinet.

The objectives of the study are 1) to study and analyze the implementation of Political Development Plan 2) to find

and analyze problems and threats in implementation of Political Development Plan 3) to analyze and find factors that affect Political Development Plan.

The data were obtained by documentation, in-depth interview and focus group interview. The research results can be summarized as follows: 1) Political Development Council which is the core agency that is responsible for implementing Political Development Plan has proposed Community Democracy as the key and concrete project that can strengthen the people sector. 2) Problems and weaknesses of Political Development Plan are as follows: 2.1) Ambiguous of the plan, 2.2) No specific assignment for major agencies to implement the plan, 2.3) Lack of



authority of actors and lack of enforcement measures, 2.4) Lack of key performance indicators and targets, 2.5) the Competency of the members of Political Development Council, and 2.6) the Thai Bureaucracy Culture. The factors that affects the implementation of Political Development Plan are: 1) Policy standard and objectives, 2) Policy Resources, 3) Inter-organization communication and enforcement activities, 4) Integration of actors, 5) Characteristics of implementing agencies, 6) Economic, Social and Political Condition, and 7) Disposition of the implementers.

Key Words: Political Development Plan, Political Development, People Strengthen, Public Policy

**0237 Living and Teaching in Ginowan City, Okinawa: Reconciling Anxiety, Anger and Solidarity around**

**Futenma Air Base**

Peter Simpson, *Okinawa International University, Okinawa, Japan*

This paper offers a brief memoir of my experiences living and teaching in Ginowan City, Okinawa, (pop. 95,000), at the centre of which lies the US Futenma air base, one and a half times the size of New York’s Central Park, and similarly bigger than London’s Hyde Park, Kensington Gardens, Green Park and St James’s Park put together. My purpose is to share thoughts on how teachers can or should respond to working within such heavily militarised urban spaces. I intend to begin with a description of my initial encounters with the US military while teaching on

American bases, including an attorney’s threatening reaction to a letter I wrote defending a naval officer who refused to take part in a compulsory vaccination programme. Following this, I aim to describe the impact of the crash of a US military transport helicopter into my present workplace in 2004, and collective efforts since then to

remove the Futenma base from its current location without further endangering Okinawa’s people or its environment. These have involved media and other forms of activism which have resulted in me being characterised by the American military as an “aggressive protestor” and ringleader of a group of foreign agitators. While not hiding my support for a completely demilitarised Okinawa, I aim to show how this objective needs to be furthered within democratic classroom spaces which acknowledge the complex relationships Okinawan people have developed with the US military, involving family ties and employment, as well as crime and collective trauma.

**0241 Adult Education: Second Chance Academic Qualification or Skills Upgrading?**

Chin Joo Quek, *Nanyang Polytechnci, Singapore, Singapore*

Unlike general education, there have always been some disagreements as to whether adult and continuing education should be looked at as general education received at a later age or as a path for upgrading and equipping adults with new skills for their livelihood. Five years ago the Singapore government decided to proceed in parallel, accommodating an academic track and at the same time introducing a skills training track. In this presentation the author reviews how these two tracks have progressed and the efforts the government are making to introduce more porosity between the two systems. Insights from the perspectives of students and trainees, lecturers, and school administrators allow a tentative conclusion that shows general acceptance among all stakeholders albeit uneven for different policies. Students and trainees generally welcome the growing opportunities for upgrading and cross- recognition. Lecturers and school administrators on the other hand welcome the improved funding to support the students but are more cautious about students' ability to cope. Some challenges in the operationalisation of the effort will be shared and suggestions for possible ways forward will also be made.



**0245 Employability Skills of Malaysian Vocational Education and Training (VET) Graduates**

Mohd Zuhdi Ibrahim Ahyat, *Universiti Kebangsaan Malaysia, Bangi Selangor, Malaysia*

This paper discussed about a study on employability skills among Malaysian Vocational Education and Training (VET) graduates as perceived by their employer. The survey instruments were mailed to the 200 employers with a cover letter and a total of 45 instruments (22.5%) were returned. The employability skills measured under this study were literacy and numeracy; critical thinking and problem solving; communication skills; learning skills; use of technology; leadership; teamwork; work ethics; interpersonal skills; and management skills. The data were descriptively and inferentially analysed. The result shows that, the mean scores for the graduates’ performance of employability skills are significantly lower than the important of those skills from the employer perspective. This indicates that the quality characteristics of VET graduates do not achieved their employer expectation in term of employability skills. In addition, some recommendation for the improvement of employability skills as suggested by respondents also discussed. The improvement suggested can be categorised into four factors which are complying with industry needs; emphasizing on practical aspects; improving soft skills contents; and improving industrial attachment. This finding is expected to be a guide for managers of VET institutions and interested parties in improving their graduates' skills and thus managed to become highly skilled workers in the future.

**0246 Annyeong Teacher: Communication Styles Employed by Teachers in an On-line ESL Distance**

**Learning and Its Influence to Self-disclosure and Attachment to Korean Students.**

Reyjane Calicdan1, *1University of the Philippines, National Capital Region, The Philippines, 2Centro Escolar*

*University, National Capital Region, The Philippines*

Nowadays, learning can be obtained not only through the classroom experience but with the technological experience as well. The study aimed in describing the communication styles employed by the teachers in an on-line ESL distance learning and its influence to the self-disclosure and attachment to their Korean students. Communication styles of the teachers were determined and classified through the use of Robert Norton’s Communication Style Measure. Moreover, Altman and Taylor’s Social Penetration Theory and Jourard and Lasakow’s (1957) scale were utilized in gaging the self-disclosure attitude of the instructors, and Hazan and Shaver’s Attachment style measure (1987) for their perceived attachment style. The study took a quantitative approach by utilizing survey to gather data from English teachers within Metro Manila, Philippines. Results reveal



that the dominant communication styles employed by teachers are Attentive, Friendly and Animated. Having Secure Attachment Style among the teachers divulges that ESL mentors are aware that students come and go and they are aware of the notions of professionalism vis-à-vis self-disclosure and attachment toward their Korean students. Furthermore, on-line ESL teachers, dissent with the Social-Penetration theory considering the computer mediated learning may have the possibility to digress with the four stages of relational development through skipping of certain stages brought by the hyper-personal nature mediated communication. The research found out that self- disclosure can be a strategic tool in maintaining and developing social relationships. Hence, enhancing the teacher- student relationship is vital for it is a major aspect and an indicator of learning efficacy.

**0247 The Key Points of Multiple Intelligences Development for Elementary School Students in the Children**

**Social Welfare Institute**

Chun-Wei Yeh1, Chen-Wan Chang2, *1Tung-Nan University, New Taipei City, Taiwan, 2Central Region Children's*

*Home, Taichung City, Taiwan*

The multiple intelligences (MI) development issue of children in Taiwan's social welfare institutes lacks deep research all the time. Researchers adapt the Chinese Version of Multiple Intelligence Developmental Assessment Scales Form-B (CMIDAS-B) as surveying tool and take elementary students in a children's social welfare institute in Taiwan as the surveying target. We use descriptive statistical technics to describe the MI status quo. In addition, we found the MI performance of the children from social welfare institute is in a low level compared with norm.

Generally speaking, the male's performance is better than female's. According to the t-test, we found there is obvious difference between male and female in Logical-Mathematical, Spatial, Musical and Intrapersonal. According to the

F-test, we found there is obvious difference between 4th grade and 6th grade in Kinesthetic. We suggest that the institute should provide much more equal chance for both boys and girls and make them cooperate together to finish some important missions. For the 5th grade children, the institute should try to reduce the learning pressure, develop the multiple capabilities and provide appropriate psychological counseling process for them. To enhance the

learning effect of MI, we suggest the institute should review current curriculum and enhance the quality and quantity, create positive group learning atmosphere and avoid the negative atmosphere to influence the learning effect. The most important is to build the training and development system for the teachers, administrators and volunteers, and build the completed instructional design, evaluation, review and improvement system.

**0249 Is Social Capital Eroded by China's Rapid Urbanization? - A Case Study on Indigenous Villagers in the**

**Urban Fringe of Beijing**

Sophie Wang, Lei Zhang, Li Yu, *Central University of Finance and Economics, Beijing, China*

The media attributes the recent breakdown in social relations in China to its rapid and "inevitable" urbanization. We study the relationship between social capital and urbanization for indigenous villagers in the urban fringe of Beijing. A distinct feature of urbanization in China is that it is heavily policy oriented in the form of top-down urbanization. In the rapid urbanization process, indigenous villagers' social capital might be affected by the flooding-in of rural migrants and more importantly by the government's urbanization policies. Based on survey data collected from fifteen Beijing villages in 2011 and 2012, we find that bottom-up urbanization measured by migrant-local ratio weakened social networks and social trust. However, top-down urbanization measured by designating policy zones promoted social networks and social trust. This is true even when we hold relative migrant population density and indigenous villagers' interaction with migrants constant.



**0254 Life In Circles: An Exploratory Study on the Speech Patterns of Geriatrics Residing in Manila**

Kate Ashlyn Dayag1,2, *1Far Eastern University, Manila, The Philippines, 2University of the Philippines Diliman, Quezon City, The Philippines*

In the study of geriatrics, most researchers focus on health practices that aim to improve the relationship between medical staff and the geriatric patients. Few researches concentrate on the communication patterns of geriatrics to know their feelings and needs.

This exploratory qualitative study was an observation of female geriatrics 80 years and older residing in a select home for the aged in Manila.

Several methods were used to identify the patterns: *pakikipagkwentuhan (indigenous Filipino technique of data gathering)*, observation, and informal interview. These methods yielded to various communication patterns based on different “interactants.”

When communicating with their co-geriatric, low context conversation, mockery, distinctive facial expression, etc. are evident on each other. On the other hand, nursing aids and social worker communicated with the geriatrics using patronizing speeches, elder speak, and a lot of visual cues to complement verbal messages. Lastly, geriatrics’ line of sight, when communicating with a stranger, differs: eye-to-eye when telling ideas and opinions (as if to persuade) while gazing at nothingness when telling stories. The geriatrics also lacks transitional phrases and organization of thoughts. Moreover, they also execute the *protagonist complex* where they are the heroes in their own stories; other characters are the antagonists. These are just few of the numerous common speech patterns observed.

This research grounds its significance to understanding geriatrics in their most natural set-up as observed through casual conversation. It helps medical aids, co-geriatric, and even the government to understand the needs of people as they age.

**0259 Reflexive Transformations of Identity: International Students in a Chinese University**

John Lowe1, Mei Tian2, *1University of Nottingham Ningbo, Ningbo, China, 2Xi'an Jiao Tong University, Xi'an, China*

Flows of international students are being promoted to meet diverse national policy agendas. Though forming only a small part of total migration, the potential contribution of these students to national and international futures makes them an important component of global population mobility. We present findings from a qualitative, longitudinal study of the experiences of international students from diverse countries taking a five-year medical degree at a Chinese university. We focus on their intercultural experiences and the impact these have on their perceptions of Chinese society, their engagement with it, and their own sense of identity. While drawing on concepts of intercultural competence and identity to provide a descriptive framework, we use critical realist analysis of the students' use of reflexive agency in shaping their own lives, in order to reveal ‘explanatory mechanisms'. Despite early enthusiasms and successes, after three years our students remain largely frustrated in developing deeper engagements with Chinese people and culture. While individual personalities play some part in the diversity of outcomes we observe, such ‘agential' accounts are inadequate without an understanding of structural forces with which the agents must engage. These may originate within or beyond the institution and their consequences may be at odds with intended purposes of internationalisation. In our study we treat the Chinese ‘others' as part of such structures while recognising the need for ‘mirror-image' research that recognises their own agential roles. Our findings are of consequence for the successful achievement of higher education internationalisation agendas in China, and beyond.



**0261 Main Problems for Tourists Who Become Sick Overseas**

Eiko Kawagoe, *Kobe College, Nishinomiya, Japan*

When people get sick while visiting foreign countries, they face problems of 1) language, 2) culture and 3)

money. Both foreigners visiting Japan and Japanese visiting foreign countries face such difficulties.

Of these, the biggest problem is language. It is difficult for foreign tourists to communicate with doctors and nurses. About 1,600 Japanese traveling overseas become sick or injured and about 400 die annually. If they could communicate with medical professionals, these numbers would surely decrease. Very few Japanese people focus on learning expressions necessary for being sick or injured, and there have been few books available for learning such language. The presenter has published a book entitled, *Travelers’ First Aid Kit*, which focuses on such expressions in English. The presenter has taught English to college students wishing to go abroad with this book and it has proven to be very effective.

Another problem is differences in culture. For example, in Japanese hospitals, waiting time for patients can be very long, consultation time very short, and privacy is often not respected. Another problem is money. If a foreign visitor does not have health insurance, the consultation fee can be very high - both in Japan and elsewhere.

The number of foreign tourists visiting Japan has increased. Therefore, we need to think about the problems facing foreign visitors. The presenter has video-taped people from ten different countries, who talk about their experiences of visiting hospitals in this country. Their talks will cover their perspectives of ‘language,’ ‘culture’ and ‘money.’

**0263 Teachers' Professional Identity: Perspectives from Special Education Needs Teachers in Taiwanese**

**Vocational High Schools**

Cheng-Yu Pan, Raija Pirttimaa, *Faculty of Education, University of Jyväskylä, Jyväskylä, Finland*

The sustainable development of a country is significantly associated with its way of educating and training young people to meet the requirement of various walks of life. The quality of education greatly depends on teachers, especially in the area of special needs education. Special education needs (SEN) teachers working in vocational education and training (VET) are responsible for not only individualized instruction, but also collaboratively bridging between schooling and future working life. Therefore, it is meaningful to investigate how teachers in VET perceive their roles in helping students with special needs transit from schools to job markets. Studies on professional identity of teachers are still rare in Taiwan. The goal of this qualitative research is to explore the professional identities of in-service SEN-teachers in Taiwan. The nine interviewees are teachers working in nine vocational high schools respectively. Face-to-face semi-structured interviews were conducted in January 2013. Thematic analysis was adopted for data interpretation. Preliminary findings show that SEN-teachers value their

‘professional subjectivity'; however, SEN-teachers are not seen by others as ‘real' professionals but rather, as teachers with more ‘human' approach. Additionally, SEN-teaching requires communication and collaboration in classrooms, schools and beyond. According to the interviewees, teacher education did not to provide enough training in communication/collaboration skills. Considering inclusive education as a future educational trend, teacher education has to comprise more elements of special needs education. To better connect and transit between preservice training and the in-service profession, today's teacher education needs fine tuning or even more radical transformation.

