ICoME 2024

The 22nd International Conference
for Media in Education

CONFERENCE PROGRAM

Performative Approach to Media Studies in Education

August | Wed 21st - Fri 23rd | 2024
Meiji University, Nakano Campus, Tokyo

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Preface

ICoME is a multi-national annual conference offering researchers, faculty, and graduate students a platform to share their work, collaborate, and network. Conducted in English, the conference fosters communication and connection among participants from diverse cultures, providing them with an opportunity to apply and enhance their cross-cultural communication skills.

The upcoming ICoME 2024 conference will center around the theme of "Performative Approach to Media Studies in Education". In recent years, there has been a growing interest in Japanese educational media studies on incorporating the arts into STEAM education and utilizing thinking tools and visual arts to showcase learners' unique qualities and diversity. Additionally, an increasing number of researchers use performative approaches such as visual ethnography and graphics for data collection. There is also a push to disseminate research findings through mediums beyond traditional papers, such as comic books and board games.

This trend in the social sciences is focused on a Performative Approach, which is gaining global traction as a research methodology. This research methodology utilizes theatrical techniques and visual arts, presenting results in formats such as comic books and incorporating audiovisual media, including photovoice. This movement focuses on embracing creative arts thinking as a cross-disciplinary approach to constructing knowledge within the research context.

ICoME 2024 extends a warm welcome to conventional forms of educational media research, as well as innovative and engaging approaches. We cordially invite STEAM education, workshops, and artistic techniques such as theater, photography, video, cartooning, and more, encouraging research methods incorporating cutting-edge technologies such as metaverse, VR/AR, etc. Our presentation formats are open to diverse options beyond traditional presentations with slides.

We look forward to receiving submissions that showcase innovative perspectives and approaches to educational media research.

Chair, Makiko KISHI, a professor, Meiji University

Maps and Direction

ICoME 2024 is scheduled to take place at the Nakano Campus of Meiji University in Tokyo, Japan. Nakano City is well-known as a center for Japanese subcultures, attracting enthusiasts from around the world who are passionate about the arts and subcultures. Moreover, Nakano is home to a diverse range of culinary offerings from around the globe. With its unique characteristics, Nakano is the perfect location for ICoME 2024.

Important: Meiji University has four campuses, and ICoME 2024 will be held at the Nakano Campus. Please ensure that you search for "Nakano Campus" when looking for the event location.

From JR Nakano to the Conference

The Nakano Campus is a complex of a high-rise and a low-rise buildings. Please enter through the Main Entrance located between these two buildings and take the escalator on either the right or left to the 5th floor. The reception desk is located in front of the Hall (5F).
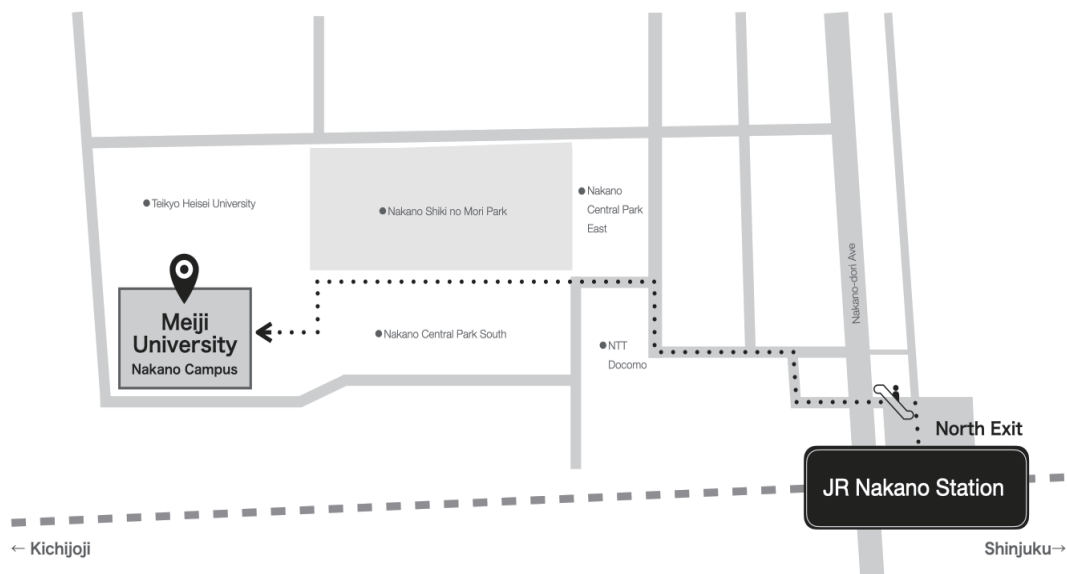
▶ Meiji University, Nakano campus
▶ Venue: Meiji University, Nakano campus
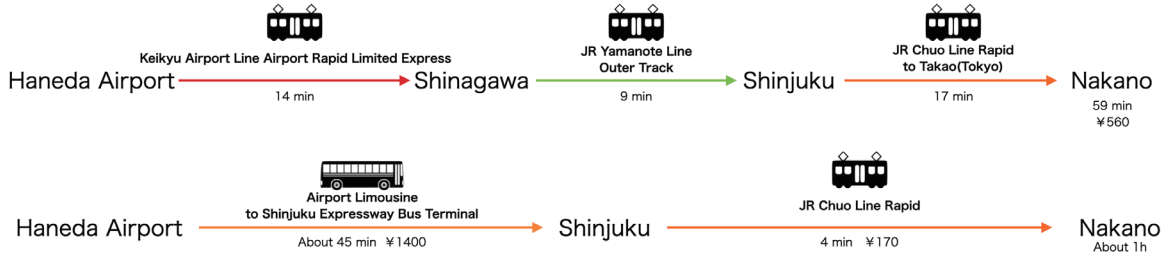▶ Address: 4-21-1 Nakano, Nakano-ku, Tokyo, Japan

⚠ Meiji University has multiple campuses. Please make sure to come to the Nakano Campus for ICoME2024. When searching for Meiji University on website, Ochanomizu and Meidaimae might appear in the search results.
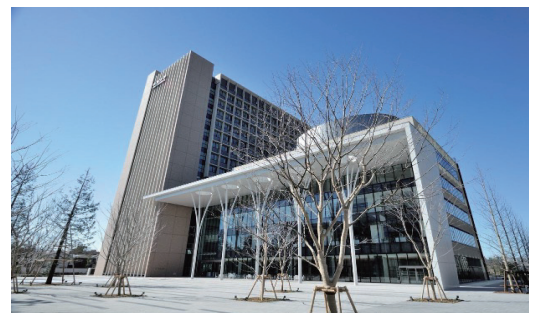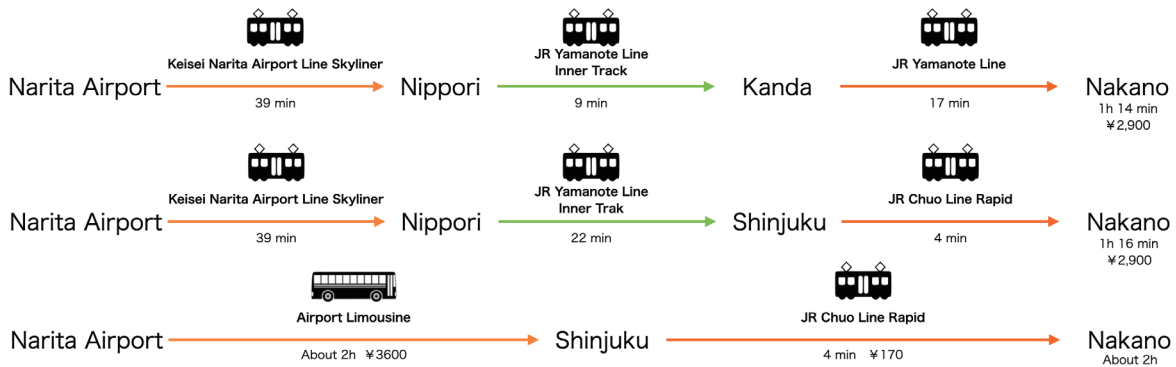
From Haneda Airport → Nakano

It takes less than an hour to travel from Haneda Airport to Nakano Station using public transportation. Tokyo has various transfer options, so please search for JR Nakano to find your route. Here are some commonly used routes for your reference:

Haneda Airport —[Keikyu Airport Line Airport Rapid Limited Express / 14 min]→ Shinagawa —[JR Yamanote Line Outer Track / 9 min]→ Shinjuku —[JR Chuo Line Rapid to Takao(Tokyo) / 17 min]→ Nakano
59 min ¥560

Haneda Airport —[Airport Limousine to Shinjuku Expressway Bus Terminal / About 45 min ¥1400]→ Shinjuku —[JR Chuo Line Rapid / 4 min ¥170]→ Nakano
About 1h

From Narita Airport → Nakano

Narita Airport —[Keisei Narita Airport Line Skyliner / 39 min]→ Nippori —[JR Yamanote Line Inner Track / 9 min]→ Kanda —[JR Yamanote Line / 17 min]→ Nakano
1h 14 min ¥2,900

Narita Airport —[Keisei Narita Airport Line Skyliner / 39 min]→ Nippori —[JR Yamanote Line Inner Trak / 22 min]→ Shinjuku —[JR Chuo Line Rapid / 4 min]→ Nakano
1h 16 min ¥2,900

Narita Airport —[Airport Limousine / About 2h ¥3600]→ Shinjuku —[JR Chuo Line Rapid / 4 min ¥170]→ Nakano
About 2h

From Tokyo Station → Nakano

From Tokyo Station to Nakano Station, you can take the Chuo Line directly. There are limited express and rapid trains available, all of which stop at Nakano Station. The journey takes less than 20 minutes.