**0265 Education for Children with Special Needs (CWSN): Challenges and Opportunities**

Sonal Mobar, Vijayakumar Thirukkovela, *National Institute of Rural Development, Hyderabad, Andhra Pradesh, India*

Under the RTE Act to provide Education for all (Sarva Shiksha Abhiyan), Government of India aims to provide quality education to children in the age-group of 6-14 years to bridge the gender, social and regional gaps. For the differently abled, the government is providing education through resource centers under Inclusive Education intervention of SSA framework. This study was conducted at Guntur District of Andhra Pradesh, India. Both qualitative and quantitative approaches were used. Interview schedule, participant observation and FGDs were used to interact with the District officials, parents of CWSN, the resource teachers and care takers. The objective of the paper is to explore to identify the problems/challenges faced by the CWSN. It was observed that they were given proper attention as per the physical/mental challenge they are diagnosed with such as cerebral palsy hearing impairment, visual impairment, orthopedically challenged etc. Teaching and Learning Material (TLM) such as flash cards, tactile pictorial charts, models, beads, etc. were being used for developing/ enhancing their numerical and cognitive domains. Discontinuation of payment of transport fare, lack of awareness about such centers/facilities, inadequate staff and societal stigma added to their challenges. Nevertheless, the authors also look at the

interventions in such special centers such as counseling, consultations, moral support, trainings etc. that is provided to CWSN to help them develop skills. The authors, after making an in-depth study of the above at the District Resource Center and Inclusive Education Resource Center identified the challenges that hinder in sustainable development of a CWSN.

**0266 From International Student to Migrant Skilled-worker: Research Agendas and the Development of Our**

**Explanatory Capacity**

Zhen Li2, John Lowe1, *1University of Nottingham Ningbo, Ningbo, China, 2University of Nottingham, Nottingham, UK*

Several countries have looked at ‘two-stage' migration as a means of attracting highly-skilled workers, who initially come to the country as international students and then stay on. In this paper we look at some of the research concerns around this transition from student to migrant worker and report findings from an exploratory study we have undertaken. We draw on Appadurai's account of globalisation in terms of various flows within their own respective ‘scapes' to propose a model of the transition from international student to mobile highly-skilled worker. This model suggests three distinct research agendas for the phenomenon: detailed and accurate ‘mapping' of the flows, measurement of the impact on the flows of various ‘environmental' factors (political, economic, etc), and



‘understanding' of the flows in terms of their human participants' capacities as reflexive agents seeking to influence their own life histories. All three agendas present their own methodological difficulties. The level of theorisation required to meet the demands of the third agenda is particularly demanding but has been recognised as offering enhanced explanatory understanding of migration phenomena. We report our findings from a small-scale, longitudinal study of the transition experiences of Chinese postgraduate students in the UK, carried out primarily to explore the usefulness of a critical realist social theoretical approach to this phenomenon. We find it enables us better to locate the transition experiences of our participants in the wider context of their reflexive construction of their lives and selves, beyond what is offered by simplistic ‘homo economicus' models.

**0272 Reconstruction Model of Public Participation in Spatial Planning Policy to Ecological Justice**

Nita Triana, Naqiyah Mukhtar, *Stain Purwokerto, Purwokerto/Central Java, Indonesia*

The results of this research are: ( 1 ) . Regulations Regional Spatial Plan /Perda RTRW gives the opportunity to conversion of land. This is causing environmental damage such as floods and landslides. ( 2 ) . Local regulations that have not yet pro- environment and pro- people, because in the process of formulation of regional regulation is not participative. ( 3 ) . Lack of community participation caused by the legal system does not yet support that is: in terms of structure, the bureaucracy in the arrangement of space is still closed and bureaucratic sectors. In terms of substance, genuine participation is not interpreted as a mere formality, and has not been set on integratif community participation. In terms of culture, there is still a patron client. In this culture, government is a patron economic activity that directly produces material gains. ( 4 ) . Model of public participation required in the arrangement of space to achieve ecological justice is community participation an integral and holistic, namely that the

government and society as a partner, which integrates the interests of society and the environment. In this model of participation that the government acts as a facilitator to condition, providing space for people and communities that represent the environment to make decisions together in spatial planning policy.

Key words: Participation, Holistic, Spatial Planning, Ecological Justice

**0273 Probing Western Notions of Leadership: Perspectives from Asia and the Pacific**

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*University - Hanoi, Hanoi, Viet Nam*

The bulk of theory and practice around educational leadership is drawn almost exclusively from narrowly conceived Western beliefs, philosophies and understandings. Australian Catholic University’s Centre for Creative & Authentic Leadership has hosted four AusAID funded Australian Awards Fellowships (AAF) programs for educational leaders from nine countries in Asia and the Pacific since 2007. The AAF programs aimed to influence personal and professional development by supporting and enhancing AAF Fellows’ educational leadership skills and knowledge, and leadership values. The AAF programs have been practice-based, informed by leadership principles, values and practices that shape influential and authentic educational leaders. To strengthen the capacity of the Fellows to lead with extended and new ideas relevant to their own contexts, overall the programs have challenged the Western- privileged theories of educational leadership, and encouraged the Fellows to build on perspectives of leadership



from their respective countries. In 2013, the AAF Fellows were surveyed to determine the effects that this program has had on them personally and professionally, and on their organisations. This paper presents and discusses the results of this research.

**0280 The Roles of Muslim Women in Achieving Millennium Development Goals (MDG'S) on the Basis of**

**Mosque in Malang Indonesia**

Naqiyah Naqiyah, Nita Triana, *The State Institute of Islamic Studies (STAIN Purwokerto), Purwokerto, Central Java, Indonesia*

Mosques in Islam are often identified as men’s space. Even, the front space of the mosque is for men only. The mosque leader is always a man and his members are male dominated. Moreover, the imam (the prayer leader) of a mosque must be a man. Although there are some women involved, however, their roles are particularly related to woman affairs only. Nowadays, there are some mosques that have become the center of community

empowerment. These give opportunities for women to have some roles and contributions in a mosque. This study described the roles and contributions of women on the basis of mosques relevant with the objectives of the MDG’S goals. The data were obtained from Al-Ishlah mosque in Karang Pucung Malang, East Java, Indonesia as the pilot project of the roles of mosques in society empowering. This study used a qualitative approach where data were collected through in-depth interview techniques. The results showed that the roles and contributions of women were very significant in achieving the MDG’S goals. The significance of this study is to elucidate that a mosque is not only as an infrastructure to improve personal but also social piety in the broadest sense in accordance with the existing problems in the community.

**0283 Research on High-Stakes Testing, in Japan and Abroad**

Kristy King Takagi, *University of Fukui, Fukui, Fukui, Japan*

The Center Examination, or *Daigaku Nyuushi Senta*, is the only standardized national university entrance test in Japan. As such, it is a high stakes test; in many cases, high school students who fail to attain a particular score on the Center Examination will be deemed ineligible to even apply to the universities they had hoped to enter. Because the Center Examination is such an important test, it may seem a given that the National Center for University Entrance Examinations (NCUEE), the organization that creates and manages the test, would be conducting research to ensure that the test is working properly and fairly. But is it? How does the NCUEE research compare with that done on

other well-known high stakes tests used in other countries? The purpose of this presentation is to examine these questions, with particular attention to fair test use.

**0288 Mirroring Real-Life, Professional Communication: Outcome Based Education with Situated Learning**

Wijarinee Muensa, *Mae Fah Luang University, Chiang Rai, Thailand*

This study of an English for specific purposes course focused on documenting the efficacy of an Outcome Based Education (OBE) approach to situated learning, which emphasizes communication practices that mirror students’ professional communication needs. Studying the grammatical structures of language use, a bottom-up strategy, might obstruct students’ communication and separates classroom form real situation in workplaces. The implementation of the outcome-based education, the top down strategy, with situated learning is an answer to enforce the realism of communication with student-centered and autonomous learning in English for Airline Business course, Mae Fah Luang University, Chiang Rai, Thailand. The course instruction allows students to learn autonomously in both individuals and teams to identify the significant factors for language communication in this business sector. The step-by-step instruction includes: study on airline services needed, study on working procedure in airline business, study on vocabulary, terminology and language use in airline business, practice with situated learning individually and teams, assessment with simulations individually and teams, self-reflection and facilitators’



suggestions. Because of this range of instructional strategies, the course- instruction allows students to crystallize the

information needed with less lecturing and enforce students to practice through various situated learning techniques. The data collecting methods of this study are from class observing, self- reflection from students, and the questionnaire. The result has revealed that the class instruction with the implementation of OBE method and situated learning makes the idea of grooming students with both tacit knowledge and language learning for real situation in airline business possible.

**0291 A Comparative Study of Results from Grouping Students of the School of Human Resource Development (National Institute of Development Administration) According to Their Learning Styles and According to Their Own Preferences for Group Assignment in Class**

Wichai Utsahajit, *National Institute of Development Administration, Bangkok, Thailand*

This research aimed mainly to explore students' opinion toward 2 ways of grouping students for group assignment in class, grouping according to their learning styles and grouping according to their own preferences. The same group of 59 students who enrolled in two courses, HR6001 Organizational Behavior and Learning during the first semester of academic year 2010 and HR7024 Leadership in Organization Development during the second semester of academic year 2010 respectively, were selected as samples of the study. A questionnaire was used to survey the students' opinion and students' grade results of the two courses were analyzed.

The research findings revealed that most students agreed that grouping students for group assignment in class according to their learning styles were very beneficial to them in terms of working together. However, they needed to adjust themselves before getting acquainted and performing their task. Open communication was the key to group success. While the findings from comparing students' grade results of the two courses revealed that number of students received A grade was slightly higher when grouped according to their own preferences. Also, the average grade point of overall students was higher when grouped according to their own preferences. However, when considered number of students who received the lowest grade among group (B-), it was lower when students were grouped according to their learning styles.

**0292 Educational Technology and ICT in Higher School of Kazakhstan**

Galiya Berdykulova, Nurlan Berdykul, *IITU, Almaty, Almaty, Kazakhstan*

The new paradigm of education called by the new technological modes is in agenda. Innovative educational center at economics and business chair of the International IT University runs multiple research and academic activity targeted on facilitating of the educational process both for students and faculty members. Questions we are going to answer follow as: how to reach the high quality of our product and process? what sorts of students we have and we would have? what sorts of academic teachers we have and we would have? what role methodology, teaching

and learning techniques have? What place ICT has in teaching and learning? The scientific and methodological seminars have been organized on a regular base to bring together academic teachers and find answers for these and other questions. Seminars are organized on principles of openness, interactivity, and effectiveness. Also they should be enjoyable and fun. Preliminary findings reveal three types of students based on learning motivation; three types

of academic teachers based on teaching motivation; three types of innovative educational technologies based on blending ICT and traditional techniques; development of distance and online learning. Taking into account the role of ICT it is stressed that they are only tools. ICT has to serve education with help of authorities who have to create an appropriate institutional infrastructure; academic teachers who have to become competitive teachers; students who have to accept the global trends and issues in order to become a well-deserved specialists and citizens.



**0295 Tablet PC: Thai Educational Media in the 21st Century**

Passakorn Ruangrong, *Naresuan University, Phisanulok, Thailand*

In the 21stcentury, learners have changed their methodology of learning. They learn by themselves through mobile devices everywhere and every time both online (internet connected) and offline (lesson module in Tablet PC). Tablet PC is a portable computer with touch-screen desktop. In 2012, Thai government launched One Tablet per Child policy. The government distributed Tablet PCs or Mobile Computer-assisted Instructions (mCAI) to students in

order to help them learn. Because Information Technology System is not good enough for learning through internet connection, Tablet PC cannot be used as Mobile Web-based Instruction (mWBI). As a result the concerned parties like community, parents, teachers, and students should prepare themselves to be ready for learning through Tablet PC because Tablet PC can help students improve their knowledge. On the other hand, the concerned parties should realize the negative effects that may occur. Every issue has to be solved in every dimension for more efficient learning through Tablet PC and curriculum objectives achievement.

**0296 21st Century Teachers (Educational Technology vs. Thai Teachers in 21st Century)**

Rujroad Kaew-urai, *Naresuan University, Phisanulok, Thailand*

Nowadays, global society is aware of the importance of implementing technology into daily life. Thus, teachers in the 21st century must adapt themselves to the changing age. They are expected to improve their skills continuously, especially, their technology communicating skill which has become a big part of Thai education nowadays and will be in the future. If they do so, they will be able to navigate and encourage students to always self-study. Moreover, future Thai teachers must have an actual knowledge in what they will be teaching. They should have techniques that encourage students to learn from experience naturally. They should arrange activities that relate classrooms to external sources. They should, as well, encourage students to work in teams, be proper in arranging activities, create a learner-friendly environment, and deliver their love and care to students. In order to achieve the targeted goals, all divisions must help eliminate problems that distract teachers from improving themselves. For example, extra tasks other than teaching, numbers of teachers aren’t proper, and unskilled teachers. In order to get the plan to improve teachers in 21st century done, both regulations and process of improving must be worked on, so that teachers could truly become technological teachers.

**0297 Social Media vs. Thai Education**

Thipparat Sittiwong, *Naresuan University, Phisanulok, Thailand*

Social Media is used in the learning process and is available on the Internet. Mostly, Social Media is applied in the classroom to enhance the necessary skills or knowledge for students, because social media can help teachers get rid of time limitation problems and learning location problem. Social media is used in Web 2.0 where students and teachers can interact with each other through them. When using social media to be learning materials, they can also help teachers create collaborative learning and students can gain more new knowledge from real experiences. Some examples of social media that are used as learning materials are Facebook, Twitter, Web Blog, Youtube and Google Apps. Normally, teachers have to understand how to use social media in learning for planning and choosing the social media that are the most appropriate for their students



In addition, social media is the most important material in the learning process nowadays. On the other hand, it can be risky if students who use social media lack critical thinking. Therefore, teachers should realize the negative impact of using social media if teachers cannot manage or control their learning.

**0300 Cultural Aspects of Senior Housing**

Paulina Neisch1,2, *1Nagoya University, Nagoya, Japan, 2LAVUE-CRH, Paris, France*

In the time of globalisation and strong migration of people, the problematic of cultural aspects of senior housing and of its cultural diversity became topical according to increasing presence of ethnically diverse populations living in many aging countries. Japan is the world’s most rapidly aging society*,* which has also the longest life expectancy. Japanese design and senior friendly policy are significant and famous on the worldwide scale. Japan is also a

country with less living place. Nevertheless, elderly people with dementia require more living place (wheelchair, etc.). Japanese people and especially seniors attach in addition big importance to culture, also in the way of “thinking” and “using” architecture. Famous research made by Dr. Tadashi Toyama and Dr. Ken Miura shown interest to introducing European ideas to the Japanese academic and practical fields. For these reasons the perspective of my research which is combining European double design and research skills with Japanese elderly living tradition seems to be useful for developing senior friendly care housing for both Japanese growing significantly society and European aging societies. In this line, the aim of my paper is to show how to attend to culture as an important part of the senior residents’ welfare and quality of life.

**0302 ""The Other" in the Education": Comparative Study on Identity Education between China and**

**Singapore**

Chi Ching Fung, *Hong Kong Policy Research Institute, Hong Kong, Hong Kong*

Greenfeld regards nationalism as a fundamental fact of modernity, which is arising from both a collective and individual desire for dignity. In recent year, nationalistic protest in China would become more hostile and active, such as Diaoyu Islands (Senkaku Islands) dispute and its Anti-Japanese protest, Scarborough Shoal dispute and Anti-Philippine Protest.

Newspapers and reports show that a significant proportion of the participants are youth, whose parents and themselves may not experience any threat imposed by Japanese imperialism. Meanwhile, the same generation of Singapore which state was also invaded by Japan have much more moderate sentiment towards Japan, and Singapore's neighboring states

Scholars like Hardwick, Hahn and Marcus have suggested that an alternative way to study nationalism through education, which they believe is legitimizing historical tradition and garnering the allegiance of people in the existing political status quo.

Both Singapore and China have standardized and compulsory identity education, Social Science and Sixiang Zhenzhi Jiaoyu (SZJ, Politics and Ideology Education) respectively. After restructuring of SZJ curriculum in 2007, textbooks of SZJ have been designed by Propaganda Department, Education of CCP, with the assistance from various ministries, such as Ministry of Foreign Affairs.

Based on the textbook and teaching method imposed, the author compared the national identity education through compulsory classes. Also the image of foreign states will be investigated. Last but not least, the author attempted to make an explanation of different attitude and sentiment towards neighboring states between Singapore and China.



**0303 An Information-Technology Applied Education Model with Interactive Response Systems**

Wang-Kun Chen, *Jinwen University of Science and Technology, New Taipei, Taiwan*

This paper presents a teaching model based on information technology-applied instruction. The new education tool, interactive response system (IRS), was applied in this model. Advantages and difficulties in applying the system

were described first. Then two styles of teaching models were developed in this study. The first is the "IRS with peer discussion mode (IRS-PDM)", and the second is the "IRS with incentive instruction model (IRS-IIM)". Both of

these two education models were implemented in the formal and informal education place. The experiment was done and the results were compared. It indicated that the information technology-applied education model with the interactive response system can effectively increase the learning effect than traditional teaching methods. The results by IRS-IIM could increase the learning achievement to 63.5 percent; however, the results by IRS-PDM only

increase the learning achievement 6.4 percent. This outcome also shows the new teaching model can be used in the

informal situation of community education, and have a satisfactory learning outcome.

Keywords: Information Technology-applied Instructions, Teaching Model, Interactive Response System, Evaluation Model, Informal Education.

**0315 Ecological Footprints of Pre-service Teachers in Turkiye**

Berat Ahi1, Sibel Ozsoy2, *1Kastamonu University, Kastamonu, Turkey, 2Aksaray University, Aksaray, Turkey*

Ecological footprint calculations provide a unique measurement to individuals about impacts of their consumptions and lifestyles on the world. Sustainable world is possible only with the citizens changing their lifestyles and habits in order to improve sustainable consumption. Teachers are the key actors for the change of value judgments and lifestyles required for sustainable development. For this reason determining ecological footprints of pre-service teachers who will be playing pivotal roles in educating young people, is important for them to see their effects on the world. With this respect this study reported and discussed calculation and evaluation of ecological footprints of pre- service teachers in Turkiye. Participants of the study consisted of 249 pre-service teachers; 180 females and 69

males, enrolling primary school and early childhood education departments. The results of the study showed that pre-service teachers' ecological footprints range between 1.82 to 6.50 (M=2.71, SD=.66). Results also revealed that

‘goods' (%32.95) makes the biggest and the ‘housing' (%16.77) makes the smallest contribution to the ecological footprints of pre-service teachers. Analysis for gender difference showed that there is no significant difference between male and female pre-service teachers (t(246)= 1.372, p=.171) with respect to their ecological footprints. For the dimensions of ecological footprint, a significant difference is obtained (t(246)= 2.33, p=.021) only for housing in favor of males (Mmales=15.84, SD=2.98; Mfemales=17.13, SD=5.65). The ANOVA analysis investigated that there are no significant differences among pre-service teachers (F (3, 248) = .945, p= .420) enrolling different grade levels.

**0316 Investigating Pre-service Teachers’ Perceptions of Classroom Teacher through Their Drawings**

Sibel Özsoy, Hayriye Gül Kuruyer, *Aksaray University, Aksaray, Turkey*

The purpose of the present study is to determine the pre-service classroom teachers’ opinions about and perceptions of the classroom teacher. The study was conducted with 264 pre-service teachers from the department of primary school teacher education. Out of the participants, 189 are female and 77 are male. Among all the participants, 51 are first-year students, 58 are second-year students, 90 are third-year students and 68 are fourth-year students. In order

to collect data, self-drawn classroom drawing inventory and semi-structured interview form were used. In the analysis of the data obtained from the drawings of the students, descriptive analysis method was used. In the analysis of the interview data, content analysis method was used. As a result of these analyses, the data were collected under the themes of the teacher’s role, student’s role and classroom environment in teaching-learning process. When the data obtained from the drawings of the students were analyzed, it was found that the student is perceived to be passive and the teacher is perceived to be active and there are some student-centered learning environments not aiming to help students to achieve experiences. However, the data collected from the interviews emphasize that students are active, the teacher assumes guidance role and there are activity-based learning environments helping students to gain some experiences. Yet, when all the data collected are considered, it is seen that with the increasing grade level, the emphasis on student-centered learning environments also increases.

**0320 Individual and Collective Diaspora Remittances in the Philippines and Korea: An Interpretation of**

**Narrative Identity and Communicative Action**

Janice Gow Pettey, *University of San Francisco, San Francisco CA, USA*

The study of migrant remittances frequently focuses on the monetary gain to receiving countries. This study examines the practices of sending remittance to receivers in the Philippines and Korea through the lens of migrant senders and receivers.

The research applied critical hermeneutic theory formulated by Paul Ricoeur and Jürgen Habermas, using the interpretive categories of narrative identity and communicative action.

Interviews with Filipino migrant workers who remit and recipients of remittances in the Philippines provide the

Philippine narrative. Koreans in the United States and South Korea provide the narratives on financial support and peacemaking endeavors between North Korea and selected institutions in the US.

The study revealed that remittance receivers in the Philippines are often young, given the responsibility to discern



the best use of remittances for the family, without the skills and support to make good decisions.

South Koreans remit to kin in North Korea, frequently through a church, to support reunification of North and South Korea. This research also identified NGOs supporting humanitarian projects in North Korea financed by private contributions.

Remittance flows from migrants to home countries have been neglected in the analysis of economic development in Asia, due in part that remittances flow through informal channels. Remittances are underestimated in value; yet create visible impact in poorer communities. Through the use of research conversations, this study documents how diasporas operate and generate remittances, particularly among the poorer and marginalized. This research supports the need for narrative to be included in the study of migrant remittances.

**0321 The NUCB Culturally Sensitive Business English Curricula Development Case Study**

Sabrina Mallon-Gerland, *Nagoya University of Commerce and Business, Nagoya, Aichi, Japan*

Business English taught to undergraduates is generally difficult, especially at a Japanese university. One of the main problems is teaching materials. Commercial textbooks specializing in BE are written by British and American authors with working professionals from Western cultures in mind. This case study begins with a look at the use of Market Leader and Business Start-up books at NUCB. In this study we will discuss inappropriateness of such materials for Japanese undergraduates due to culturally confusing content. My observation is that pre-service students are not able to conceptualize, nor identify in the content of such materials, hence negatively affecting learning outcomes. Moreover, such materials should be avoided when teaching students with no business or professional experience.

This paper reports of an in progress research project in which a more culturally sensitive BE curricula is developed for this target group. It begins with a case study describing the issues, followed by the results of a student questionnaire regarding BE, and suggestions for developing curricula aims and course content.

**0326 The Essential Core Competencies of Local Health Security Fund Committees for Self-Health Care**

**Management in Phrae Province, Thailand**

Siriporn Phuntulee1, Bongkochmas Ek-Iem2, *1Maejo University, Chiang Mai, Thailand, 2Maejo University, Chiang*

*Mai, Thailand*

This research aims to study the essential core competencies of local health security fund committees in Phrae Province, Thailand. The essential core competencies studied from documents related to the mission of the local health security fund. A questionnaire was set with Delphi technique to ask the opinions of thirteen experts for three times. Then, data were analyzed to determine the essential core competency of the local health security fund committees for self-health care management, a case of Phrae Province, Thailand. The result revealed that there are five essential core competencies of the local health security fund committees in accordance with mission of the local health security fund including 1) the competency of responsibility, 2) the competency of local health security fund



management, 3) the competency of local health security fund knowledge, 4) the competency of relationship-building, collaboration and Partnership and 5) the competency of participation for self-health care.

**0327 Leadership for Senior Citizens’ Communities of Practice**

Wen-Bing Gau, *National Chung Cheng University, Chia-Yi, Taiwan*

Most senior citizens have rich life experience and wisdom, so running a community of practice (CoP) for senior citizens is different from that within business environment. Most participants in the CoPs retire from work and start enjoying their “third age”. How to organize and manage a successful CoP become an important key to enrich older adults’ lives. The focus of this study is on leadership in the CoPs for older adults. The researchers interviewed leaders and members in senior citizens’ CoPs to understand how the CoP leader facilitates older adults’ learning and continue the development of the organization.

This research looks at the theoretical framework proposed by Wenger (1998). 5 selected musical CoPs for senior citizens in Taiwan were visited, while 20 interviewees were recruited (including three levels: The leader, senior members, and junior members). The semi-structured interview method and the observation method were employed to explore how the group leader facilitates members’ learning interactions and how the learning environment is established. The researchers concluded a leadership model to reflect on Wenger’s (1998) 3 elements of CoPs, including mutual engagement, joint enterprise and shared repertoire. The findings will hopefully contribute to gerontology education.

Senior citizens’ CoPs is an important knowledge sharing mechanism. Older adults have their own views on participating learning activities. A leader in the CoPs needs to use acceptable ways to direct members to keep older adults’ participation. Some suggestions on how to facilitate senior citizens’ learning within CoPs were also identified in this study.

**0329 Antioxidant and Anticancer Activities of Lactobacillus Rhamnosus PN04**

Tu Nguyen, Dao Nguyen, Vinh Doan, Huu Nguyen, *School of biotechnology, Hochiminh City International*

*University, National University, Hochiminh City, Viet Nam*

Lactic acid bacteria (LAB) are found in a huge variety of plants and animals. Because of the better adaption for rough survival conditions, Lactobacillus rhamnosus PN04 isoslated in the vegetable named Hottuynia corada Thunb was identified, using API 50 CHL kit and 16S sRNA sequencing. The total soluble polysaccharide (TSP) of Lactobacillus rhamnosus PN04 could inhibit HeLa and HepG2 cancer cell lines along with the antioxidant activity. By using 2,2-Diphenyl-1-(2,4,6-trinitrophenyl)hydrazyl (DPPH) radical scavenging assay, TSP (1 mg/mL) showed the inhibition percentage was 52.86 ± 0.133 (%) when compared with ascorbic acid at 13.15 µg/mL. For measure of

the reducing activity, TSP (1mg/mL) could transform Fe3+ to Fe2+ in the similarity with ascorbic acid used at

concentration of 800 (µg/mL). By using sulforhodamine B (SRB) assay, the cytotoxicity percentage (%) of TSP on Hep G2 was approximate 58.78 ± 3.677 and lower than HeLa (86.16 ± 4.835). As a result, L. rhamnosus PN04 may contribute to the novel anticancer and antioxidant source for human healthcare. This is the first report on



the antioxidant and anticancer activities of L. rhamnosus originated in vegetable.

**0330 Development and Planning of Energy-Saving and Carbon-Reduction Diversified Learning**

**Environments for High School Students**

Ling-Hsuan Hsieh1, Mei-Chen Chang2, Yao-Ming Chu3, Tsuey-Ling Wu4, *1National Kaohsiung Normal University, Kaohsiung, Taiwan, 2National Science and Technology Museum, Kaohsiung, Taiwan, 3National Kaohsiung Normal University, Kaohsiung, Taiwan, 4National Feng-Hsin Senior High School, Kaohsiung, Taiwan*

To cultivate young learner awareness of environmental issues and interest in the research, development, and application of energy technologies, numerous Taiwanese educational and academic institutes have developed formal and non-formal courses that focus on improving student Energy-Saving and Carbon-Reduction (ES&CR)

knowledge and attitudes. This research is based on an ES&CR program proposed by the National Science Council, researchers examined and analyzed strategies regarding planning and building diverse energy-saving and carbon- reduction learning environments for high school students. The program was collaboratively planned by National Kaohsiung Normal University and the National Science and Technology Museum. Numerous diversified learning environments pertaining to independent research and service learning were developed by combining the specialties of high school teachers and relevant resources and complementary teaching resources contained in formal and non- formal education. Subsequently, this program was integrated in the curriculums of the Affiliate Senior High School of National Kaohsiung Normal University and National Feng-Hsin Senior High School.

Because the Taiwanese education system is exam-based and the time provided to high school students for non- formal courses is limited, researchers used ES&CR knowledge, attitudes, and interests of high school students as the primary indicators for planning various learning environments. The program was implemented over a 3-year period and comprised 5 diversified learning environments regarding independent research and service learning. 191 high school students were directly involved in ES&CR research and promotional activities. In addition, to expand influence of this program and students’ learning effects, researchers incorporated international partnerships into the diversified learning environments.