Tokyo Station —[JR Chuo Line Rapid]→ Nakano
18 min ¥230

Please check out the videos of Meiji University, the Meiji University Nakano Campus, and the Global Japanese Studies program, which will be hosting ICoME2024.

◀ Meiji University

◀ Nakano Campus

Global Japanese Studies ➡

Floor Maps

Meiji University's Nakano Campus consists of High-Rise and Low-Rise Wing buildings. The High-Rise Wing houses the Reception desk and the Hall, while the Low-Rise Wing contains the rooms for Roundtable and Concurrent sessions. Elevators are available in both wings for your convenience.
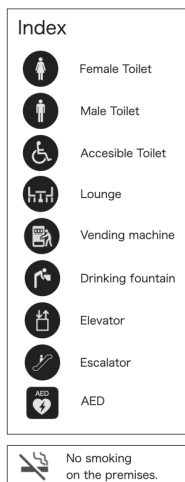
The main conference venue is on the 5th floor of the Low-Rise Wing. The Opening Ceremony will take place in the Hall in the High-Rise Wing on the first day, so please proceed to the Hall after your arrival.

It is important to highlight that eating inside the Hall is strictly prohibited, but you can bring bottled drinks with lids into the Hall. If you have a drink without a lid, please consume it outside the Hall or at the Cafeteria.
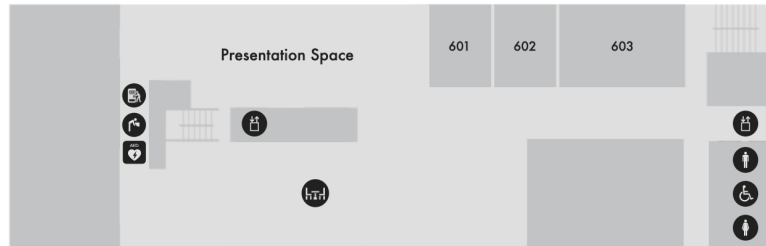

Light refreshments for coffee breaks will be available in the University Cafeteria on the 1st floor of the Low-Rise Wing. Showcase presentations will also be exhibited in the Cafeteria and Room 109 on the same floor.

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Female Toilet

Male Toilet

Accesible Toilet

Lounge

Vending machine

Drinking fountain

Elevator

Escalator

AED

No smoking
on the premises.

6F

Presentation Space

601 602 603

Two workshops in the field of arts-based research will be held in the presentation space on the 6th floor of the High-Rise Wing on the third day. For more details, please refer to the Workshops section.

Around Nakano City

If you enjoy exploring the Nakano area, you will find several cafes and restaurants within a 3-minute walk from the campus. There is also a public park nearby.

▶ MATCHA-Nakano City, Tokyo

This site provides information about sightseeing in Nakano in English.
https://matcha-jp.com/en/mcm24223

▶ My Map for ICoME 2024 for Lunch

Feel free to inquire at the reception if you are searching for vegetarian, halal, or any other specific types of restaurants. Nakano and Koenji have restaurants and cafes that offer cuisine from around the world. We hope you enjoy a diverse culinary experience while in Japan.

▶ Restaurants and Cafes' Information

This guide by Kojima Haruka, a Meiji University graduate, introduces some great places to eat around Nakano Station.

Event Schedule and Location

The following pages summarize the components of our conference: Keynote, Panel Discussions, Representative Talk, Workshops, and participant presentation sessions, including Concurrent Sessions and Roundtable Sessions. The abstracts from the presenters are provided to all participants in digital format as a PDFs, so please refer to that document. The upcoming pages will guide you through the dates, times, and locations (classrooms) for each presentation.

FLOOR INFORMATION

6 — High-Rise Wing 6F Presentation Space

Workshops	DAY 3

5 — Low-Rise Wing 5F Hall

Opening Ceremony	DAY 1
Keynote	DAY 1
Panel Discussion	DAY 2
Closing Ceremony	DAY 2

High-Rise Wing 5F Rm 501-512

Roundtable Session	DAY 1
Concurrent Session	DAY 2
Workshops	DAY 3

1 — Low-Rise Wing 1F University Cafeteria

Showcase + Breakroom	DAY 1 DAY 2
Meetup & Networking	DAY 1
Evening Reception	DAY 2

High-Rise Wing 1F Rm 109

Showcase	DAY 1 DAY 2

The Use of the Campus Network

"Eduroam" is available at Meiji University. If your institution provides you with eduroam access, please select "eduroam" from the Wi-Fi connections. For those without eduroam accounts, IDs and passwords will be distributed at the reception desk on the 5th floor. These login details can be used for internet access throughout the conference period.

Conference Program

The theme of ICoME 2024 is "Performative Approach to Media Studies in Education". We invite presentations on a wide range of research in educational media studies, as well as on topics strictly related to the Performative approach. In addition to presentations by researchers and students from various countries, there will also be keynotes and workshops. To register, please refer to the registration page.

Day1, August 21st, 2024		
10:00-10:20	Opening Ceremony (5F Hall)	
10:30-11:30	Keynote (5F Hall)	
11:30-13:00	Lunch Break	Showcase (1F University Cafeteria)
13:00-13:15	Opening Talk of Roundtable Session & Tutorial for Roundtable Presenter (5F Hall)	
13:30-15:00	Roundtable Session I (5F 501-512)	
15:00-15:15	Break (1F University Cafeteria)	
15:15-16:45	Roundtable Session II (5F 501-512)	
16:45-17:15	Break (1F University Cafeteria)	
17:15-18:30	Meet-up & Networking Session (1F University Cafeteria)	

Day 2, August 22nd, 2024		
09:30-11:30	Panel Discussion (5F Hall)	
11:30-11:45	Break (1F University Cafeteria)	Showcase (1F University Cafeteria)
11:45-13:25	Concurrent Session I (5F 501-513)	
13:25-14:40	Lunch Break	
14:40-16:20	Concurrent Session II (5F 501-512)	
16:20-16:35	Break (1F University Cafeteria)	
16:35-17:05	Representative Talk (5F Hall)	
17:05-18:00	Closing Ceremony (5F Hall) - Young Scholar Awards - Information on ICoME2025 - Closing Remarks	
18:00-19:30	Evening Reception (1F University Cafeteria) *Optional	

Day 3, August 23rd, 2024	
10:00-11:00	Workshop I (6F Presentation Space, 603 & 505-506)
11:00-11:30	Break (6F Presentation Space, 603 & 505-506)
11:30-12:30	Workshop II (6F Presentation Space, 603 & 505-506)

Keynote

▶ Theme

Performative Approach for Development in Education

▶ Date, Time & Room

August 21st, 2024, 10:30 - 11:30, Hall (5F)

▶ Speaker

Dr. Lois Holzman

Co-founder and Director of East Side Institute for Group and Short Term Psychotherapy, New York NY

We are honored to welcome Dr. Lois Holzman as our keynote speaker. Dr. Holzman is the director and co-founder of the East Side Institute in New York, NY. She is widely recognized for her groundbreaking research and contributions to the fields of play therapy and social therapy. Her critique of the medical model of mental health, along with her influential advocacy for incorporating Lev Vygotsky's concepts into psychotherapy, organizational, and community development, has significantly impacted the aforementioned disciplines. In recognition of her exceptional work, Dr. Holzman received the Lifetime Achievement Award from the Cultural-Historical Research Special Interest Group of the American Educational Research Association.

Dr. L. Holzman has an extensive collection of books and papers, many of which have been translated and published in various countries around the world. Here are a few examples.

▶ Newman, F., & Holzman, L. (1993). Lev Vygotsky: Revolutionary scientist. Psychology Press.
▶ Newman, F., & Holzman, L. (1996). Unscientific psychology: A cultural-performatory approach to understanding human life. Praeger.
▶ Newman, F., & Holzman, L. (1997). The end of knowing: A new developmental way of learning. Routledge.
▶ Holzman, L. (1999). Performing psychology: A postmodern culture of the mind. Psychology Press.
▶ Holzman, L., & Mendez, R. (2004). Psychological investigations: A clinician's guide to social therapy. Routledge.
▶ Holzman, L. (2009). Vygotsky at work and play. Routledge.
▶ Holzman, L., & Morss, J. (2014). Postmodern psychologies, societal practice, and political life. Routledge.
▶ Holzman, L. (2018). The overweight brain: How our obsession with knowing keeps us from getting smart enough to make a better world. New York.

Panel Discussion

▶ Theme

    Reconsidering Educational Media Studies from the perspective of the "Performance"

▶ Date, Time & Room

    August 22nd, 2024, 09:30 - 11:30, Hall (5F)

▶ Speakers

  - Panelists

    Ken HAGIWARA (Meiji University)

    Keiju SUZUKI (Seto SOLAN Elementary School)

    Roberto B. FIGUEROA (University of the Philippines Open University)

    Jeeheon RYU (Chonnam National University)

  - Discussant

    Makiko KISHI (Meiji University)

    Yuko KAWASHIMA (Kansai University)

  - Coordinator

    Ryota YAMAMOTO (Osaka Kyoiku University)

Research in educational media traditionally focuses on instructional technology and methods of media usage. However, in recent years, a new perspective has also considered how media shapes and negotiates social meanings and cultural impacts - the performative perspective.　The performative perspective acknowledges media as tools and sites for social practice and expression. It explores how media usage and production engage with processes of social identity formation, performance, and meaning-making, offering new insights into the role and influence of educational media. Reconsidering Educational Media Studies from the performative perspective, thus, promises a more comprehensive and profound understanding than traditional approaches.