**0331 Foreign Language Education in the Japanese EFL Classroom through Readers Theatre**

Patrick NG, *University of Niigata Prefecture, Niigata Prefecture, Japan*

Research in EFL has recently highlighted the importance of providing students with “real-life” language experience in second language and foreign language learning. Felton et al. (1988) observe that drama allows students to use language for a wider range of purposes than the conventional language lesson in the traditional classroom. There is a wealth of literature that documents the effects of Readers Theatre, a simple drama activity, on foreign language learning (Hill, 1990; Sloyer, 1992; Wolf, 1994). Adams (2003) defines Readers Theatre as a presentational performance based on principles and techniques of oral interpretation and conventional theatre. However, the effects of Readers Theatre in the Asian EFL classroom remain unexplored. This paper will present the effects of using Readers Theatre to improve the communicative English skills of Japanese EFL learners. The research for this question is: *To what extent can Readers Theatre provide meaningful L2 interactions and motivate Japanese EFL to improve their communicative skills in English?*

In my presentation, I will explain and describe the implementation of Readers Theatre in a prefectural university in Japan. The participants for the study are freshmen enrolled in a Core English class. Based on the qualitative data from the students’ reflective journal entries and observational notes on students’ learning experience, I will examine whether Readers Theatre had motivated Japanese EFL learners to improve their oral English skills. The pedagogical implications for teaching communicative English through Readers Theatre will also be discussed. Participants will be shown samples of Readers Theatre script written by students.

**0332 High School Student Participation and Engagement in Energy-Saving and Carbon-Reduction Service**

**Learning Programs**

Mei-Chen Chang1, Tsuey-Ling Wu2, Yao-Ming Chu3, Tung-Chung Tsai4, *1National Science and Technology*

*Museum, Kaohsiung, Taiwan, 2National Feng-hsin Senior High School, Kaohsiung, Taiwan, 3National Kaohsiung*

*Normal University, Kaohsiung, Taiwan, 4National Taitung University, Taitung, Taiwan*

In the current educational system in Taiwan, high school students experience comparatively greater academic pressure than other student grades. Actually, in addition to knowledge-based learning, high school students must learn to respect life, plan their career development, experience the actual needs of the community, and develop civic awareness and responsibilities. Recently, numerous Taiwanese high schools have rendered service learning as a compulsory course that students must complete at school. In this study, the Energy-Saving and Carbon-Reduction (ESCR) Lifestyle and Service Learning Activities: The Green Energy DIY and Action Drama Performance

programs were selected as the case study to determine the effectiveness of service learning and the perceptions of high school students on this program. The qualitative research approach was applied, 15 students from 2 high schools were interviewed to investigate their motivations for participating in the program and their engagement in service learning. The results showed that most students participated in ESCR service learning because of their affiliation motivation. In addition, student engagement in ESCR service learning was analyzed in 3 stages: preparation, action, and reflection. During the reflection stage, the students demonstrated improvements in ESCR

knowledge and problem-solving skills, thereby influencing future lifestyles and career planning. The findings of this

study reflected the actual conditions of service learning participation, including students' participation motivation, uncertainty toward the program, and subsequent dedicated involvement. These results may serve as a valuable reference for designing future related programs.

**0333 The Design and Effects of Energy-Saving and Carbon-Reduction Service Learning Activities for High**

**School Students**

Yao-Ming Chu1, Tung-Chung Tsai2, Mei-Chen Chang3, *1National Kaohsiung Normal University, Kaohsiung, Taiwan, 2National Taitung University, Taitung, Taiwan, 3National Science and Technology Museum, Kaohsiung, Taiwan*

This study conducted a case study on service learning activities regarding Energy Savings and Carbon Reduction (ES&CR) with high school students to investigate the design and effects of these learning activities. A project-based learning strategy was adopted for the overall activity design. Students from 2 high schools located in Kaohsiung

City participated in three learning strategies, independent study, digital media design, and learning aids operation and presents, for one academic year. In July of 2013, an ES&CR activity was held in the National Science and Technology Museum, where student learning results were displayed to visitors to facilitate promoting ES&CR. During this exhibition, in addition to administering the questionnaires to the visitors, we also conducted an interview to determine the learning effectiveness of case students who participated in the ES&CR promotional services. The results showed that the overall service learning process improved the energy-saving and carbon-reduction education of the students, and that mutual reciprocity was achieved among the students, school, museum, and community. Active student participation, museum activity planning, university faculty guidance, and administrative school support led to the success of the activity. By participating in these learning activities, students improved their ES&CR knowledge, enhanced interpersonal skills, transformed ES&CR beliefs, strengthened teamwork and

problem-solving abilities, and developed positive and active learning attitudes. The activity can be further improved, including post-activity assistance, reflection, and integration of school curriculums with ES&CR courses. These improvements can increase the effects of this activity.

Keywords: Energy Savings and Carbon Reduction, High School Student, Service Learning

**0334 Evaluating the Energy-Saving and Carbon-Reduction Attitudes and Learning Processes of High School**

**Students**

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*Science and Technology Museum, Kaohsiung, Taiwan, 3National Kaohsiung Normal University, Kaohsiung, Taiwan*

Energy savings and carbon reduction are key factors in ensuring human and environmental sustainability. To address these factors, this study developed a model for self-regulated learning, comprising 6 latent variables (i.e., environmental perceptions, motivations and beliefs, goal setting, learning control, learning strategies, and energy- saving and carbon-reduction attitude) and 21 outcome measures. Overall, 222 high school students in Kaohsiung City were recruited as the study participants, and structural equation modeling (SEM) was used to determine model fit. The results showed that the proposed model and observational data demonstrated excellent fit, supporting the finding regarding self-regulating learning outcomes. Noticeably, increased motivations and beliefs elevated energy- saving and carbon-reduction attitudes, whereas improved learning strategies reduced energy-saving and carbon- reduction attitudes. The direct effects of these variables were not significant, indicating that when comparing accelerating climate change to feasible solutions, the helplessness regarding whether human effort is effective is demonstrated. This sense of helplessness reduces energy-saving and carbon-reduction attitudes. We categorized this reduction as problems pertaining to beliefs and goal difficulties. We suggest that students be introduced to new schemes and technologies when learning energy-saving and carbon-reduction issues to reinforce their confidence. In addition, we also suggest guiding students in setting goals that reduce the impact of climate change rather than attempting to solve the entire problem completely.

Keywords: Energy Savings and Carbon Reduction, Learning Process, Self-regulated Learning

**0335 Improving Student Performance by Removing Psychological Barriers**

Shalini Gopalkrishnan, *Valencia College, Orlando Florida, USA*

Students can achieve excellence in all aspects of learning, but often fail to succeed in test-taking situations, as they tend to “choke” under pressure. Research by Beilock (2010) and others show us that anxiety-induced situations can exhaust a portion of the brain’s power which is the ‘working memory’. Working memory is a restricted source and becomes overworked and saps the brain of the power needed to do our best. One of the solutions to this issue has been to free the working memory of its anxieties by writing them out.

A study of over 50 students was conducted using control groups and interventions. In one group, students were asked to write their worries before a difficult math test and in the other group, we requested the students to write what they were really good at to affirm their self-worth. The third group was the control one. Controls were set in place for level of difficulty of test, subject matter, time of test and location. The results were encouraging, with effect sizes which lead us to believe that such interventions can indeed liberate the working memory from such anxieties and improve performance which would lead to sustainable learning.



**0344 English for Sport Instruction and Coaching: An Ongoing Research Report**

Nicholas Lambert, *Toyo University, Tokyo, Japan*

Sport is a global industry with substantial financial investment. As it expands, there is a growing need for international communication, more often than not in English. In addition to such communication at mega-sport events such as the Olympics, there are often multi-linguistic communication needs within one team or sport organization. For instance, coach and player may have different linguistic backgrounds, requiring language study or interpreters.

Before attempting to teach non-native learners sport-specific English language, it would be of great benefit to identify typical communicative needs and utterances in the field. Therefore, the speaker has been interviewing sport coaches and instructors in a variety of sports in New Zealand and Japan in order to identify key English communication needs and typical oral production of coaches and sport instructors while working with their athletes. Several live training sessions have also been observed, recorded and transcribed so as to capture samples of authentic spoken language.

Once this identification process has been completed, the researcher intends to develop English learning materials for non-native English speakers who are training to become sport coaches or instructors, or are already working in these fields, within the Asia-Pacific region.

This presentation summarizes the English communication needs and forms identified to date from sport interviews and live training sessions, quoting extensively from the recordings. Furthermore, it will show how an English instructor may use field informants - regardless of field - to aid in ESP curriculum development.

**0345 Intercultural Sensitivity of Freshmen at Mahidol University International College**

John Chocce1, Patreeya Kitcharoen1, *1Mahidol University, Nakhonpathom, Thailand*

As the number of college students studying in a country other than their passport country continue to increase, as the number of higher institutions offering not only study abroad programs, but international programs at both undergraduate and graduate levels continue to proliferate, and as large amount of studies across the globe continue

to report low level of interaction between domestic and international students, a corresponding increase in intercultural sensitivity on the part of the students is consequently highly required. Therefore, the research objective is to measure the intercultural sensitivity of freshmen from Mahidol University International College (MUIC), and to compare their level intercultural sensitivity based on seven recurrent factors that are found in the literature. The

population of this study was first-year undergraduate students from an International College. Using stratified random sampling, the subjects were 268 participants: 39 freshmen were from Arts, 48 from Science, and 181 from Business Administration. The research instrument used by the author was (1) a demographic and personal questionnaire and (2) the Intercultural Sensitivity Scale (ISS) developed by Chen & Starostra (2000). The overall results suggest that MUIC freshman exhibit high level of intercultural sensitivity as measured by the ISS. The results do not support the first, third, fifth and sixth hypothesis, but do support the second, fourth and seventh hypothesis. The paper concludes with a description of the study's limitations and presents suggestions for additional research.

Keywords: Intercultural Competence, Intercultural Sensitivity, International College, Friendship Network, Study

Abroad

**0351 The Quest For Higher Education For Police: Panacea or Problem**

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For most, higher education is regarded as a good thing. In the world of policing, it is purported to enhance the attitudes, behaviours and performance of police and improve the overall quality of policing. There is, however, little empirical research to support these assertions. The movement for higher education for police seems to rest more heavily on 'faith', than on 'fact'. Few researchers have investigated the influence of higher education on the job related attitudes of police officers, but the available research suggests that by encouraging higher education, police services may be cultivating high levels of dissatisfaction and low levels of organisational commitment.

The study set out to explore the influence of higher education on the job satisfaction and organisational commitment of Queensland Police officers. Initial data was collected in 1997 with a sample that included 223 police officers, of which 54.6 percent had undertaken an undergraduate degree or higher. The Job Descriptive Index was used to measure 5 facets of job satisfaction and the Organisational Commitment Questionnaire was used to measure organisational commitment. A series of MANOVAs were conducted to test for differences between education level and type, a range of demographic variables and the two dependant variables of job satisfaction and organisational commitment.



The study failed to find a significant relationship between level or type of education and job satisfaction or organisational commitment. Significant relationships were found for rank, gender and type of duty performed. A follow up study in 2003 reinforced the findings from the earlier study.

**0352 Capacity Building of School Management Committees for Sustainable Development of Education** Lakshmi sunita Burra1, Vijayakumar Thirukkovela2, *1Pratham Education foundation, Hyderabad, India, 2Natioinal Institute of Rural Development, Hyderabad, India*

The School Management committees have been formed to manage and regulate day-to-day proceedings of the school. The SMCs play a catalytic role in boosting the efforts of school in the universalization of elementary education by enrolling every eligible child in the village / habitation in the school and ensuring that no child drops out before the successful completion of his / her school education. SMCs are also concerned about supervising, monitoring and developing the school activities.

Since the SMCs have a multi-pronged role to play under right to education act and implementation of Sarva shiksha Abhiyan i.e. Universal Primary Education Programme. It becomes inevitable to know whether they are aware or not of their responsibilities in relation to school management. It becomes necessary to assess their effectiveness as well as efficiency, in relation to the roles performed by them, the strategies and measures adopted by them to check dropout rates and enrollment of Out of School Children. For effective involvement of School Management committees in schools their capacity building is quite essential.

Capacity building can be viewed as a notion that describes ‘community’ effort, time, resources, leadership and commitment directed towards identified goals by the community itself. Capacity building is a process with an intrinsic value. This paper is based on the initiative carried by the district SSA project and the Pratham NGO for strengthening of SMC in Hyderabad city of Andhra Pradesh, India.

**0355 Managing the Benefits and Challenges Offered by the Globalisation of Education to Accelerate the**

**Development of the Dili Institute of Technology (Timor Leste)**

Bhagavathi Naidoo, *Dili Institute of Technology, Dili, Timor-Leste*

The Dili Institute of Technology (DIT) is a tertiary education institution in East Timor. The Institute exists, in a war ravaged, relatively poor, rapidly developing country, with an immediate need for skilled graduates to help with rebuild. DIT has sought to use the purported benefits of the Globalisation of Education to accelerate its own development into a robust Teaching and Learning institution. To this end it has implemented a series of initiatives

to leverage some of these benefits.

This paper examines the various initiatives that have been undertaken and discusses the advantages gained and challenges encountered in the pursuit of this policy. It examines the mainstream theories on globalization of education, catalogues the benefits as identified by its proponents and discusses the threats anticipated by those theorists who take a more cautionary view. It discusses the national context within which DIT exists, the historical development, goals, characteristics and composition of the institution, and presents the various policies and programs that the university has initiated to access the benefits, the outcomes that have been realised, the challenges identified and how DIT has responded to these challenges. It does this through an examination of existing institutional records and structured interviews with senior staff.



The paper concludes that the institute would have mitigated the challenges and gleaned greater benefit if it had anticipated and/or better managed the pressures of; funding and financial sustainability, global aspirations of political leaders, national accreditation imperatives, technological infrastructure, agenda’s of funding agencies, and acculturation of sponsored staff.

**0356 Labour Broking: A South African Case Study**

Loganadhan Naidoo, *Mangosuthu University of Technology, KwaZulu-Natal, South Africa*

Recently the government of South Africa together with organised business have been at loggerheads with the trade unions about the issue of Labour Broking. On the one side the government and organised business were justifying the support of it while on the other side the trade unions were canvassing for a total ban on Labour Broking. With the Marikana mineworkers incident the role of Labour Broking to aid or hinder the transformation of South African society was placed in stark relief.

This paper will reference established theorists to create the framework for discussion, then canvases public documents including digital sources to capture the prevailing opinions of the day. It will in the first instance, trace the evolution of Labour Broking both globally and in South Africa. Thereafter, the different national views on Labour Broking will be explored. These include inter alia the view that government and employers in general have supported the temporary nature of labour broking because it provides a degree of flexibility in employment and relief from the controls and stipulations of the labour Relations Act. The view of Cosatu and some other trade unions is that Labour Broking is exploitative and disenfranchises workers. The view of some public commentators that Labour Broking is ‘immoral’ and an opposing view that it allows for inclusion of workers that are otherwise excluded from organised labour markets.

In conclusion this paper will argue that Labour Broking has a legitimate place within the Transformation agenda, but needs to be more heavily regulated.

**0357 Taxation Learning Achievement of 3rd and 4th Year Students, Khon Kaen University International College by Using the Combinations of Traditional Lecturing and CLIL Learning Method Activity** Phaninee Naruetharadhol, *Khon Kaen University International College, Khon Kaen, Thailand*

Khon Kaen University International College as typical International Colleges where all classes are conducted in English and students' mother tongues are not native English speakers, weaken students' abilities to learn the class contents especially Taxation class. Taxation class is typically considered a complicated class. Traditional Lecturing and CLIL learning method activity have been conventionally used as a substitution in Taxation class at Khon Kaen University International College. The purpose of this experimental study was to investigate whether it would be more advantageous to combine traditional Lecturing and CLIL learning method activity introduced to the taxation class than to conduct the class alone with traditional lecturing. Based on their pre-tests scores, 42 Khon Kaen University 3rd and 4th year students were placed into two different learning environments; before midterm and after midterm examinations. The research results revealed that the combinations of traditional lecturing and CLIL



learning method activity environment directed to statistically superior learning gains than the use of traditional lecturing alone. This combination method has efficiently promoted students' conceptual understanding. The research outcomes highpoint the advantages and benefits of using the combinations of traditional lecturing and CLIL learning method activity to indorse students ‘ understanding of the taxation class contents. The CLIL learning method

activity is be able to assist students in term of langue learnt in class as well as construct taxation class contents. Keywords: Experimental Study, CLIL Method, Conceptual Change

**0358 Cooperative Learning Techniques and the Improvement of Students’ English Writing Skill**

Kanokon Rattanapon, *Khon Kaen University International College, Khon Kaen, Thailand*

Most of the students in international program at undergrad level has been encountering with the problem of communication in English, in particularly when it comes to writing part. As international program at undergrad level mainly emphasizes on content learning rather than language learning, most of the students who have never studied and experienced in international program before struggle with expressing their knowledge in writing in English even though they understand the course content. Lacking of English writing skill has resulted in a poor learning outcomes and discouragement in students. To assist those groups of the students improving their English writing skill, a research is conducted. A classic theory of Cooperative or Collaborative Learning by Slavin, David Johnson and Roger Johnson is utilized and redesigned to examine whether the theory can help with improving student language skill, as so far this theory emphases constantly on the learning outcomes in other dimensions. Cooperative learning activities suitable for use in undergrad level course are applied to World Geography course at Khon Kaen University International College course, with samples of 60 students who are all freshmen for 1 semester or 45 hours of class operations. The research finds that cooperative learning techniques assisted with the improvement of English writing skill and learning outcomes. In particular, students are satisfied with cooperative learning activities in class that relatively encourage the students to continue with improving their writing skill.

Keywords: Learning Outcomes, Undergrad Level, Cooperative Activity, International Program

**0359 Understanding the Relationships between Discourse-Based Partial Dictation and Auditory Recognition of Phonological/Grammatical/Semantic Errors at the Sentence Level: A Pilot Investigation Based Upon Japanese EFL Learners’ Self-Evaluation and Actual Language Performance**

Hirokatsu Kawashima, *Nagasaki University of Foreign Studies, Nagasaki, Japan*

Dictation is a widely-used intensive listening activity in the Japanese EFL classroom, but not a panacea: the scoring may often be time-consuming. A number of classroom-based investigations have been conducted in an attempt to study an alternative form of intensive listening, in which the relationships between dictation and auditory



recognition of phonological, grammatical and semantic errors have been explored.

The current study reports the results of one such investigation, which targeted auditory recognition of phonological, grammatical and semantic errors at the sentence level and partial dictation at the discourse level. 56 Japanese EFL learners participated in this investigation, in which their partial dictation performance was examined using several listening materials of standardized tests, and their recognition performance of phonological, grammatical and semantic errors was measured on a 9-point scale by learners’ self-evaluation from the perspective of 1) two types of similar English sound (vowel and consonant minimal pair words), 2) two types of sentence word order (verb phrase- based and noun phrase-based word orders) and 3) two types of semantic consistency (verb-purpose and verb-place agreements), respectively.

Multi-faceted analyses based upon the OPLS (Orthogonal Projections to Latent Structure) regression model have disclosed, for example, that the two types of auditory error recognition are related to discourse-based partial dictation in a non-linear way: the highest explanatory power for discourse-based partial dictation is attained when the cubic elements of auditory recognition of errors related to consonant minimal pair words and of errors related to

verb phrase-based word order are embraced (R2 =.38, p=.04).

**0360 The Process of Burmese Transborder Labour's Health Management in Chiang Mai Province, Thailand**

Wattana Wanitchanont, Apichart Traisaeng, *Maejo University, Chiang Mai, Thailand*

This research aimed to study the process of Burmese transborder labours' health management in Chiang Mai Province, Thailand. The information is gathered from document research and interviews the related key informants from the government organization part and NGO part conducted through field work. There were thirty individuals from four groups including Chiang Mai immigration office, Chiang Mai provincial public health, hospital in Chiang Mai and ministry of labour. The study revealed that Chiang Mai immigration office was responsible for transborder labour permission to work in the country and arrange the initial health screening. Furthermore, Chiang Mai provincial public health determined that all transborder labours must check their health at the public hospitals only and made a health insurance card. After that, it was the registration process of Burmese transborder labours to obtain work permits. Then, all transborder labours reached the operation as the rightful labours. In a case of health problem of the legitimate transborder labours, they must access healthcare service at the government hospital only which specified in the health insurance card. Importantly, the main problem of Burmese transborder labour's health management was 1) the lacking of knowledge and understanding in the healthcare center selection, 2) lacking of knowledge and understanding in the right of health insurance card. Thus, this study was the basic information which lead to the healthcare accessibility evaluation of Burmese transborder labour and the development of the process of Burmese transborder labours' health management in Chiang Mai Province, Thailand in the next phase.

**Abstracts for Poster Presentations**

**0250 Handheld e-Readers as a Tool for Improving the Readability of Texts for Japanese-language**

**Dyslexic Readers**

Hanae Ikeshita-Yamazoe1,2, *1Ritsumekan Global Innovation Research Organization, Ritsumeikan University, Kyoto, Kyoto, Japan, 2Research Institute for Science and Engineering, Waseda University, Shinjuku, Tokyo, Japan*

Technological innovations have led to inherent changes in how individuals read, and many book publishers and periodicals have abandoned print in favor of digital media. In accordance with these changes, e-readers with advanced Japanese-language accessibility options to aid dyslexic readers are now available. This two-pronged study began by administering an eight-item survey to a group of 32 dyslexic Japanese readers aged between 7 and 63 years concerning their use of such devices. In the study’s second phase, one child and two adults were selected from the above sample and observed while utilizing an Apple iPad’s accessibility features, which allow for modifications to font color, size, style, background, writing direction (horizontal or vertical), and the use of furigana (phonetic readings of kanji, or Japanese logographic characters). Of the survey’s 34 respondents, 17 said that they read e-

books using handheld readers. Of those 17 respondents, 5 made use of these devices’ accessibility options; in contrast, the remaining participants were unaware of such capabilities and subsequently did not utilize them. The second phase of the study examined which accessibility settings were optimal for Japanese dyslexic readers, revealing that participants could most easily read large, white, horizontal, sans-serif fonts on a black background using furigana. Hence, it was shown that effective use of handheld reading devices’ accessibility options can lead to increased comprehension in dyslexic Japanese readers.



**0260 A longitudinal Study of Junior High School Teacher's Cognition, Attitude and Action toward "CO2**

**Emission Reduction by Energy Conservation" in Hualien Area**

Chih-Hsiung Ku, Chih-Wei Hsieh, *National Dong Hwa University, Hualien, Taiwan*

Recently, resource depletion and global warming are issues that concern all nations of the world. It has become imperative and a matter of urgency that "CO2 emission reduction by energy conservation" is given priority by educators and in the programs they teach. The longitudinal study primarily discussed the current state of cognition, attitude and action toward CO2 emission reduction by energy conservation of Hualien-area junior high school teachers. Furthermore, the attributions of judgment in action of positive or negative decisions were analyzed too. The study conducted further comparison of the current findings among junior school teachers with those from three years ago. The subjects were 75 teachers from two junior high schools in the Hualien area by purposive sampling. Research instrument was the questionnaire "Junior High School CO2 Emission Reduction by Energy Conservation



Cognition, Attitude and Action. The main findings were listed as follows: 1) Junior high school teachers still need to

be improved in some cognition toward "CO2 emission reduction by energy conservation." 2) Junior high school teachers held positive attitudes toward "CO2 emission reduction by energy conservation" both in three years ago and now. 3) Junior high school teachers had raised their performance in action of "CO2 emission reduction by energy conservation." 4) By Weiner's Attribution Theory, less probability in successful implementation of "CO2 emission reduction by energy conservation" was expected. 5) Junior high school teachers considered that natural environmental protection was more important than the economic development.

**0264 The Impacts of the Gratitude Experience through Internship on Students' Professional Identity and Career Choice: Taking the Students in the Social Work Department Practicing their Internships in the Long- term Care Agencies for Elderly as the Example**

Ju-Huey Wen1,2, Shueh-Chin Ting2, *1Chia Nan University of Pharmacy & Sciences, Tainan city, Taiwan, 2National*

*University of Tainan, Tainan city, Taiwan*

As the numbers of the elderly population are increasing in Taiwan, the issues the long-term care services encountered have been emphasized. Social workers who are educated by universities become an important manpower source. This study explores the experience of gratitude could enhance their professional identity and may continue to choose the field of elderly social work as their main consideration of occupational choice after graduation. The research data was collected from interviewing 9 students in the social work department who did their internship in the social welfare services for elderly in 2012. The results showed that these respondents did experience gratitude from supervisors, other professionals and interns, and the elderly. They also responded to these helping acts, including interacting with supervisors, providing help, and enhancing their own performance. Moreover, these gratitude experiences enhanced students' professional identity. This study suggests that elderly welfare agencies in addition to provide a good training system and maintain the inherent social work supervisory functions, they could provide more assist and caring to students and create an environment which induces gratitude

emotion. Teachers in the social work schools could enhance students' sensitivity on the assistance given by others or positive emotions such as gratitude and immediately encourage students' altruistic behaviors. The intern students can establish a trust relationship with the elderly, thus they are more willing to work for elderly after graduation in order to supplement the lack of manpower of the elderly social workers and improve the social work labor conditions and the quality of services.

**0268 The Relations between Father-Child Interactions and Children's Arithmetic Strategies**

Shu-Chuan Lee, *National University of Tainan, Tainan, Taiwan*

Based on the Vygotsky's sociocultural theory, this study examined the different types of father-child interactions, and the relations between father-child interactions and children's simple addition arithmetic abilities and strategies.

Thirty-two middle-class father-child dyads, drawn from three private kindergartens in Tainan, Taiwan, were videotaped and audiotaped, during they were playing a board game for about twenty minutes. Before and after the board game, these five to six-year-olds were assessed on their simple addition arithmetic abilities and strategies.

A coding scheme was used to assess the types of father-child interactions and children's simple addition arithmetic strategies. One way ANOVA and chi-square test were used to analyzed the relations between father-child interactions and children's simple addition arithmetic abilities and strategies.

The results showed that, first, there were significant differences in children's simple addition arithmetic abilities when different father-child interactions were used. Children got the most improvement when fathers used directive instructions. Second, there were significant differences in children's simple addition arithmetic strategies when different father-child interactions were used. When fathers used directive instructions, their children used more counting fingers. When fathers used distancing strategies, their children used more fact retrievals. When fathers used responsive behaviors, their children used more fact retrievals and counting fingers.

**0270 Development of a Stereoscopic Japanese Literacy Program for Dyslexic Children**



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A unique program for the stereoscopic representation of letters (including stroke order and structure) has been developed to support intelligible understanding of the written Japanese language (hiragana and kanji) by dyslexic children using a tablet computer. The stereoscopic letters consist of ordered pairs of strokes with distinctly different depths. We have previously (Yamazoe et al. 2009) shown the effectiveness of this method for hiragana learning using a 3D display, but it has not yet been tested on a tablet computer. The aim of this study was to test the efficacy of the program as a tool for literacy learning on a tablet computer; in particular, we proposed that the stereoscopic program better supports Japanese language education for dyslexic children compared to ‘flat' (two-dimensional) letters. One child and one adult with dyslexia participated in this study. The data obtained suggest that stereoscopic depth is a key factor in the efficient recognition of letters. It is possible that by arranging stereoscopic letters spatially, the participants were able to obtain information more efficiently than from flat presentations. A clear advantage was identified for stereoscopic perceptual recognition compared to flat recognition using the tablet computer, suggesting the effectiveness of stereoscopic Japanese language learning for dyslexic learners. The stereoscopic program has the potential to promote autonomous learning. Next, we plan to investigate the effectiveness of the stereoscopic program among dyslexic language learners who are learning Japanese as a foreign language.

**0276 Mental Health among Rural Secondary School Adolescents**

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Mental health is the capacity of an individual to form harmonious relations with others and to adjust to his social and physical environment. Mental health of the learner is very important for efficient learning and proper development of personality. For adolescents, school is the most important setting outside the family. Students’ perceptions of the school environment are significantly associated with their well being. Well-developed adolescents who were empowered with appropriate life skills have better chances of becoming healthy, responsible, and productive adults. The study was conducted in Karimnagar district of Andhra Pradesh, India among eleven selected secondary schools (5 residential, 5 non- residential schools and one private school) for students of classes 8, 9 and 10 (574

students). Four point Likert scale was used to assess the status of mental health of the school adolescents. It was found that students coming from disadvantaged sections of the society suffered from psycho-somatic disorders, inability to cope up with situation and impulsiveness in behavior. Apart from that it was found that students suffered from depression as well, and also the study reveals that type of school management has significant influence on the mental health status of school adolescents because of the rigidity in time table and lack of recreation. The



researchers suggest that mental health interventions such as counseling and moral support are the panacea to this issue.