Considering the performative perspective, the panel discussion aims to spark new directions in educational media research and practice. Thus, we will explore inquiry-based learning as a case study, focusing on the design of learning environments for inquiry-based learning, the role of teachers, the process of social identity construction among students, and the influence and role of educational media from a performative perspective.

We are delighted to welcome Mr. Suzuki from Seto SOLAN Elementary School, leading innovative initiatives in inquiry-based learning, to our discussion panel as a keynote speaker. Additionally, Prof. Hagiwara, an expert in theater, will join the panel discussion, and Prof.Ryu, a researcher from South Korea who is engaged in inquiry-based learning utilizing cutting-edge technology. Facilitating the conversation, we have Prof. Kishi from Meiji University and Prof. Kawashima from Kansai University, who are actively involved in educational practice research with a performative approach.

Through this panel discussion, our goal is to gain insights into educational practices from a performative perspective and collectively explore new possibilities for educational media research.

Representative Talk

In the Representative Talk, we will provide a brief overview of the four organizations from Japan, Korea, China, and the United States that manage and organize this conference, as well as recent research trends.

▶ Masayuki MURAKAMI, Ph.D.
Japan Association for Educational Media Study（JAEMS）

JAEMS was established in 1994 through the merger of two organizations, making it a traditional association with a history of about 60 years. JAEMS has about 380 members, including university professors, K-12 teachers, individuals involved in broadcast education, and others. The environment surrounding educational media has changed, including a shift in views on learning and education and the evolution of content and technology. Against this background, the purpose of JAEMS is to raise the academic level of educational media research and to promote its dissemination and development through the cooperation of those involved in educational media research. To achieve that purpose, JAEMS engages in several activities, including journal publication, an annual conference, biannual research conferences, and research workshops, among others.

▶ Seak-Zoon ROH, Ph.D.
Korean Association for Educational Information and Media（KAEIM)

KAEIM (Korean Association for Educational Information and Media) founded the "Korea Educational Information Broadcasting Association" in 1995. It was created by scholars and experts interested in the theory and practice of educational broadcasting and educational technology. As the scope of research has been expanded to the educational use of various media and educational broadcasting, in 2004 the name of the society was changed to the current KAEIM. As of 2024, the number of members of the KAEIM is about 1,800. The association has established itself as one of the representative academic organizations in educational technology in Korea.

KAEIM has also built up an academic system for the use of multimedia to increase the effectiveness, efficiency, and attractiveness of education and has tried to improve the quality of education and the educational environment in all educational fields from early childhood to higher education, as well as cyber universities and lifelong education. KAEIM has also been striving to contribute to the change and practice of the teaching and learning environment for the realization of Edutech (Education + Technology) along with the development of technology in the era of the 4th industrial revolution through academic research on the educational use of vast amounts of information and various media and the discovery of practical cases in the educational field.

▶ Xiaoli ZHENG, Ph.D.

China. Association for Educational Technology（CAET）

The China Association for Educational Technology (CAET) was founded in 1991. The purpose is to promote the deep integration of IT with education and facilitate the innovative development of the education informatization industry. CAET aims to construct platforms that engage the government, enterprises, schools, and research institutes in research, application, and practice of education informatization or educational technology. Additionally, it explores domestic and international markets for enterprises, develops the education informatization industry, leads industry innovation, realizes education equity, boosts education quality, promotes the balanced development of education, and contributes to national education modernization. CAET has established the Academic Committee and the Technical Standards Committee, consisting of well-known Chinese educational technology specialists and information technology specialists. CAET has also established 35 branch institutes involving artificial intelligence, open universities, agricultural universities, foreign language, athletics, finance, medicine, traditional Chinese medicine, virtual reality & simulation, vocational education, K-12, secondary education informatization, educational games, film & television media, film education, educational rehabilitation, the Innovation Education Practice Working Committee, and the SMART Education Working Committee. Each branch is responsible for working within its respective system or domain.

▶ Kumiko AOKI, Ph.D.

Teaching, Colleges and Community (TCC)

TCC is a virtual, global community focused on integrating technology into teaching and learning. It emphasizes improving student learning through theory, research, case studies, and best practices, showcased in the TCC Worldwide Online Conference. TCC was initiated by Dr. James Shimabukuro, who founded the TCC-L discussion list and the TCC Online Conference to provide affordable professional development opportunities for Hawaii residents. The conference became a non-profit organization in 2009, facilitating year-round activities and maintaining its fully online format, making it the longest-running continuous virtual conference. The values of TCC encompass high professional quality, ensuring that participants feel their involvement is substantive and beneficial both personally and professionally. The initiative also emphasizes professional development, offering opportunities for growth and innovation by exploring new technologies. TCC aims to bridge the digital divide, providing accessible professional activities to educators worldwide, fostering a sense of international collaboration. The spirit of aloha, embodying love, compassion, and kindness, is central to the community, balancing formal events with personal connections and support. For more information see the websites for TCC Hawaii and TCC 2024. https://tcchawaii.org/about https://2024.tcchawaii.org/

Showcase

Six exhibitors will welcome you on the ground floor during ICoME 2024. They will introduce you to technological advancements, educational practices, and insights into new technologies. We expect you to gain practical knowledge and valuable networking opportunities to enhance your professional connections. For more details about each exhibitor's products, please refer to their corresponding website:

▶ National Geographic Learning (https://www.eltngl.com/):

National Geographic Learning proudly showcases popular series such as the new editions of Pathways and 21st Century Communication. Additionally, we are presenting Spark, which fully supports students' self-study and teachers' lesson preparation.

▶ Immerse, Inc. (https://www.immerse.com/ja/home):

Immerse is proud to present our cutting-edge solutions at the exhibition, featuring "immersive language learning experiences on VR headsets" and "interactive speaking practice with AI avatars on PCs".

▶ Sinewave, Inc. (https://sinewave.co.jp/):

Discover Sinewave, where we revolutionize learning with our state-of-the-art audio recognition technology. Our innovative speech recognition system fuses English learning materials, delivering an unmatched learning experience.

▶ NIMO (NiceMobile), Inc. (https://nicemobile.co.jp/):

Nice Mobile Co., Ltd. is Japan's official distributor of MAX-HUB Meeting Board digital meeting solutions. Our flagship product is an all-in-one device with a monitor, camera, microphone, and speaker. It delivers a seamless, high-quality conference experience and is user-friendly. This versatile device suits various business scenarios, including lectures, presentations, and signage. You can experience its features firsthand by interacting with it at the venue.

▶ XR-based interactive art education content: Monet's HoloPalette (Yura Jeong, Daeun Kim, Seonyul Lee, Huiryeong Kang, Jeeheon Ryu -Chonnam Univ.)

The content features an avatar of Monet, guiding learners to create a more immersive learning experience. Learners drew on a virtual canvas using tools like paint buckets and brushes within the XR environment. This XR-based content encourages creativity and technical skills in students, diverging from traditional art education methods.

▶ XR-based Geography learning Simulation: Köppen climate classification (Kukhyeon Kim, Jeong Yuseon, Doeun Choi, Seungho Choi, Jeeheon Ryu -Chonnam Univ.)

This simulation provides learners with knowledge of the Köppen climate classification, allowing them to manipulate related 3D assets with their hands. This hands-on activity can facilitate learning by engaging learners, focusing their attention, and offering an enjoyable learning experience.

Social Gathering

As part of the Social Gathering for ICoME 2024, we have scheduled The Meet-Up & Networking Session (open to everyone) on the first day (21st) and The Evening Reception (pre-registration required) on the second day (22nd). Please see the details below.

The Meet-up & Networking Session

▶ Date & Time：August 21st, 2024, 17:15 - 18:30
▶ Room：University Cafeteria (1F)
▶ The Meet-up and Networking Sessions are free of charge. You do not need to register to join. We will serve light meals and soft drinks for all participants.

Special Event for Student Participants

▶ Date & Time：August 21st, 2024, 17:15 - 18:30
▶ Room：University Cafeteria (1F)
▶ Coordinators
　　　Hiroki OHSAWA (Kinjo Gakuin University, Japan)
　　　Toru NAGAHAMA (Tohoku University, Japan)
　　　Jiwun JUN (Meiji University, Japan)
▶ All student participants will have the chance to connect and form strong relationships with others by "creating instant media" using smartphones. Instant media enables users to express themselves and communicate with peers while producing content. We aim for this activity to help students build relationships and also understand the potential of media.

The Evening Reception

▶ Date & Time：August 22nd, 2024, 18:00-19:30
▶ Room：University Cafeteria (1F)
▶ The Evening Reception is paid, but attendance is optional. All those who wish to join must complete their registration and payment before the conference. We will serve light meals and alcoholic beverages.
※ Important: The registered participants must show their entrance pass to the staff at the cafeteria's gate on the first floor (1F).

Concurrent Session Ⅰ : 11:45-13:25

The Concurrent Sessions are formal presentations in which presenters share research outcomes, developments, or applications. They are recommended for college faculty, Ph.D. students, or practitioners.