**0289 Potential Predictors for Health-Related Quality of Life in Preschool Children with Cerebral Palsy** Chen Chia-Ling1,2, Chung Chia-Ying1,3, Tsai Chih-Chien2, Liu Mei-Chun2, Liu I-shu2, Chen Hsieh-Ching4, Tang Simon Fuk-Tan1,3, *1Department of Physical Medicine and Rehabilitation, Chang Gung Memorial Hospital, Linkou, Taiwan, 2Graduate Institute of Early Intervention, Chang Gung University, Linkou, Taiwan, 3School of Medicine, College of Medicine, Chang Gung University, Linkou, Taiwan, 4Department of Industrial Engineering &*

*Management, National Taipei University of Technology, Taipei, Taiwan*

Objectives: This study aimed to identify potential predictors for the Health-Related Quality of life (HRQOL) in children with Cerebral Palsy (CP).

Methods: One hundred and one children (age, 1-6 years) participated in this study. Nine potential predictors were age, sex, Bimanual Fine Motor Function (BFMF), Gross Motor Function Classification System (GMFCS), and cognition, speech, motor, social, self-care subtests of Comprehensive Developmental Inventory for Infants and Toddler (CDIIT). HRQOL measure was TNO-AZL Preschool children Quality of Life (TAPQOL).

Results: Regression model showed BFMF was a negative predictor for Social (Adjusted r2= 0.33, p< 0.001) and Behavior (Adjusted r2= 0.17, p< 0.001) domains of TAPQOL. GMFCS levels and age were predictors for Motor domain (Adjusted r2= 0.35, p< 0.001). CDIIT-speech subtest and GMFCS levels were predictors for Communication domain (Adjusted r2= 0.18, p= 0.029). CDIIT-cognition subtest was a positive predictor for Physical domain (Adjusted r2 = 0.04, p= 0.025). Overall, BFMF and CDIIT-Self-Care subtest were predictors for total TAPQOL score (Adjusted r2= 0.41, p= 0.005).

Implication and Impact on Rehabilitation: Factor combinations predicted HRQOL in different domains for children with CP. The most robust predictors in HRQOL are BFMF and CDIIT.

**0350 Making and Analyzing Advertisements: A Dynamic Linguistic Tool for Motivating Students**

Ruth Nkombalume, *Nanzan University, Nagoya, Aichi, Japan*

When students engage in creative projects and topics that they find interesting, their reading, writing, listening and speaking skills may improve as a byproduct of using English for communication. Consequently, students may overcome some of the many disincentives they feel in EFL classes, including 1) a lack of motivation to use and improve their English language abilities when English is a requirement for college entrance; and 2) a sense of pointlessness in studying a language that students rarely encounter outside the classroom and do not expect to use in their careers. This article highlights some practical ways in which students can freely analyze and discuss the impact of advertising in their own lives and in society. The students write, discuss and present their analysis of advertisements, activities that encourage them to develop critical thinking skills. They work in pairs or groups to explain the techniques used in advertisements. The students' goal is to identify and explain as many advertising techniques as possible. In such ways, students compare and come to understand how advertisers capture the

attention of consumers and get them to spend money on products. Analysis of this kind helps students understand what goes on in the advertising industry and understand many advertising techniques. In their interactions, students read, write, listen, and speak about topics that are familiar and interesting to them; in such ways, students gain more opportunities to communicate in English and produce language beyond simple conversational drills in their textbooks.



Keywords: Analyzing, Advertisement, Communicative, Enhance, Fluency

**0353 Managing Talent through Systemic Action Research**ɿ **A Case of Management Associates Program for**

**Taiwanese Century-old Banking**

Hui-Ching liu, *Fu Jen Catholic University, Taipei, Taiwan*

This paper aims to clarify the social construction process of talent become willing to take action to fulfil the company's mission and promote the organization change diligently. Management Associates MA) are high potential individuals recruited from target colleges in Taiwan, the US, or other parts of the world with the objective to build the future senior management pipeline. In the past, the study of the MA program focused on the system design,

while using the developed human resources management tool to assist its socialization. However, the longitudinal studies regard it as the basis of the action research. The research material includes the record file, the questionnaire, and so on.

**Abstracts for Virtual Presentations**

**0194 The Folksonomic Use of Technology to Scaffold Autonomous Learning in a Hybrid International**

**"South East Asian Literature" Class: Empowering Our Technology-Savvy Students**

Agus Santoso, *Universitas Pelita Harapan, Lippo Village - Tangerang, Indonesia*

In this small-scale research, the "digital native" students (Prensky, 2001) were specifically introduced to the "Transcendental Scaffolding" (Santoso, 2010) in their hybrid learning processes. A qualitative case study research design was employed, involving the thirty-seven students who took the international "South East Asian Literature" class. The thirty-seven students were divided into four smaller groups with each facilitator responsible for their hybrid activities. The students, particularly the four facilitators, were closely monitored to stay focused on track by sending them regular notifications of what to do. They were exposed to ample flexibility to express what they had



learned autonomously in the F2F lectures and the different online activities, such as discussion forums, chat sessions,

wikis, and quizzes using MOODLE as the Learning Management System (LMS), following its folksonomic use. Besides, two unprecedented tests (i.e. the drama videos for the Mid-Term Test and the collaborative short story writing via wiki for the Final Test), which are in line with the nature of the Transcendental Scaffolding, were administered as expansions of what they had learned in the classroom. Based on the questionnaires distributed and the interviews conducted, the results, at this stage, indicate that most students enjoyed their respective learning journeys and that they also managed to express their ideas more creatively and more confidently both to their peers and to their lecturer in the hybrid teaching-learning processes. However, in order to improve the quality of the learning outcomes in the future, the students' levels of success need to be investigated as well.

**0198 Testing Communication Abilities**

Staci-Anne Ali, *Aichi University-Toyohashi, Toyohashi, Japan*

Japan, it is mandatory for first year students to take a communication English course. These courses aim to help students apply all the English they have been passively absorbing throughout their junior and high school years and put it into action in natural conversation manner. However, it can be challenging to evaluate; therefore, I have been using conversation tests with my students. These are oral tests done in groups of two, three and four students. The aim is to gradually build fluency by following the 5 basic steps of the conversation, and increasing confidence with using English in natural situations.

**0199 Asking the Right Questions to Get the Right Results**

Christian Rogers, *Indiana University-Purdue University Indianapolis, Indianapolis, IN, USA*

Many studies have been conducted on how to create strong assessments for an online, blended or face-to-face course. But do we really know that the likert scale we are using is telling us what we really need to know? After evaluating

an assessment created by a not-for-profit organization for their newly created online training, it was found that the survey did not provide valid results. The survey was analyzed utilizing the Rasch measurement model to understand whether the survey successfully met the requirements for measuring engagement. The Rasch measurement analysis revealed that the survey was weak and did not measure engagement, thus the results of the survey revealed no significant differences in the level of engagement.

While no significant results were found, much can be learned about how Rasch measurement can be used to evaluate whether questions are effective in garnering valid results.

**0212 Motivations for Entrance, Career Cycles and Job Satisfaction of ESL Teachers in Korea**

Akli Hadid, *Academy of Korean Studies, Seongnam, Republic of Korea*

Carol Waites (1999) interviewed 79 TESOLs (teachers of English to speakers of other languages) in Geneva and Sydney, examining their career cycles, motivation, job satisfaction and career development. In a pilot study designed to verify the universality of her findings, the researcher interviewed 39 TESOLs in Korea. The pilot study was designed as a prelude before carrying out more in-depth interviews for the researcher’s dissertation.

This presentation will focus on the findings relating to the motivation and job satisfaction of TESOLs in Korea found from the 39 informants. While most studies on TESOLs so far have shown high levels of intrinsic job satisfaction and low levels of extrinsic satisfaction with the TESOL profession, TESOLs in Korea seem to show opposite patterns: low levels of intrinsic satisfaction (especially with feelings that their talents are being underused and dissatisfaction with their workplace) and high levels of extrinsic satisfaction (with pay and lifestyle). Overall, motivations for entering the TESOL profession were very different from those found in Waites’ study, as money, a new lifestyle and traveling were the highest motivations for TESOLs in Korea. The levels of job satisfaction for TESOLs in Korea were found to be much higher than in Waites’ study, with many TESOLs in Korea planning to teach TESOL permanently and almost none regretting their choice to teach in Korea.

**0220 Scope and Aims of Intellectual Capital Management and Reporting in Universities Towards a**

**Sustainable Education for the 21st Century**

Konstantinos Kalemis1,2, Anna Kostarelou1, *1National Centre for Local Government and Public Administration, Athens, Attiki, Greece, 2National and Kapodistrian University of Athens, Athens, Attiki, Greece*



The concept of IC is a term that has been conceived through practice. IC has also been categorised in different ways by academics and business management since the mid-1990s. It is important to stress the notable efforts that the business world has made in the search for a valid universal classification. Universities are immersed today in an intense transformation process triggered by the need to make universities more flexible, transparent, competitive and comparable. To face these challenges, universities need to consciously manage the processes of creating their knowledge assets and recognize the value of IC to their continuing role in society. The role of HE institutions is particularly relevant in the economic structure of countries and regions as they add value in terms of educated workforce and enhanced entrepreneurship. Depending on the type of university (e.g. research university versus teaching university) the different elements of IC may have different roles and meanings. The Impact of Measuring and Reporting IC at University level: mission, performance, national resource allocation and international ranking

**0225 Sexuality Education for K-12 Students: Coordination among Schools, Teachers, Parents, and Students**

Luis Miguel Dos Santos, *City University of Macau, Macau, Macao*

Conversations about sexuality and gender topics are considered as taboos in many Asian countries, particularly in the Far East. From last decade, increasingly amounts of Far East governments have suggested K-12 institutions to host sexuality education class and encourage parents to teach positive and correct sexuality knowledge to their children. In fact, many scholars believe parents and families are one of the first agents to transfer knowledge and social values to children. Because of that, parents and families should start to teach sexuality knowledge to their children during young age. Although there are large number of researches referring sexuality education is one of the successful strategies to prevent sexual abuses, underage sex, and early age pregnancy, parents still try to avoid such conversations at home. Researchers indicate that parents may not have the experience to introduce the conversation due to cultural taboo, and even believe children should not discuss sexual topics during young age. Researches point out that if people receive sexuality education during childhood, they are less likely to commit sexual crimes. If teenagers are able to receive proper sexuality knowledge at early age, these people may able to continue to teach their offspring sexuality knowledge as well. The purpose of this paper is to explore the way of how to reform the parental sexuality education in Far East region and, at the same time, make recommendation to prevent sexual

crimes and underage pregnancy in the future.

Keywords: Sexual Education, Parental Sexual Education, Sexual Crime, Underage Pregnancy

**0227 How Can Community Services Experience Promote Community Health Knowledge to Pre-Service**

**Medical Doctors and Medical Students**

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*Macau, Macau, Macao*

For many years, medical doctor students consider that only doctors serving in clinics, labs, medical centers and hospital are real doctors. Unfortunately, only very few students would like to enter the community health career after graduation. However, when medical students enter their final year and internship, they eventually realize that

doctors at educational institutions and community centers also take significant positions to promote health education and prohibit illness in the society. At some medical schools, department heads usually encourage medical students to participate to social events, such as sport competitions and school graduation, where the students can try to work

with experienced physicians and residents. In fact, some medical students do not understand how school doctors promote health education to K-12 students based on their needs. In order to increase the experiences of pre-service physicians, particularly first and second year students, teachers should lead students to enter the community for real- practical learning. If first and second year medical students can receive proper knowledge about community health during early years, these students may have higher chance to contribute their career in that field after graduation.

The purpose of this paper is to explore how a three-day long sport competition engage medical students to contribute to community health service, at the same time, make recommendations to medical school leadership to improve their course schedule and design.

Keywords: Community Health, Health Education, Medical Doctor Students, Pre-service Doctor

**0255 Rethinking Professional Development in Competitive World: Accelerating Time-to-Expertise of**

**Employees**

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Professional development is one of the key differentiator used by leading organizations to attract, retain and develop their workforce. Professional development in the past has ranged from skills and knowledge acquisition to employees to critical soft skills to develop employees not just personally but also professionally. However, professional development was never as critical as it has become with the changing nature of globalized work place. With the change in pace of business, the customer expectations from organizations has increased in terms of squeezed time-to-market, faster response to customer needs and demands for better services. It is becoming

increasingly challenging for organizations to develop their employees at faster rate so that they can perform their job even more efficiently and effectively. Organizations are increasingly becoming focused on how workplace professional development of employees can be structured or orchestrated to shorten time-to-professional expertise of their employees. This paper presents the initial research findings on how organizations are meeting these challenges and how they are changing its professional development programs to accelerate time-to-professional expertise of their employees.

**0271 Reliability and Validation of the Motor Developmental Scale for Preschool Children in Taiwan**

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Objectives: The purpose of this study was to investigate the reliability and validity for a new developed motor development scale for preschool children (MDSPC) in Taiwan.

Methods: The MDSPC scale consisted of 85 items, which mainly covering gross and fine motor subscales through expert team consensus. We enrolled one hundred and thirty-six healthy children with the age of 6-72 months to participate in this study. Peabody Developmental Motor Scales II (PDMS-II) was selected for validity analysis on 99 healthy children.

Results: The inter-rater and intra-rater reliabilities for gross motor (ICC=0.971-0.994) and fine motor (ICC=0.987-

0.997) subscales were excellent. The internal consistency for gross motor and fine motor subscale were excellent (Cronbach alpha coefficients = 0.977 and 0.986, respectively). The correlations between MDSPC and PDMS-II subscales were good (r= 0.80, p < 0.01).

Implication and Impact on Rehabilitation

The MDSPC had excellent internal consistency, reliability and good criterion related validity. Increase of sample size is needed for scale validation in further study.

**0279 Future of Sri Lankan Entrepreneurial Graduates**

Tishani Shereen Herath, Sunethrani Amaratunge, *University of Kelaniya, Kelaniya, Western Province, Sri Lanka*

Due to several unfavorable restructures, changes and reduced opportunities for career progression in the corporate sector, entrepreneurship today has become an increasingly attractive and promising career alternative. During the past decade, many of educators, scholars and policy makers emphasize the importance of the entrepreneurial

education which indeed leads to the development of entrepreneurial skills and greater potential for business start-ups. Therefore, the purpose of this study was to explore the readiness of Sri Lankan entrepreneurial graduates to become real entrepreneurs upon their graduation.

This paper investigated into 100 final year entrepreneurial graduates, selected based on the random sampling technique from the four state universities which are currently offering entrepreneurship degrees attached to the faculties of commerce and management studies. This study was mainly a quantitative study which used less complex statistical techniques for its data analysis purpose.