Room 501 (11:45-13:25, August 22nd)

(1) Evaluating the Usability of an LMS-based Educational Metaverse: A Case Study of Wonderverse

Juhyeon Park (Seoul National University), Minhee Lee (Seoul National University), Junbo Koh (Seoul National University), Jahyun Jeong (Seoul National University), Junseo Kim (Seoul National University), Cheolil Lim (Seoul National University)

(2) Exploring the skills used in teachers' use of data in school improvement

Wakio Oyanagi (Kansai University)

(3) The Status and Challenges of OCW in Japanese Universities

Yan Jiang (The University of Tokyo), Jingjing Lin (Toyohashi University of Technology)

(4) A Design Research of First-Year Information Literacy Course: State Analysis Focusing on Learning Engagement

Yuki Ichimura (Chiba University of Commerce), Katsuaki Suzuki (Musashino University)

Room 502 (11:45-13:25, August 22nd)

(1) Technostress in Chinese College Students: Factors and Coping Strategies

Qin Tong (Hunan Institute of Science and Technology), Wooyong Eom (Keimyung University)

(2) Design and Development of XR based Geography Simulation based on LXD

Kukhyeon Kim (Chonnam National University), Jeeheon Ryu (Chonnam National University)

(3) Virtual Reality Role-Playing in a Japanese Moral Education Class

Kohei Fujimoto (Tokyo Institute of Technology), Aya Fujisawa (Kamakura Women's University), Masao Murota (Tokyo Institute of Technology)

(4) A Pilot Experiment of Role-Playing in a Virtual Learning Space

Hironori Sasaki (Chugokugakuen University)

Room 503 (11:45-13:25, August 22nd)

(1) Impact of Self-regulated Learning Readiness on Junior-high School Students'
   Performance
   Takeshi Matsuda (Tokyo Metropolitan University), Mitsuru Kimoto (Gakken Juku Holdings)

(2) Future Career Prospects and Time Management Strategies of University Students
   Naoko Ishikawa (Hokkaido University)

(3) The Impact of Avatars Supporting Self-Regulation on Learning Experience in
   Metaverse
   Eunbyul Yang (Chonnam National University) , Jeeheon Ryu (Chonnam National University)

(4) Exploring Features for Enhancing Metacognition During Note Revision and Review
   Takaki Kondo (Tokyo University of Science), Kaisei Ishii (Tokyo University of Science), Tadashi Misono
   (Shimane University), Rieko Inaba (Tsuda University), Yuki Watanabe (Tokyo University of Science)

Room 504 (11:45-13:25, August 22nd)

(1) Integrating 21st century skills development with programming activities by video-
   game pedagogy
   Charline Carlot (Hyogo University of Teacher Education), Tetsuya Bando (Naruto University of Education)

(2) Multimodal Evidences for Human-Computer Interaction in Metaverse-based Serious
   Game
   Xiao-Li Zheng (Wenzhou University), Zhi-Han Xu (Zhenhai Middle School), Feng Wang (Wenzhou
   University), Wen-Hua La (Wenzhou University)

(3) Differences in Morality and Learning Performance Facilitated by Virtual Reality
   Technology
   Aya Fujisawa (Kamakura Women's University)

(4) Utilizing Digital Twins in the Design and Development of XR Content for ESD
   Jeong Yuseon (Chonnam National University), Suhyun Ki (Chonnam National University), Hongyu Xiang
   (Chonnam National University), Jeeheon Ryu (Chonnam National University)

Room 505 (11:45-13:25, August 22nd)

(1) Enhancing Evaluation Framework for XR-Based Education and Training

Ju-Yeon Park (Duksung Women's University), Heejeon Suh (Tongmyong University), Namsu Park (Sahmyook University)

(2) Examining the Educational Impact of Editing Techniques: A Focus on Jump Cuts in Video Content

Yo Kato (Tokyo Institute of Technology), Masao Murota (Tokyo Institute of Technology)

(3) Development and Evaluation of the Tool for Supporting ill-Structured Problem-Solving Processes

Koki Tamaki Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(4) Early Childhood Educational Interactive Materials Utilizing IoT and Evaluation by Childcare Providers

Yuki Kamiya (Gifu City Women's College), Mie Miyazaki (Suzuka Junior College), Yuko Tanaka (Humanitec Junior College)

Room 506 (11:45-13:25, August 22nd)

(1) Technology Integration in Hospitality Education: A Case of BPH

Jiwak Raj Bajracharya (Global Academy of Tourism and Hospitality Education)

(2) XR educatinal-technology framework development and requirement analysis

Namsu Park (Sahmyook University), Ju-Yeon Park (Duksung Women's University), Hee Jeon Suh (Tongmyong University)

(3) Development and Effectiveness of a Food Education Support System

Hiroaki Sakurai (Tokyo Denki University), Hiroshi Nakayama (Tokyo Denki University), Junko Fujikura (Kagawa Nutrition University)

(4) A Proposal of Design Principles for Face-to-face Classes as Blended Learning in Correspondence High Schools

Keita Kato (Waseda University), Yusuke Morita (Waseda University)

Room 508 (11:45-13:25, August 22nd)

(1) Effects of SVVR-Based QOO Strategy and Learning Motivation on Cognitive Load and Cognitive Engagement

Yi-Pin Huang (Wenzhou University), Ning-Ning Chen (Wenzhou University), Rida Farah (Chonnam National University)

(2) Developing a Teacher Training Program to Enhance Teachers' XR Competency: Applying the RPISD Model

Kyungwook Jeong (Seoul National University), Jahyun Jeong (Seoul National University), Minju Kang (Seoul National University), Sunyoung Shin (Seoul National University), Cheolil Lim (Seoul National University)

(3) Empowering Pre-Service Teachers: Fostering Self-Efficacy in ICT Integration for Educational DX

Masayuki Kudo (Fuji Women's University)

Room 509 (11:45-13:25, August 22nd)

(1) Improving the Learning Environment for Social Studies with One-to-One Devices

Ken Usami (Teikyo University of Science), Takayuki Konno (Meisei University)

(2) THE INTERACTIVITY EFFECT IN MULTI MEDIA LEARNING

Mieke O. Mandagi (Manado State University), Hisako Othsubo (Saga University), Marien Pinontoan (Manado State University)

(3) Mapping the Landscape: A Systematic Review and Classification of AI-Integrated Education in South Korea

Cheolil Lim (Seoul National University), Jiyoon Chae (Seoul National University), Yujie Han (Seoul National University), Sumin Hong (Seoul National University), Bokyung Go (Seoul National University), Eunseon Lim (Seoul National University)

(4) Perspectives on Creating Visual Teaching Materials Targeting Phenomena with Significant Temporal and Spatial Scales: A Practical Approach to Creating Time-Lapse Videos about Clouds

Yasushi Satake (Kindai University), Wakio Oyanagi (Kansai University)

Room 510 (11:45-13:25, August 22nd)

(1) Characteristics of Prospective Teacher Students' Belief Formation about the Use of Technology in Education

Takeshi Goto (Osaka Ohtani University)

(2) K-12 Teachers Competencies for AI Convergence Education

Seonga Lee (Honam University), Hyunjung Jang (Keimyung University), Sanghan Yeo (Keimyung University), Wooyong Eom (Keimyung University)

(3) Transforming Teacher Beliefs for ICT-Enabled Collaborative Learning in Japan

Yasushi Hirayama (Teikyo University of Science), Takayuki Konno (Meisei University)

(4) Transformation of Student Teachers' Instructional Design

Kento Nakamura (Tokyo University of Science), Tadashi Misono (Shimane University), Yuki Watanabe (Tokyo University of Science)

Room 511 (11:45-13:25, August 22nd)

(1) The Educational Innovation of South Korea: The development of an AI courseware dashboard prototype for teachers

Eunseon Lim (Seoul National University), Yeil Jeong (Seoul National University), Eunseo Lee (Seoul National University), Taeyeon Eom (Seoul National University), Minhee Lim (Seoul National University), Cheolil Lim (Seoul National University)

(2) Development of Digital Citizenship Learning Materials to Address AI-Generated Bias and Societal Impact

Tamami Imado (Kansai University)

(3) How and What Do the Elementary Practices Using Individual PCs Represent about "Information Literacy"?: Based on Observations from Video Reports

Yoshikazu Yamaguchi (Hokkaido University of Education)

Room 512 (11:45-13:25, August 22nd)

(1) A Case Study on Peer Feedback Using ChatGPT

    Sun-Young Huh (Seoul Theological University), Ga-Young Lee (Baekseok University)

(2) Boosting EFL Speaking Confidence and Proficiency with ChatGPT: Japanese vs. Korean Learners

    Yasuko Sato (Niigata University of International and Information Studies), Meerbek Kudaibergenov (Seoul National University of Science & Technology), Ichi Konta (Chuetsu Transport Co.,Ltd.)

(3) The Transformative Power of AI-Composed Melodies in Language Learning

    Lingling Liu (ProoProo Co., Ltd.)

(4) Effectiveness of Second Language Learning Through Listening to Learner's Self-similar Voice

    Takeshi Nakamoto (Oita University), Makoto Nakashima (Oita University)

Room 513 (11:45-13:25, August 22nd)

(1) Designing a career-based student support system in a convergence education environment

    Sang-Ah Park (Chungbuk National University), Hyunju Lee (Chungbuk National University), Yunsoek Lee (Chungbuk National University), Insuk Yang (Chungbuk National University), Hoseung Byun (Chungbuk National University)

(2) Developing a Comprehensive Framework for Constructing and Operating Edu-Metaverse in K-12 Education

    Sumin Hong (Seoul National University), Bokyung Go (Seoul National University), Eunseon Lim (Seoul National University), Taeyeon Eom (Seoul National University), Seungha Kim (Seoul National University), Hyeongjong Han (Seoul National University), Cheolil Lim Seoul National University)

(3) Promoting ICT Utilization in Education in Primary Schools in Cambodia

    Shinichi Sato (Nihon Fukushi University), Makoto Kageto (Nihon Fukushi University)

Concurrent Session Ⅱ : 14:40-16:20

Room 501 (14:40-16:20, August 22nd)

(1) A study on "the showing media literacy"

  Ryoga Okawa (Kansai University)

(2) School libraries as educational media in the era of information-oriented
  education

  Mari Itoh (Aichi Shukutoku University)

(3) Reviving the Traditional Campus Radio in the Digital Age: Challenges and Lessons f
  from DYUP Sugbo

  Maurice Jitty Villaester (University of the Philippines Cebu)

(4) The Learning Effects of On-demand Radio-based Graphic Representation Exercises

  Ken Yokomizo (Sapporo City University)

Room 502 (14:40-16:20, August 22nd)

(1) Relationships Between Psychological Traits on Study Habits Through a Learning
  App

  Hisaya Sudo (Tokyo Gakugei University), Yoko Noborimoto (Tokyo Gakugei University), Jun Takahashi
  (Tokyo Gakugei University)

(2) Comparison of EEG Activity According to Self-directed Learning Quotient and GPA
  in Online Learning

  Hwajung Son (Keimyung University), Myoungsook Choi (Keimyung University)

(3) Design and Construction of the Virtual Assistant Tool for Self-Directed Learning
  with ADHD Traits

  Tomomi Takabayashi (Cyber University)

(4) Designing a College Entry Course Relying on Students' Autonomy to Nurture their
  Autonomy

  Katsuaki Suzuki (Musashino University)

Room 503 (14:40-16:20, August 22nd)

(1) Changes in Professor Trust, Class Engagement, Learning Motivation in Team Project Classes

Jeonghee Lyu (Chonnam National University), Suna Oh (Gwangju University)

(2) Challenges for New Tutors in Writing Center: Focus on Initial Training Period

Mayuno Kubo (Kwansei Gakuin University), Yuki Fukuyama (Kwansei Gakuin University), Kanna Hida (Kwansei Gakuin University), Tone Kasai (Kwansei Gakuin University), Keita Nishiguchi (Kwansei Gakuin University)

(3) Effect of the Division of Labor in Narrative Creation on Question Generation

Junya Kawai (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(4) Impact of video material on modeling teachers' strategies for writing historical reasoning texts for students' mastering the strategies: comparison with printed materials

Ryohei Ikejiri (Hiroshima University), Hiroaki Aikawa (Tokyo Metropolitan Kohoku High School)

Room 504 (14:40-16:20, August 22nd)

(1) The Influence of HOTS-Based Learning on Critical Thinking Ability in Long Jump Sport of Class Seven Junior High School

Ellen B. Lomboan (Manado State University), Mieke O. Mandagi (Manado State University), Jeanne R. Malonda (Manado State University)

(2) Survey of university students' attitudes toward "tables" in arithmetic

Atsuyuki Yada (Kochi University)

(3) Classroom Design for Just the Right Use of ICT in Mathematics Education: Practical Use of Interactive Whiteboard in Teaching Trigonometric Graphing

Tomohiko Shima (Kanagawa Gakuen Girls' Junior and Senior High School)

(4) Reframing Definition and Measurement of Conceptual Knowledge in Mathematics

Shota Higuchi (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(1) Multimedia Integration Learning Transformation and its Implications in Critical Thinking Aspect

Henny Nicolin Tambigon (Manado State University), Shelty D.M. Sumual (Manado State University), Djubir R.E. Kembuan (Manado State University), Mieke O. Mandagi (Manado State University)

(2) Exploring the Relationship between Web Third-Person Effect of Misinformation and Critical Thinking Disposition

Hinako Kudo (University of Yamanashi), Ryosuke Onoda (University of Yamanashi)

(3) After Effects of Misinformation on the Internet Following 2024 Noto Peninsula Earthquake: Preliminary Study on Newspaper Articles and their Educational Potential for the Senior Generation

Ryo Saito (Tohoku University), Yoko Noborimoto (Tokyo Gakugei University), Tatsuya Horita (Tokyo Gakugei University)

(4) Developing a System for Visualizing and Evaluating Information Collection in Inquiry Learning

Alexander Maas (Tohoku Gakuin University), Yoko Noborimoto (Tokyo Gakugei University), Fumie Niwai (Aoyama Gakuin University), Shota Itagaki (Miyagi University of Education), Tadashi Inagaki (Tohoku Gakuin University), Tatsuya Horita (Tokyo Gakugei University)

(1) Implementation of the Civic Education Curriculum for Pre-service Teachers

Hoseung Byun (Chungbuk National University), Jongyeon Lee (Chungbuk National University), Hyeji Kil (Chungbuk National University), Yujin Chang (Chungbuk National University), Seung-hyeon Choi (Chungbuk National University), Hyunju Kim (Chungbuk National University), Sein Shin (Chungbuk National University)

(2) Connecting learning to daily lives through transformation of worldview in creative activities

Yoshiro Miyata (Chukyo University), Nalin Tutiyaphuengprasert (Darunsikkhalai School for Innovative Learning, KMUTT)

(3) A Study on Media for Learning Experimental Practices in a Community of Practice

Norihiko Kimura (Keio University), Takashi Iba (Keio University)

(4) Mutual Understanding and Learning Opportunities in –Collaborative Cooking with Disabilities and Locals–

Yayoi Hiratsuka (Institute of Advanced Media Arts and Sciences)

Room 508 (14:40-16:20, August 22nd)

(1) Connecting Adolescents Girls through Collaborative Digital Storytelling
   Oswaldo Castro-Romero (Kyung Hee University)

(2) Utilizing a Performative Approach through the Use of Multimedia to Enhance
   Achievements to Learn Sports in Athletic Materials
   Jeanne R. Malonda (Manado State University), Ellen B. Lomboan (Manado State University), Widdy H.F.
   Rorimpandey (Manado State University), Mieke O. Mandagi (Manado State University)

(3) Performative Learning as an Innovative Approach A Case of High School Activities
   outside of School
   Kenichi Kubota (Kansai University)

(4) Learning Open Dialogue with Performative Approach: Potentials of Online Sessions
   Yuko Takamoto (Mukogawa Women's University)

Room 509 (14:40-16:20, August 22nd)

(1) Manga as Performance in English Language at a Japanese University
   Matthew Wiegand (Musashino Art University)

(2) The potential of "laughter" as a message: Analyzing a university dialogue workshop
   Mika Suzuki (Tokyo University of Foreign Studies)

(3) Trial Comparisons between YouTube's Audience Retentions and Viewers' Affective
   Evaluations
   Hiroki Ohsawa (Tohoku University, Kinjo Gakuin University), Toru Nagahama (Tohoku University)

(4) Linking an English Language Test (GTELP Junior) to the CEFR: Embracing
   Foundational Teaching in the Age of AI
   Minjung Kim (G-TELP Korea)

Room 510 (14:40-16:20, August 22nd)

(1) From Mistakes to Mastery: Understanding Workshop Design through University Students' Experience

Jiwun Jun (Meiji University), Makiko Kishii (Meiji University)

(2) Transforming volunteer students' perceptions and their process through the art creative activity

Ryota Yamamoto (Osaka Kyoiku University)

(3) Loss and Damage: Creative Approaches to Educating Climate Change Impacts in the Philippines

Crina Tañongon (University of the Philippines Cebu), Emely M. Amoloza (University of the Philippines Open University)

(4) The Effectiveness of the 360-degree Camera as a Learning Tool - From its Application in Workshops

Toari Miyashita (Sugiyama Jogakuen University), Mihoko Kamei (Sugiyama Jogakuen University)

Room 511 (14:40-16:20, August 22nd)

(1) COIL Collaboration with Five Universities across the Pacific: English Education Perspectives

Yayoi Anzai (ANZAI Global Communications, Inc.), Aya Fukuda (Tokyo University of Foreign Studies), Fernando Rodriguez (University of California Irvine), Roberto Figueroa (University of the Philippines)

(2) Effectiveness of discussion technologies for cross-cultural understanding － Video Conferencing and Virtual Reality －

Miho Fukagawa (Kanazawa University), Kenji Kawamoto (Çanakkale Onsekiz Mart University) , Tomoko Yaginuma (Minho University), Akitaka Higashi (Kanazawa University)

(3) The Success Case Method : Impact Analysis for Global Biomanufacturing Training Program

Yujie Han (Seoul National University), Cheolil Lim (Seoul National University), MinSeon Jeon (Seoul National University), SeungHa Kim (Seoul National University), Jahyun Jeong (Seoul National University), Chaerin Lee (Seoul National University)

(4) Readiness of Current University Students for Taking Online "Negotiation" Class

Mayumi Kubota (Kansai University), Yuka Suzuki (J.F. Oberlin University)

(1) Analysys Assignments Submission Time of Programming Learners on Informatic Subject in High School

Kyosuke Okamoto (Miyagi University of Education), Toru Nagahama (Tohoku University)

(2) Scaffolding in Practice: Zones of Proximal Development for Large Programming Classes

Emily Ohman (Waseda University), Elissa Nakajima Wickham (Waseda University)

(3) Effectiveness Analysis of Peer Review, Teacher Review, and Self-review in Production-based Class

Huazhe Sha (Hokkaido University), Mayumi Sugiura (Hokkaido University), Katsusuke Shigeta (Hokkaido University)

(4) Practical Exercise in Video Production Using a Review Video Comment System

Norihiro Nishio (Mejiro University, Shizuoka University), Yuta iida (Shizuoka University), Kanako Uematsu (Mejiro University), Takahiro Sugiyama (Shizuoka University)

Guidelines for Presenters in Concurrent Sessions

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▶ Session Chairs:

We have already appointed a tentative moderator for each session to take leadership to run the session. Before the session begins, a designated moderator will determine if a single presenter will act as the chairperson for the entire session or if all presenters will take turns in the role.

▶ Timekeepers:

Student staff members will be present in each classroom to serve as timekeepers. They will assist in ensuring the smooth progression of the sessions. If you have any issues, please consult with the student staff.