The findings of the study indicate that only 25% of entrepreneurial graduates either started or intended to start their own businesses upon their graduation, whereas others go for tradition employment opportunities. Hence, majority of those graduates are less satisfied with the outcome of their entrepreneurship education. Further it shows that all most of them are self-employers rather than being real entrepreneurs. However, lack of financial aid, institutional support and inadequate readiness for running a business are the main reasons for them not to become entrepreneurs. These findings provide valuable insights for educators, policy makers and graduate entrepreneurs in order to make wise decisions in relation to the education of future graduate entrepreneurs.

**0282 Developing a Positive Researcher Character among Postgraduates through a Change in a Postgraduate**

**Course**

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Second Language Acquisition (SLA) is a course taught at the School of Language Studies and Linguistics at the postgraduate level for the MA in English Language Studies programme. For many semesters, the course required the students to submit a mini project at the end of the semester as a part of the course assessment. Throughout those semesters, none of the students have failed to submit their mini projects; nonetheless, many have not succeeded in submitting un-plagiarised works. Submitting un-plagiarised works is not a positive researcher character, and to curb this problem, a change in the postgraduate course structure was made. This change included introducing a talk on plagiarism and topical presentations in the development of the course activities. The talk on plagiarism was

presented to the students at the beginning of the semester to create awareness of the various forms of plagiarism, the implications of plagiarism, and ways of preventing it. This talk was followed by a survey on their understanding of the subject matter. In the subsequent weeks following the talk, the postgraduate students presented topics related to SLA not only to gauge their understanding of SLA topics but also to familiarise them with the proper way to cite works when conducting research. This paper presents results of the survey conducted on the students on their understanding of the forms, implications and ways of presenting plagiarism. Samples of students' performance in their topical presentations are also presented in this paper.

**0293 The Self-Negotiation**

Rogério Londero Boeira, *Cultman Education, Rio de Janeiro, RJ, Brazil*

The act of negotiation has been broadly researched under two main categories, which are: Competition and Collaboration The first one lies in a distributive concept of obtaining advantage over the opponent. The second searches for an integrative way to accomplish interests of all parties involved. The idea of cooperation and alliance is far more acceptable for the higher standards of social and civic responsibilities. In order to achieve the values

imbibed in such negotiation's manner, considerations on the capacity of truly listening, reflection, understanding and apprehending are consciously and willingly requisites.

Emotional requirements in order to achieve these previous grounds will be constructed along the indefinite number of negotiations per day with which a regular person deals. What one cannot observe is that many of these negotiations can barely reach the consciousness and so their results. This paper introduces a third main and distinguished category on the negotiation scope: the self-negotiation. This class represents the negotiation of oneself with its own conscious and the continuous learning process in which this person must permit to be. This allowance will turn important negotiations from the unconscious to reason and expand her comprehension capacity of the negotiation's objective.



The methodology adopted to build this line of thought was based on the analysis of a blind questionnaire, crossed with Freudian psychoanalysis fundaments of the pros and cons of this challenge. Conclusions recommended the adoption of corporate continuous learning programs in order to construct mature and emotional well-structured persons to lead it through market dynamic.

**0317 The Meinong Police Station in Taiwan: An Iconic Symbol of Power and Authority for over a Century**

Min-Chia Young, *Shu-Te University, Kaohsiung, Taiwan*

This article examines the transformation of a police station in Meinong, a Hakka gathering located in southern Taiwan, from a strange to a familiar authority. It focuses on the process of inhabitation whereby the image of a foreign authority is transformed from real to imagined, and on the political and historical aspects of that process. Through textual and linguistic enquiry, the article aims to demonstrate that the migratory police bureaucracy was first developed during the period of Japanese occupation (1895-1945) to claim superiority, but later flourished within popular culture with new forms and values through human imagination, a process that has gone through for overacentury.

COHDA 2014

Presenter Full Papers Section

**Reconstruction Model of Public Participation in Spatial Planning Policy**

**to Ecological Justice**

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**ABSTRACT**

*This paper is a legal non-doctrinal research with socio- legal approach. Describing about community participation in spatial planning and environmental management to support sustainable development. In the era of decentralization and regional autonomy is expected to bring government closer to the people so that the space of popular participation in environmental management and spatial planning becomes open. Law No.10 of 2004 on the establishment of rules and regulations by law, in its article 53 clearly regulates public participation in the establishment of regulations, including local regulations (Regulation). Community participation is a form of political participation of the community is very important in order to establish good governance. The problem is even conceptually promising decentralized environmental management and spatial planning for the better, but the empirical reality show environmental management and spatial planning, have not been able to solve spatial problems such as environmental degradation, land use change, deforestation and others. A variety of evidence indicates that the destruction of natural resources and the environment persists. Decentralization does not automatically provide guarantees for the protection of the environment, as it is very dependent on the environment vision and orientation of the decision makers. If the vision is weak and orientation solely revenue (PAD), as well as when transparency and public participation are not provided space, society and the environment will become a victim. Based on the above issues, it is necessary to reconstruction the ideal community participation in spatial planning*.

***Keywords: Decentralization, local autonomy, community participation, spatial planning, environmental***

1. **Introductions**

More democratic development paradigm has led to state enforcement mechanisms change of government centralized to decentralized government. Democratization in this governance mechanism, foster greater awareness of the need for community participation in the overall process and development programs. Empowerment and participation emerged as two words that many expressed when talking about development.

The issue of community involvement in spatial planning has emerged since the enactment of Act 24 of 1992 on spatial planning (Article 12). In the Spatial Planning Act No. 26 of 2007, it was confirmed again in a few chapters. Public participation is mentioned in the preamble item d which states that "where space is limited and growing public understanding of the importance of spatial planning that is required of spatial planning transparent, effective, and participatory in order to realize a safe space, comfortable, productive, and sustainable . ". So black and white communities get space to act as partners in the implementation of spatial planning.[[1]](#footnote-2)

In line with this, in article 139, paragraph (1) of Law No. 32 Year 2004 on Regional Government also contained the provision that the public has a right to provide input orally or in writing or discussion to prepare a draft law. Elucidation of Article 139 (1) explains that the rights of the people in this provision is implemented in accordance with the Rules of Procedure of Parliament.

Nevertheless, the importance of empowerment and community participation to create sustainable spatial planning, not yet fully understood and implemented by stakeholders of development. As a result, decision-making is centralized in the government, non-transparent and non-participatory by ignoring the role of other stakeholders are the people who represent the public interest and the environment. [[2]](#footnote-3) Therefore the main problems that were analyzed by this paper is how public participation in the process of spatial planning policies that include spatial planning and control of spatial holistically integrate various interests in achieving sustainable development.

**2. Process of Spatial Planning in Sustainable Development**

Basic norms of sustainable development as set out in the MPR No.IX of 2001 on Agrarian Reform and Natural Resource Management, Article 3 states that: Management of natural resources contained on land, sea and sky done optimally, equitable, sustainable and environmentally friendly. Furthermore, the Act No. 32 of 2009 introduced a definition of sustainable development of the environment. Mentioned in that provision that is environmentally conscious and planned effort, which integrates the environment, including the resources into the development process to ensure capability, welfare and quality of life of

the present generation and future.

Sustainable development associated with the problem of spatial No.26 Act of 2007 on Spatial Planning, Article 3, states that spatial planning is a system of spatial planning processes, space utilization and control of space utilization is run by a democratic and consider the interests of the environment with the participation . Demands for a more democratic system of environmental management associated with the implementation of the Law no. 22 of 1999 on Regional Government, which was then revised by the Act no.32 of 2004 on Regional Autonomy. According to Law No. 32 Year 2004 on Regional Government, part of the authority of government affairs submitted to the Regional Government. Government affairs in the environmental field, be a joint affair between the central and local governments.

**3. Public Participation in the Process of Spatial Planning**

Based on mandate of the Act No.32 of 2004 on Local Government are necessary to implement the principles of democracy that guarantees spatial planning policies which embodies the will of all stakeholders together for the common interest of all the people. In other words, the spatial development is not carried out by the will of the government or political parties in the interests of the regime or the ruling party.

There are several important aspects of the democratic principles. *First*, the main agenda is the development agenda of the people for the people. *Secondly*, in relation to it, public participation in formulating development policies and in implementing development policies is a moral and political imperative.  *Third*, there must be public transparency, access to information that is honest and open about the development agenda. *Fourth*, there is public accountability on the agenda of development, process development policy formulation and implementation of such development.

Fifth, seen in the context of democracy and decentralization of state politics which is currently run alone is not enough to ensure the preservation of the public and the environment, and sustainable development as a concrete manifestation of the implementation of the constitution, must have a new concept of democracy and democracy green or eco democracy. This means that sovereignty is not only held by the people but also together with the environment.

This is consistent with the theory of deep ecology and land ethic that puts the theory of man as part of the universe. Humans depend on Nature, and vice versa Nature depend on Humans. [[3]](#footnote-4)In this system, public participation in the spatial planning process, no longer only speak for the benefit of man or society, but more than that, namely community participation integrative-holistic. Representing the interests of society participation and human nature.

Normatively, community participation for participation in decision-making is governed by Article 139 (1) of Act 32 of 2004 on Regional Government, which states that the public has a right to provide input orally or in writing or discussion to prepare a draft law. This is similar to Act 12 of 2011 on the Establishment of legislation, Article 96, that the public has the right to provide input orally or in writing in the formation of legislation.

Public participation is also provided for in Article 65 (paragraph 1 to 4) of Law No. 32 of 2009 on the Protection and Management of the Environment, and Article 65 of Law No. 26 of 2007 on Spatial set of Rights, Duties and Role of Civil Society is the right of every citizen to determine the spatial plan as well be involved with the government in the preparation of plans spatial, as well as Government Regulation No.68 Year 2010 About forms and procedures the Role of Civil Society in particular spatial Planning regulates the form of public participation in the spatial planning.

Through this community involvement, raised a common perception and spatial planning objectives, as well as binding the various interests to then formulated in a form of spatial planning policies are transparent, fair and accountable. With so every citizen can carry out its obligation to comply with the rules in accordance with the guidelines of spatial agreed, responsible and ready to accept the risk if the existing rules will be violated. Meanwhile, every citizen is entitled to all the authority to perform an action on inequities in the delivery of the spatial arrangement has been agreed.

In the future further development potential for community self-reliance, particularly the involvement of the community in a variety of activities that can increase social resilience, and caring society widely in solving social problems including environmental problems, such as the environment in which they live, whether it is in forests, riverbanks , conservation areas, and so forth.

Should be developed in community empowerment is conscious that they understand their rights to good living environment and healthy and able to perform the duties and responsibilities for the achievement of environmental quality demands. Then, power is capable of making a claim to get a good and healthy environment. Furthermore, the ability to self-willed run local initiatives to tackle the surrounding environment. And, not only actively promote the aspirations and demands a good and healthy environment continuously, but also took the initiative by local characteristics possessed environment.[[4]](#footnote-5)

The new paradigm of participation, which is taking part in joint activities (Taking part in joint action) the powers and responsibilities of development actors (government, private and public), not only physically Arnstein (1995)[[5]](#footnote-6) made a typology or classification society participation into eight levels, commonly known as civic participation level of a ladder of citizen participation). The eighth level of dike-grouped into three types of participation, namely: (1) Do not participate (non participation), (2) the level of formality awards or degrees of tokenism), and (3) The level of community strength (degrees of citizen power).

In terms of implementation of spatial paradigm of public participation in the spatial development is still the old paradigm. Based on the typology or classification society participation of Arnstein (1995), the public participation in the spatial planning classified in two groups, the level of awards or formality (degrees of tokenism), where community members may be heard and to be heard, but they do not have power, so that their views are heard by decision-makers less.

Issues and challenges in environmental management requires the government to change the paradigm to implement each policy with emphasis on patterns of partisanship in the community through good governance, where one of its characteristics is to encourage participation and partnerships with the community, the development must involve the community. Without public participation, there will be no strategy that can last a long time. The role of the community should be seen as a dynamic and provide an opportunity for the government intends to build the credibility of the state through its potential in coalition building and collective action.

Similarly, in environmental management, which is an important factor for achieving sustainable development goals. Involvement and the role of various groups / community organizations in the delivery of public aspirations to Parliament through democratic mechanisms has created a momentum towards a sense of belonging and wills and sustainable for the implementation of environmental management policies and the embodiment of good environmental governance.

The existence of public participation in the context of spatial planning in the era of democracy and decentralization, looks urgency to participate in determining the arrangement of space through its involvement in the planning process, the use of up to supervision / control of spatial planning. Communities should participate to provide input in the spatial arrangement on behalf of the community itself to the public interest, the public can also participate on behalf of the environment for the benefit of the environment so that sustainable development can be realized.[[6]](#footnote-7)

In connection with it, to build a model of public participation in the spatial planning process that is able to be the realization of sustainable development requires the development of community participation in the legal system, one of which is to establish a legal structure or legal structure both in layout.

Spatial planning is essentially the management of natural resources of diverse land, sea and air that needs to be done in a coordinated and integrated with human resources. In this context stressed the importance of coordination between institutions - institutions and communities. The emphasis is demanding an increase in the role and institutional strengthening and community participation.

**4. The system of institutional bureaucracy in Spatial Planning**

Institutional bureaucracy and society within the scope of spatial integrally related to spatial planning activities. The complexity of cross-interests in the process of spatial planning activities demanding role of institutions and communities to get involved in order to achieve the goal of effective spatial planning, transparency and participation. Therefore in every sphere of activity will be implied spatial planning elements of the institutional and public interest both in the planning stages, utilization and control.

To ensure its effective functioning and spatial planning, we need a system or a specific mechanism that can strengthen institutional aspects. Mechanisms or systems, which are a form of strengthening the activities of the institution or the strengthening of the role and functions of each institution. Forms of institutional readiness and capability of the form will be reflected among the agency's organizational structure, plus the frequency level discussion activities coordination and participation from planning to monitoring spatial activities.

Identification of relevant institutions in the spatial planning process associated with the scope of spatial planning activities and the results of the analysis involves a strategic sector in the preparation to control layout is, the executive, the institutions in the structure of the district administration directly related to the spatial planning process, in this case the Board and agencies involved in local government and central government.