Roundtable Session Ⅰ：13:30-15:00

The Roundtable Sessions provide an opportunity for casual presentations. By "casual," we mean that participants can present not only their research outcomes but also their research interests, plans, or reviews of previous studies. We recommend these sessions for graduate and undergraduate students. The top 20% of the speakers in the Round Table session will receive the "Young Scholar Award."

The Young Scholar Award is conducted for each session. Evaluations are based on a rubric, and the awardees are selected based on the total scores. The announcement will be made at the Closing Ceremony.

The rubric is published after the program list for the Round Table. Not only presentations but also active discussions are subject to evaluation. Let's enhance our research together by showing interest in various presentations in educational media studies, initiating discussions, participating in them, and engaging in mutual improvement.

Room 501 (13:30-15:00, August 21st)

(1) A study of the impact of programming games on programming learning based reflective scaffolding

YiNing Cai (Wenzhou University)

(2) Research on the application and effect of reflection promotion mechanism based on double loop learning theory in digital story creation supported by generative artificial intelligence

Yihui Wang (Wenzhou University), Biying Ye (Wenzhou University)

(3) Beyond Play: Harnessing Game Design Activity to Boost AI Literacy and Computational Skills in Education

Jiyoon Chae (Seoul National University), Lim Cheolil (Seoul National University)

(4) Investigating the Relationship Between Gamification, Personality Traits, and Goal Attainment in Online Postsecondary Settings

Jewel Mahoe (The University of Hawaiʻi at Mānoa), Seungoh Paek (The University of Hawaiʻi at Mānoa)

Room 502 (13:30-15:00, August 21st)

(1) Employing Artistic Methods to Help Students Create Research Questions: A Case Study of Inquiry-Based Learning in a Japanese High School

Kyoko Hazama (Meiji University), Makiko Kishi (Meiji University)

(2) Developing and Evaluating a Learning Model for Improving Graphical Representation Ability

Kohei Watanabe (Tokyo University of Science), Koki Tamaki (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(3) Regarding the practice of linked improvisation in which music elements are shared mutually, and the communication possibilities between performers as a result

Satoshi Fukushima (Institute of Advanced Media Arts and Sciences)

(4) Development of XR-based content in Art education

Huiryeong Kang (Chonnam National University),Yura Jeong (Chonnam National University), Seonyul Lee (Chonnam National University), Jeeheon Ryu (Chonnam National University)

Room 503 (13:30-15:00, August 21st)

(1) The Application of Peer Dialogue Strategy Supported by Virtual Human Platform in Primary School Listening and Speaking Teaching

Yu Fu (Wenzhou University)

(2) Impact of Hidden Curriculum on Upper Elementary Students' Information Literacy

Rentaro Horiuchi (Shinshu University), Kazunori Sato (Shinshu University)

(3) Analysis of Difficulties Perceived by Teachers in Programming Education in Elementary Schools

ZhE Wang (Kansai University), Haruo Kurokami (Kansai University）

(4) Research on the basis of using ICT in Japanese elementary school music

Shu Wang (Kansai University), Haruo Kurokami (Kansai University）

Room 504 (13:30-15:00, August 21st)

(1) Factors Influencing Pre-Service Teachers' Intention to Use SVVR for Teaching

Lu-Fei Han (Wenzhou University), Yuan Zhang (Wenzhou University), Yu-Zhen Jin (Wenzhou University), Yi-Pin Huang (Wenzhou University)

(2) Case Study on the Routine Use of Online Chat for Teacher Learning

Maki Ito (Shinshu University), Yuki Yachi (Shinshu University), Kazunori Sato (Shinshu University)

(3) Comparative Study on ICT Utilization Instructional Competence Standards in in-service training between Japan and China

Jiarui Lyu (Kansai University), Wakio Oyanagi (Kansai University)

(4) The Types and Purposes of ICT Use in Autonomy-Supportive Teachers' Classes

Rio Wakatsuki (Sakae Elementary School), Kazunori Sato (Shinshu University)

Room 506 (13:30-15:00, August 21st)

(1) A Study on the Significance of ICT Utilization in Classical Chinese Education in Japanese High Schools

Jiawei Li (Kansai University), Wakio Oyanagi (Kansai University)

(2) Structural Relationship among Learning Engagement, Perceived Teacher Support, Learning Motivation, Professional Identity and L2 Emotions in Chinese ESP Class

Liya Zhou (Keimyung University, Civil Aviation University of China), Wooyong Eom (Keimyung University), Liang Lina (Keimyung University, Liming Vocational University)

(3) Structural Relationship Among Teachers' TPACK, School Support for TEL, Technology Self-Efficacy, Technostress, and Teacher Performance in Chinese College Classes

Lina Liang (Keimyung University, Liming Vocational University), Wooyong Eom (Keimyung University), Zhou Liya (Civil Aviation University of China)

(4) Issues and Support Methods for ICT-based Learning in Elementary Schools from a Teacher's Perspective

Shoko Tange (University of the Sacred Heart)

Room 511 (13:30-15:00, August 21st)

(1) An empirical study of generative artificial Intelligence technology supporting EFL students' learning

Huilin Zhang (Wenzhou University), Gang Yang (Wenzhou University), Youyou Zhang (Wenzhou University), Wei Zhou (Wenzhou University)

(2) Development of a Class in which Students Watch News Videos with Statistical Information Using Critical Thinking

Shuto Nachi (Waseda University), Kyohei Sasaki (Tokoha University)

(3) Media Use in Techonology Integration Framework for Service-Learning Pedagogy: A Call to Policymakers

Sobe McMahon (Aichi University of Education), Hironari Nozaki (Aichi University of Education)

(4) Development of an Automated Pointing System for Lecture Videos

Hidetoshi Akimoto (Tohoku University), Toru Nagahama (Tohoku University)

Room 512 (13:30-15:00, August 21st)

(1) Development and Educational Application Research of Emotion Recognition System Assisted by Large Language Models

Ziying Lyu (Wenzhou University), Liyan An (Wenzhou University)

(2) SVVR-based Technological Intervention's Impact on STEM Career Awareness and Emotional Engagement

Shen Chen (Wenzhou University), Ruirui Ge (Wenzhou University), Wenhua Lai (Wenzhou University), Chen Liang (Wenzhou University)

(3) Designing a Method to Support Collaborative Learning that Incorporates Reflection to Promote Positive Belief in Collaboration

Kaisei Ishii (Tokyo University of Science), Kento Nakamura (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(4) Developing The Self-Efficacy of Novice Programmers Through a Multiplayer Game

Genta Togashi (University of Hawai'i at Mānoa)

Roundtable Session Ⅱ：15:15-16:45

Room 501 (15:15-16:45, August 21st)

(1) Evaluating an Escape Room Metaversal Quest as a Teaching and Learning Tool for Undergraduate Students in an Open and Distance e-Learning

Lexter Mangubat (University of the Philippines Open University)

(2) International Exchange Activities between Cambodian and Japanese School Students to Foster Mutual Understanding

Misaki Sugimoto (Nihon Fukushi University)

(3) Exploring Self-Reliance through the Internet: The Case of Myanmar Refugees in Japan

Akari Asano (Meiji University), Yuko Iwata (Meiji University) , Makiko Kishi (Meiji University)

(4) International Exchange Program and Borderless Collaborative Learning in Expanding with ICT

Maro Kimizuka (Nihon Fukushi University)

Room 502 (15:15-16:45, August 21st)

(1) Development and Impact Exploration of a Prompt Engineering Education Program for Middle-aged Women Pursuing Career Transition

Ji Eun Ha (Ewha Womans University), Seyoung Lee (Ewha Womans University), Jaesam Chung (Ewha Womans University)

(2) Development and Evaluation of Modeling-Related Problem Posing Classes Aimed at Acquiring Mathematical Modeling Competencies

Soya Miki (Tokyo University of Science), Shota Higuchi (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(3) Formative Design and Development XR based Simulation for CPR Training

Daeun Kim (Chonnam National University), Huiryeong Kang (Chonnam National University), Seonyul Lee (Chonnam National University), Jeeheon Ryu (Chonnam National University)

(4) Designing Inquiry Learning with Mathematical History to Foster Students' Epistemic Curiosity

Mai Takahashi (Tokyo University of Science), Koki Tamaki (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

Room 503 (15:15-16:45, August 21st)

(1) A Systematic Review About Analysis of Challenges and Success Factors for
   Implementing OER in K12 Education
   Zhang Yupiao (Tohoku University), Toru Nagahama (Tohoku University)

(2) Theoretical Review and Educational Frameworks of Rubrics
   Nene Kazawa (Kansai University), Haruo Kurokami (Kansai University)

(3) Analysis of the Influences Contributing to the Achievement of Social Independence
   by Former School Refugee
   Daiki Itoh (Kansai University)

(4) Research trends in Design and Development Research(DDR): A review of
   publications in ETR&D and BJET journals from 2012 to 2023
   Xuanotong Guo (Seoul National University), Zhenyan Li (Seoul National University), Bokyung Go (Seoul
   National University), Cheolil Lim (Seoul National University)

Room 504 (15:15-16:45, August 21st)

(1) The Effect of Using a To-Do List on Reflection Time
   Yukiko Oniwa (Kansai University)

(2) Feedback teaching supported by intelligent agents on programming performance
   the impact of cognitive adjustment
   Xinyu Dong (Wenzhou University)

(3) How can students improve data literacy: Developing and Applying the Instructional
   Systems Design Model for a Cross-Curricular AI Convergence Class
   Eunseon Lim (Seoul National University), Minhee Lim (Seoul National University), Minseon Jeon (Seoul
   National University), Cheolil Lim (Seoul National University)

(4) How concepts related to agency are different between MEXT and OECD
   Hyuga Hayakawa (Kansai University)