Institutional bureaucracy in local government is composed of; Regional Secretary, Assistant Regional Secretary, Department, Agency, Office, Secretariat Parliament, District and Sub-District. Needs of the institution and the type of institutions that are needed in the implementation of the Spatial Plan (RTRW) that includes planning, utilization and control of utilization, the reference used is the existing organizational structure in regulation. For more details the duties of regional developments closely related to spatial planning can be seen in Table 4.1.

**Table 4.1. Institutions and Function (Tupoksi) in Spatial Planning**

|  |  |  |
| --- | --- | --- |
| No | Institution | Function (Tupoksi) |
| 1. | SETDA (Regional Secretariat) | -Regional Secretariat Determination RTRW into law , -Programming, control and reporting of development , -Mining licensing, investment and advertising |
| 2 | BAPPEDA (Departement of Planning and Regional Development) | Preparation and planning of development programs, coordination of development, data collection and analysis of the implementation of development, planning, coordination in the field of irrigation, transportation and tourism, spatial and land use and natural resources and the environment (Macro) |
| 3 | Department of Spatial Planning and Housing or the Department of Spatial Planning and Land | Planning, implementation, monitoring, control layout, urban design, housing and settlements, landscaping, clean water and sanitation. monitoring and evaluation of spatial development, planning, implementation, maintenance of roads and bridges, the function and status of roads and bridges = RDTR (Micro) |
| 4 | Department of Forestry and Agriculture | -Planning, implementation spatial mapping utilization of natural resources and development land. -Supervision of forest exploitation, the implementation of reforestation and soil and water conservation. Planning, implementation spatial mapping utilization of natural resources and development land.  Supervision of forest exploitation, the implementation of reforestation and soil and water conservation and monitoring.  -granting of Production Forest Harvesting Rights, Community Forest Utilization Permit and Forests Protected, forest inventory |
| 5 | Department of Highways and Irrigation | Planning, implementation and improvement of tissue repair construction of major roads, bridges, irrigation, along with supplementary structure. Licensing changes, dismantling irrigation infrastructure, water resources management. Flood control and drought areas. Rivers and surface water management and water resources. |
| 6 | Government Tourism Office | Planning and Development of tourism |
| 7 | Environmental Agency | Planning, utilization and control of ecological space |
| 8 | Office Services and Licensing (in Bogor Regency called BPT) | Assessment and research on application of licensing, supervision and control |
| 9 | District / Village | Supervision of the use of space |
| 10 | PLN and TELKOM | Electrical energy providers and telecommunications services |

*TABLE 1 (Source: BAPPEDA) Duties of local agencies that was related closely with Spatial Planning*

In carrying out its functions, the executive agencies shall carry out their respective roles in an integrated and coordinated, all the institutions involved in the process of spatial planning activities consisting of process planning, utilization and control of space. In each of these public participation process should always be there. The problem is in the implementation phase of the integration process between institutions and community involvement in these institutions is very difficult, because each institution has the main tasks in the organization that can not be interfered by outside parties, including the public.

From the institutional aspect, spatial planning bureaucracy still sectoral bureaucracy, which in turn raises sectoral ego. Bureaucracy sectoral or in terms Nadler and Tushman[[7]](#footnote-8) is Differentiation Organization, which is a principle in the organization that shows how the functions of organizational units are designed differ from one another in conducting transactions with its environment. Thus each unit or organizational unit composed / designed should show the difference function, activity, authority and responsibilities of each.

Furthermore, Lawrence and Lorch[[8]](#footnote-9) stated that the difference in orientation towards specific goals of the organization differentiation will lead to the members of the different departments develop their own views on how to achieve the interests of good organization.

Sectoral organizations in regional spatial planning system Bopunjur, it will arise in the implementation of sectoral ego symptoms, associated with spatial planning issues, the environmental sustainability will be sacrificed, because not all organizations in layout has a code of communication in environmental sustainability . In Niklas Luhmann's systems theory [[9]](#footnote-10)perspective there autopoietic systems, one of the characteristics of autopoietic system is a closed system. This means that an organization that is closed will severely limit communication with things that no direct link between the system with its environment. Systems such as these organizations can exist because of this communication restriction.

Autopoietic systems in modern society is translated into the differentiation process. Differentiation in the system is how to handle the changes in its environment. Each system must maintain its limits in relation to its environment. If not he will be ruled by the complexity of the environment, collapsed and ceased to exist. So to Communicate with the wider system of an organization requires a code (code), is used to restrict the type of communication is allowed. Any communication that does not use the code is not entered in a communications-related system within the organization.

In theory, the more macro, Easton [[10]](#footnote-11)describes the black box models (blackbox) where the process of decision making. A decision is the result of various adaptations and influences of the various elements within the organization, especially Reviews those that exist in the system. While Selznick establish micro analysis, Selznick Clearly shows how the idea that the organization is a neutral tool and rational is the idea that far from reality, where informal and environmental pressures more influence on decision-making rather than its formal structure.

Selznick found by adopting a structural-functionalist models, the organization can be seen as a system of "organic" life, and is much more complex, which adapt to the external environment in order to maintain its existence as an institution, organization is not only a system that only pursue the goals and objectives they charge. Consequently, there is tension between the decision-making rational formal objectives of the organization with the human capacity to make decisions, in order to maintain an informal goal of maintenance systems and rational. The focus of institutional analysis, he said, should be on the way in which organizations interact with their environment in order to adapt to survive and thrive. Therefore, decision-making occurs in dependencies and organizations affected by the environment in which it is located, not by considerations of a purely rational and purely formal. From this view it Selznick argued that bureaucracy should be participatory, to absorb the aspirations of the surrounding environment.

Spatial planning policies in an area, many affected macro economic sector, the investors (capitalists) monopolize resources, distribution and market whilst in the public sector into government policy and legislative control. This behavior is not likely to thrive in the absence of mutually beneficial cooperation between hunters profits (rents) in the economic sector and policy makers in the public sector.

While lawrence and Lorch explained at the beginning of a formal organization was formed to achieve the goal. Every organization seeks to mobilize people from technical resources as a means to achieve its objectives. But on the way the organization will be affected by forces that might deviate from the structure and objectives that have been set previously. People who are in the system tend to refuse to be treated as a mere tool. They interact as a whole, bringing problems and goals of each organization, embedded in a matrix of institutional and therefore influenced by the pressures of the environment. Estuary A policy will be influenced by the people in the system.

Regulations that have been there for a set area, in the implementation phase of many unfulfilled. New policies are emerging, many of which came out of the goal of 'organization' original, and this is done by sections within the organizational system that due to the pressure of the surrounding environment. Economic and political pressures also appear to strongly influence the policies that deviate from the goals of the organization, in the end the social function of culture, the environment as other parts that must be achieved in a spatial organization, so marginalized.

If the institutions or organizations that exist to manage the region or regions failed in the face of economic pressures, political and cultural outside the organization's goals, then the obligation of the state as a natural resource managers has not been done, as it says in the state *ekokrasi* (Ecocracy) States should give a boost to everyone , collective associations, and corporate bodies to protect nature. The state should promote an attitude of respect for all the elements in one of our ecosystem. States should undertake steps carefully and impose restrictions in any activity that may lead to the extermination of species, ecosystem destruction, or cause permanent changes in the natural cycle. Every person, people, societies, communities and nations have the right to take advantage of nature and nurture the natural wealth for the common life.

Seeing this condition with bureaucracy theory of Nonet Selznick (2008). Administrative style that applies to regulate Bopunjur region is still bureaucratic, where the decision making is still very systematic, by the institutions related offices, delegation is limited, only on a stable social environment that consists of elements that have been classified and made obedient to regulations, in the case of area / region related elements such as community and BLH invited as directed by the program of work that is at the stage of public discussion and socialization, as well as elements that represent the public is invited to the village head or BPD, and sub-districts in accordance with the order of institutional bureaucracy .

To develop the democratic values of the legal order, it is necessary to expand the participation of law. This expansion can also contribute to the competence of legal institutions. There is a parallel condition that provide instruction in modern organizations' efforts to encourage participatory decision-making. Style new administration needs to be developed to regulate the spatial region by Nonet Selznick called Post-bureaucratic.

A more democratic style of administration, the administration of this style is primarily a means to an organization that provides a place for participation, encourage initiative, accountability, creating cooperative systems. In the style of the new administration institutions become more purposive, meaning that the authority should be open and participatory, consulting thrust, considerations for decision described, criticism well received, approval is considered as a test for rationality.

In the style of administration in the area of spatial planning is still visible presence of a broad delegation of authority to mobilize and deploy resources in order to achieve the objectives that have been defined, visible also not received supervision and dual loyalty for the sake of promoting self-reliance assessment occurs, for example, when the organizational participation qualified as commitments and aspirations of society as a professional

In the review of Habermas's theory of communication[[11]](#footnote-12) can be explained that the formation of legislation that demokrastis requires dialogue in the formulation of the law. This theory can explain that the law-making process, in this case the process of formation of local regulations (regulations) can not be separated from legislators communication interaction with the community. Therefore it can be said that good or bad regulation Spatial area (Spatial Planning and Regional) is strongly influenced by the style of communication or dialogue of the legislators at the time of making laws.

According to Habermas, the conversation (discourse) which can be categorized as a good conversation must meet several requirements. Terms were, among others, is that individuals or communities involved in the dialogue must be completely free of pressure, seen and treated equally and be able to think rationally. The first two conditions necessary to create conversations that really fair, being the third essential requirement for creating a consideration that can be justified ethically and morally. Furthermore, Habermas says, compromise in formulating the law must meet three conditions, namely (a). More profitable for all than no deal at all, (b). Avoid "dark passenger" (free riders) who withdrew from the partnership, and (c). Avoid any aggrieved parties, namely that gives too much for cooperation but only get a slight advantage.

Habermas's theory is, in fact has been applied in the model of spatial planning, which is what is often referred to as Communicative Planning Theory: Seeking Consensus Planning axles and axle Management of Conflicts is a model that sees planning as a good medium for communication and consensus-seeking to handle conflict . Mutual understanding through dialogue and communication among stakeholders played a key role. In this theory, it is believed that in addition to a conflict of interest, there is still a common vision that can be followed to achieve common interests.

So far the development of regional planning, in practice, often apply some theories or strategies in accordance with the knowledge and ability of the actors planning. In Indonesia, a comprehensive rational planning (model states that the perfection of planning is strongly influenced by the accuracy of the data, the depth of experience, involvement of the various trials and variables. The truth or accuracy of the planning never reach the maximum point. The position of planners in planning activities is as a neutral observer and all plans are developed based on the results of observation, experience and knowledge of planners. decisions planning decisions are taken based on the analysis of the planner.). This model is applied widely although Law No. 26 of 2007 on Spatial Planning have included public participation as an essential part of the planning area.

If the terms of the opinion Osborne and Gaebler (1999)[[12]](#footnote-13) on *Mewirausahakan Birokrasi* (Empowering bureaucracy), the government belongs to the people, so the government should give more authority to the community rather than "only" serve. It seems that meaning can be drawn from this opinion reversing an opinion has long been known in Indonesia, that the task of government is to serve, all authority rests with the government, and the people just accept what has been outlined by government policy. Under conditions of unequal relations between the government and the society like this, it would be difficult democratic bureaucracy run.

The reduced public participation in planning for a new policy will result in centralized law, the law is dominated by formal institutions such as the executive, repressive :Nonet and Selznick, 1978[[13]](#footnote-14) and was formed to maintain power (status quo), better reflect the interests of the group which has strong bargaining position, so it does not achieve a goal that is true of justice, which is not only unfair to the public, but also fair to the environment.

This is discussed also by Hidayat and Samekto (2007)[[14]](#footnote-15) stated that in the third world countries, the process of development which emphasizes the role of the state is so big, not society. The role of the state is so dominant is likely to encourage state authorities (both executive and legislative) to be directly involved in policy-making, manufacture and intervention implementation of the provisions of the development process. When a country becomes a dominant role and involvement and public scrutiny of government administration is very marginalized, came the "collaboration" corporate interests (investors) with "rogue" moral hazard minded rulers. For the purposes of the permanence of "collaboration" here, the people and the environment will be easily sacrificed.

Supposed to regional autonomy as today, emerged as a pluralist approach antinomy of the realist approach that sees government as the most important actors in providing public welfare. Therefore the forces of society (including corporations) becomes an important role to jointly promote the welfare of the local community, but it becomes a problem if the tendency is that regional economic advantage PAD always wanted to be improved.

When a tendency to generate revenues, became dominant in the organization of governance, then this is where the necessary involvement of supervision and community participation by Arnstein referred to as participation in the real sense. Arnstein argued that this kind of participation is a condition of participation in which people have an authority granted by the government.

Barriers and the biggest challenge of the application of participatory planning is bureaucratic resistance (mental block) and politicians, as well as consider the capacity of the community and the village or district administration is still very limited technical and attitudes / behaviors democracy. Bureaucratic resistance is mainly related to the division / delegation of authority and financial balance. Most of the bureaucrats in running the bureaucracy still mind when authorities handed. Bureaucracy in the arrangement of space, be oriented bureaucracy "project". Community empowerment and development of local institutions (institutional participation of the community) were conducted with the project approach.

Based on the description above, the public policy makers in the field of spatial planning, it should be started with democratic principles. Democratization process always requires the removal of the old cultures that are absolute in government or patron-client culture that often lead to the domination of the other party. It is not far adrift with what is proposed by Giddens who said that democracy basically implies a political system in which the people hold the ultimate power, not the king, nobility or government. Therefore democracy requires its existing social and political order that should be prepared which gives the possibility for realization.

From this lies the significance of the cultural conditions that favor a must-have as a prerequisite of democracy. One of the prerequisites is a guarantee to the community to express and voice their opinions to their own lives, and this will not happen if there is no participation. If participation is run, spatial planning is done jointly between the people and the government, this model of spatial planning, not only concerned with the government's interest in economic terms, but also will pay attention to the social, cultural and environmental community. This will open up opportunities for the realization of ecological justice

**5. Conclusion**

From the above it can be concluded that the system of decentralization and regional autonomy can bring government closer to the people so that the expected space for public participation in environmental management and spatial planning becomes open. Community participation can be optimally implemented, if the legal system works well. In terms of the substance of public participation in the formation of local regulations (Regulation) Spatial been arranged in per laws. In terms of structure and culture, government bureaucracy is still difficult to open space for public participation. At the planning level of government is still working in the autonomous bureaucracy. Bureaucracy is still differentiation. Environment that represented the community and the Environment Agency has not participated well. Need to rebuild the model of community participation in spatial planning. namely to build a bureaucratic structure that is holistic. Absorb the aspirations relating to spatial and environment, both of which related agencies and the public another.

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