Room 506 (15:15-16:45, August 21st)

(1) A Comparative Study of Information Moral Awareness among College Students in Japan and China

Bohan Hou (Kansai University), Wakio Oyanagi (Kansai University)

(2) Educational Program for Media Literacy through Metacognition and Mutual Understanding

Masataka Hashimoto (Institute of Advanced Media Arts and Sciences)

(3) Development of an Automated Responses AI Model in VR-based Simulations for Pre-Service Teachers

Seonyul Lee (Chonnam National University), Yuseon Jeong (Chonnam National University), Jeeheon Ryu (Chonnam National University)

(4) Development of an ethical competency framework for AI use in education for pre-service teachers

Bokyung Go (Seoul National University), Cheolil Lim (Seoul National University)

Room 511 (15:15-16:45, August 21st)

(1) An empirical study of the effect of Artificial Intelligence Technology on EFL students' oral expression ability

Yali Wang (Wenzhou University), Gang Yang (Wenzhou University), Yudie Rong (Wenzhou University)

(2) The Use of ChatGPT in EFL University Students' Oral English Learning and Its Effects on Learning Performance and Cognitive Load: An Empirical Study

Yudie Rong (Wenzhou University), Gang Yang (Wenzhou University), Zhuocen Zou (Wenzhou University), Yali Wang (Wenzhou University)

(3) Exploring the Educational Effect of Generative AI-Driven "Wall-Hitting" Activities in Elementary Japanese Language Classes

Shigemichi Tanaka (Naruto University of Education), Tetsuya Bando (Naruto University of Education)

(4) Advanced Learner Model for Error Collection: Using Japanese honorifics as an example

Shubin Qin (Japan Advanced Institute of Science and Technology), Wen Gu (Japan Advanced Institute of Science and Technology), Koichi Ota Japan Advanced Institute of Science and Technology), Shinobu Hasegawa (Japan Advanced Institute of Science and Technology)

Room 512 (15:15-16:45, August 21st)

(1) Development and Evaluation of Story-based Instructional Materials to Improve Engagement in Mathematics

Haruka Sakurada (Tokyo University of Science), Kento Nakamura (Tokyo University of Science), Yuki Watanabe (Tokyo University of Science)

(2) From traditional library to Metaverse learning commons

Sumin Hong (Seoul National University), Taeyeon Eom (Seoul National University), Sungkyung Park (Seoul National University), Minhee Lim (Seoul National University), Cheolil Lim (Seoul National University)

(3) Enhancing Awareness of Unconscious Bias and Behavioral Change Potential through Playbuidling in Higher Education

Natsumi Ikezoe (Meiji University), Makiko Kishi (Meiji University)

(4) Creative Teaching: Towards a Pedagogy of Vitality and Possibility

Muri Marinho Mascarenhas (Tufts University)

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Rubric for Young Scholar Award

During the Roundtable Session, evaluations will be based on the rubric provided in the table below. The most outstanding presentation will be honored with the Young Scholar Award at the Closing Ceremony on the final day. Members of the ICoME International Committee and leading researchers will conduct the evaluations.

The theme of this conference focuses on educational media research through a Performative Approach. We expect presentations in the Roundtable Session to engage in performative discussions with the audience, collaboratively constructing knowledge. Rather than simply delivering a successful presentation, aim to facilitate sessions where both the presenters and the audience can play and develop together.

Each classroom will have a moderator to support the smooth progression of your sessions. However, the responsibility for the session's flow lies with the presenters, who should coordinate and manage the session collectively.

	S (5points)	**A** (3points)	**B** (1 points)
Abstract	The objective of the study and contextual background are comprehensible. The presentation encapsulates the content concisely.	The objective of the study and contextual background are delivered adequately. However, some of it is vague and lacks essential points to help the audience better understand the study.	The objective of the study and contextual background are not clearly presented. Little information is provided about what is in the title. More details are needed to help everyone understand the study.
Slides	Slides adequately convey the main point of the discussion. Key terms, tables, and figures effectively assist the audience in comprehending the content.	Slides present some key terms, tables, and figures that help the audience's general understanding.	Slides need improvement as they do not present sufficient key terms and graphic materials, hindering understanding.
Delivery	The presentation's content is delivered in a relaxed, clear, and natural manner. The presenter actively engaged with the audience through gestures, eye contact, and emotions, regardless of their fluency in English.	The presentation could have been smoother by demonstrating a strong interest in the topic. Some segments need more clarity in conveying information. The presenter consistently attempted to make good communication with the audience.	The presenter exhibits nervousness, detracting from the overall delivery. In addition, they the central message of presentation could have more effectively emphasized. The presenter fails to maintain good communication with the audience.
Contents	The study offers a clear structure and consistent logical flow. It demonstrates originality, creativity, necessity, or novelty in its approach or findings.	While the fundamental structure of the study is discernible, its sections appear less original, vague or need more logical connections, which leads to a less cohesive presentation.	The basic structure of the study needs numerous revisions. Its sections are ambiguous and need more logical connections.
Q&A Session	The presenter smoothly answers inquiries and defines terms, leading to a more elaborated discourse that deepens the discussion.	The presenter answers basic questions competently but needs help understanding and addressing queries to enrich the discussion.	The presenter needs assistance to answer questions from the audience; interactions are not conducted properly.
Total Performance	Excellent	Good	Improvement needed

Access to Shared Files for the Conference

You can access the documents distributed at the conference by scanning the following QR code.

The included data are as follows:

▶ Abstracts of all presenters

▶ Abstracts for Concurrent Sessions

▶ Abstracts for Roundtable Sessions

▶ Keynote materials

▶ Panel Discussion materials

▶ Other important documents from the conference committee

All the materials are stored on Google Drive and can be accessed within Japan. However, access may be restricted in certain countries and regions, such as China. Therefore, we recommend that participants download and save the data during the conference period. Please be aware that access to this drive will not be available after the conference.

Workshops

On Day 3, ICoME 2024 will feature seven workshops covering various topics and technologies.　Participation in the workshops will be handled at the reception desk during the event. Once you have decided on the workshop you wish to attend, please make a reservation at the reception desk. Please note that some workshops have a limited number of participants, and registration will be closed once the maximum capacity is reached.

The objectives of the workshops are as follows:

(1) To build international and academic networks among students and scholars from diverse countries and regions.

(2) To discuss the significance and challenges of the performative approach in educational media research.

(3) To exchange views on current ICT educational practices conducted in Japan.

Workshop A: Learning with Digital Thinking Tool

▶ Date & Time: August 23rd, 10:00-12:30 including a break
▶ Room: 603（6F）
▶ Organizer(s): Haruo KUROKAMI, Kansai University, Japan

The one-to-one learning environment is now becoming fundamental in several countries. While many things were accomplished, our concern is with the use that commits each individual to thinking, organizing information, structuring ideas into a coherent form, and presenting it visually. Supporting such a thinking process involves determining what thinking skills are needed and using the appropriate visual tools/graphic organizers. Moreover, the digitalization of these tools makes it possible to communicate ideas to each other and to construct ideas collaboratively. This kind of learning has, of course, been aimed for in the traditional classroom, but in practice, it has been impossible due to time and space barriers. What makes this possible are class support systems and digital thinking tools.

LoiLoNoteSchool is a class support system that includes a very simple tool for creating presentation slides, video editing, and a thinking tools function. In this workshop, we would like to discuss the mechanism and significance of LoiloNote School while actually using it.

▶ Keywords: Thinking Skill, Visualization, LMS

Workshop B: Documentary Theatre Workshop

▶ Date & Time: August 23rd, 10:00-11:00
▶ Room: Presentation Space（6F）
▶ Organizer(s): Yuko KAWASHIMA, Kansai University, Japan
　　　　　　　Kawashima seminar students, Kansai University, Japan

Documentary theatre performs social events based on various materials, such as interviews with the people involved, eyewitness accounts, and documents. The purpose of such theatre is not merely for the audience to appreciate the play. It encourages the audience to think about social issues from various perspectives and to engage emotionally and deeply with the complexities of the events. It also aims to generate new meanings through a multifaceted understanding of the event with the performers and the audience.

The workshop will begin with staging a documentary theatre developed as the educational program for multicultural conviviality at higher education, which Kawashima and her seminar students have been working on together. In the production process, the students took the initiative in deciding on the theme, selecting the subject, conducting fieldwork and interviews, writing the script, and practicing. In these activities, students worked collaboratively and were assigned various roles, such as performer, filmmaker, and designer of educational activities.

During the workshop, participants are invited to participate in various activities. Through those processes, we will collaboratively deepen our understanding of the events in the play while making conscious what is usually unconscious.

▶ Keywords: Documentary Theatre, Arts-Based Research, Education for Multicultural Conviviality, Higher Education
▶ Note: This session is related to the "Workshop on Arts-Based Reflection," which will take place in the same classroom from 11:30 to 12:30. While not mandatory, attending both sessions, if possible, will allow for a deeper discussion on the significance of Arts-Based Research.

Workshop C: Exploring AI Literacy: Understanding Risks and Imagining

▶ Date & Time: August 23rd, 10:00-11:00
▶ Room: 505（5F）
▶ Organizer(s): Takaki KONDO, Tokyo University of Science, Japan
                  Kento NAKAMURA, Tokyo University of Science, Japan
                  Koki TAMAKI, Tokyo University of Science, Japan
                  Shota HIGHCHI, Tokyo University of Science, Japan
                  Yuki WATANABE, Tokyo University of Science, Japan
                  Hiro KAWAMURA, Future University Hakodate, Japan
                  Joya NAGATA, Future University Hakodate, Japan

In recent years, AI technology has become widespread in applications such as YouTube and TikTok, and Large Language Model (LLM) based AI like ChatGPT has become prevalent. However, concerns about the dangers of AI, such as privacy issues, information bias, and ethical concerns, have also been raised. In educational research, there has been a focus on fostering AI literacy among users, not just engineers, since 2019. Long and Magerko (2020*) classified AI literacy into 17 competencies, defining it as the ability for individuals to critically evaluate AI technology and use AI as a tool in various contexts. This broader understanding of AI literacy is essential, especially as AI becomes increasingly integrated into everyday life, from social media algorithms to healthcare decision-making systems.

In this workshop, we will focus on "AI's Strengths & Weaknesses" and "Imagine Future AI" among the 17 AI's competencies. By examining real-world social issues through the lens of AI, participants will explore the potential risks and impacts associated with AI technologies. Through interactive discussions and activities, participants will develop critical thinking skills and learn to evaluate AI systems' strengths and weaknesses in different contexts.

Furthermore, in this workshop, we plan to utilize AI Snapshots provided free by our partner organization aiEDU in the United States. Participants will not only hear about our practices but also actually experience the AI Snapshots. We hope this will provide insights into the application of AI literacy education.
*Long, D., & Magerko, B. (2020) What is AI literacy? Competencies and design considerations. In Proceedings of the 2020 CHI conference on human factors in computing systems: pp. 1-16

LoiLoNoteSchool is a class support system that includes a very simple tool for creating presentation slides, video editing, and a thinking tools function. In this workshop, we would like to discuss the mechanism and significance of LoiloNote School while actually using it.

▶ Keywords: AI Literacy, Critical Thinking, Culturally Relevant Pedagogy
▶ Note: Examples of discussion topic
      https://tus.box.com/s/c9qhx0m6168st2o0d7yz0c0umoo8qlbz

Workshop D: Kyrgyzstan Unveiled: Perspectives, Peace, and Pathways to Understanding

▶ Date & Time: August 23rd, 10:00-11:00
▶ Room: 506（5F）
▶ Organizer(s): Yasuko SATO, Niigata University of International and Information Studies, Japan
　　　　　　　Meerbek KUDAIBERGENOV, Seoul National University of Science and Technology,
　　　　　　　Republic of Korea

In this workshop, we will look at Kyrgyzstan, a post-Soviet nation, and its role in the ongoing conflict between Russia and Ukraine. Our main focus will be on the firsthand experiences of Russian citizens who have chosen to relocate to Kyrgyzstan during these turbulent times. Through the lens of YouTube video content they have created, we will explore their perceptions surrounding this unique destination. Drawing from the themes and narratives that emerge from these videos, we aim to facilitate a dynamic discussion. Together, we will reflect on the crucial role of peace in our global landscape and the transformative power of peace education. By fostering a deeper understanding and empathy, we hope to cultivate meaningful connections and contribute to a more harmonious world. Join us for an engaging workshop where we will unpack the stories, insights, and aspirations that shape Kyrgyzstan's evolving narrative amidst the backdrop of conflict.

▶ Keywords:
Kyrgyzstan, Peace Education, Relocation Experiences, Russia-Ukraine Conflict, YouTube Narratives

Workshop E: Workshop on Arts-Based Reflection

▶ Date & Time: August 23rd, 11:30-12:30
▶ Room: Presentation Space（6F）
▶ Organizer(s): Makiko KISHI, Meiji University, Japan
　　　　　　　Kyoko Hazama, Meiji University, Japan
　　　　　　　Shione KIDA, Waseda Setsuryo High School, Japan
　　　　　　　Students of Waseda Setsuryo High School, Japan

In recent years, arts-based reflection techniques have gained significant attention in education, learning, and personal development. They offer a potent means for individuals to delve into their experiences and emotions, fostering deeper insights and understanding. The workshop aims to leverage art as a tool for participants to reflect on their experiences and emotions, facilitating mutual learning and discussion. The first half will feature presentations by Waseda Setsuryo High School students on their experiences with Arts-Based Reflection in inquiry-based learning, followed by dialogue. In the latter half, attendees will engage in reflection using specific art techniques.

In the first half, we will introduce the generation of questions, deep exploration of themes, and data analysis using physical movements, metaphors, and photographs as part of Arts-Based Research. The students' research outcomes will also be displayed at the venue. In the second half, students will present their intercultural experiences from their fieldwork through a theatrical performance, aiming to deepen participants' understanding of the unconscious biases present in daily life.

▶ Keywords: Arts-Based Research, Reflection, Inquiry-based learning, High School Education

Workshop F: How can we design the inquiry learning activity?

▶ Date & Time: August 23rd, 11:30-12:30
▶ Room: 505（5F）
▶ Organizer(s): Ryota YAMAMOTO, Osaka Kyoiku University, Japan
　　　　　　　　Toru NAGAHAMA, Tohoku University, Japan

The OECD Future of Education and Skills 2030 project developed the OECD Learning Compass 2030. It emphasizes the new competencies and the agency that students must develop for their well-being. Inquiry-based learning is an approach to engage students in problem-solving, social change, and creation, and it helps develop their competencies and agency through various activities. Inquiry-based learning has a characteristic connection with social situations; therefore, educators must consider the social context in which students are located and how the learning environment is designed. However, each school and student has a different social context; hence we are not able to generalize educational methodology, educators have to design by making linkage between global and local contexts.

This workshop aims to share the characteristics of each local learning context and discuss how we can design the learning environment among participants. We hope this workshop will be a chance to create new insight into designing inquiry-based learning to engage students to achieve their well-being.

▶ Keywords: Inquiry Learning, Design of Learning Environment, Agency, Primary and Secondary School, Learning Context

Workshop G: How Could We Increase Student Engagement through COIL?

▶ Date & Time: August 23rd, 11:30-12:30
▶ Room: 506（5F）
▶ Organizer(s): Shari Yamamoto, Konan University, Japan
　　　　　　　　 Mihoko Chiba, Konan University, Japan
　　　　　　　　 Gibran Garcia, Toyo University, Japan

Collaborative Online International Learning (COIL), commonly referred to as "COIL-type education," is a method that connects students in Japan with their counterparts overseas through online platforms. Coined by New York State University in 2004, COIL was introduced to Japan in 2014. This approach involves students collaborating on projects and engaging in discussions to solve given problems.

Numerous universities have adopted COIL, which employs a diverse range of ICT tools and evaluation methods. In this workshop, we will initially share our experiences with COIL projects at Konan University and Toyo University, serving as examples of COIL-type education.
- 　　　Konan University collaborated with partner universities on COIL projects ranging from entirely online learning to hybrid learning, adding an in-person component to the COIL design. Online interactions occurred synchronously on Zoom and asynchronously on virtual platforms such as Padlet and Flip, which housed project materials and facilitated interactions that enhanced student engagement and learning.
- 　　　Through COIL, Toyo University students honed their English proficiency and fostered intercultural communication skills. This initiative facilitated cultural exchanges with international peers using the virtual 3D learning platform FRAME.

Subsequently, we will encourage all participants to share and discuss effective strategies for designing COIL, fostering a proactive learning environment for students. Ultimately, this workshop aims to facilitate networking opportunities and future collaborations between universities.

▶ Keywords: Collaborative Online International Learning, COIL, pedagogical methods, ICT tools, student engagement, cultural exchange, higher education
▶ Note: Students who have previously participated in COIL-type classes will also be invited to attend this workshop.

Acknowledgments

In light of the significant impact of the COVID-19 pandemic, our conference has been held online for the past few years. The in-person gathering in Japan signifies a meaningful return after eight years. We extend our deepest gratitude to all those who contributed to the success of ICoME2024, hosted at Meiji University in Tokyo, Japan. We want to express our sincere gratitude to our sponsors for their generous support, which has made this event possible. We also extend our thanks to the host institution for providing the necessary facilities and logistical support for the conference.

▶ Meiji University, Headquarters of International Collaboration
We want to express our gratitude to Meiji University for hosting our conference at one of its venues. The facilities provided an optimal setting for our guests to present, network, and engage in fruitful conversations. Thanks to your support, the keynote speeches and panel discussions were a success, significantly contributing to the development of educational media research. We look forward to continuing our collaboration in the future.

▶ Cengage Learning - National Geographic Learning
We are grateful for your generous support in sponsoring our conference. Your showcase was a highlight of the event, capturing the interest and engagement of all attendees. Your support demonstrates your commitment to promoting knowledge and collaboration in the educational technology field. We look forward to continuing this valuable partnership and working together in the near future.

We acknowledge the effort and dedication of the organizing committee members who planned and executed this event. We are also grateful to the volunteers and support staff for their invaluable assistance in ensuring the seamless operation of the conference. Last but not least, we would also like to express our appreciation to all attendees who traveled from around the world to attend this conference. Your presence and participation have been integral to its success.

▶ Makiko KISHI   Meiji University / Chair
▶ Ryota YAMAMOTO   Osaka Kyoiku University Secretary / Panel Discussion Coordinator
▶ Yuki WATANABE   Tokyo University of Science / Secretary
▶ Mihoko CHIBA   Konan University/ Round Table Session
▶ Masayuki KUDO   Fuji Women's University/ Keynote Speech Coordinator
▶ Xiaohong ZHANG   Kansai University / Visa Liaison & Visa Coordinator
▶ Toru NAGAHAMA   Tohoku University / Workshop Organizer
▶ Gibran GARCIA   Toyo University / Assistant & Facilitator
▶ Shari YAMAMOTO   Konan University / Session Organizer
▶ Kento NAKAMURA   Tokyo University of Science / System Organizing Manager
▶ Takaki KONDO   Tokyo University of Science / Creative Director
▶ Jiwun JUN   Meiji University / Digital Chair