International Conference on Curriculum and Educational Instruction 2025 (APROCEI ICCEI 2025)

30 – 31 May 2025

Venue:
SEGi College, Edumetro, Subang Jaya, Malaysia

PROGRAM BOOK

Theme:
Engagement in Learning through Character Building and Competence-Based Curriculum

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Welcome Address

Ng Soo Boon, Datin Dr.
ICCEI 2025 Organising Chairperson

Dear esteemed participants,

On behalf of the organizing committee, I warmly welcome all of you to this International Conference on Curriculum and Educational Instruction (ICCEI) 2025 organized jointly by the Association of Professional in Curriculum and Educational Instruction (APROCEI) and Malaysia Association of Professional Early Childhood Educators (MAPECE), supported by Universiti Malaya (UM), University Tunku Abdul Rahman (UTAR), SEGi University and Asia Pacific Research Association of Curriculum Studies (APRACSI).

ICCEI 2025 focuses on engagement in learning, character building and social emotional development through curriculum designing and implementation. It is our fervent hope that through the sharing from our specially selected guest speakers, panelists and workshop facilitators, our esteemed participants will gain insights into how curriculum can be formulated or revised to equip our students with the 21st century competences needed for sustainability of the wellbeing of humankind, fulfilling UNESCO Sustainable Development Goals. We strongly encouraged participants to interact with each other, build up contact for future collaboration and continuous learning.

ICCEI 2025 brings together educators and individuals from early childhood sectors, preschools, primary schools, secondary schools and universities. In developing holistic individuals, it is of utmost importance and absolute necessity to take a comprehensive view and make long-term planning. Character building does not happen overnight, there must be consistency across grades and levels, much like building a house, the bricks need to be laid from foundation to the completion of the building. To have the professionals (educators) from the different education levels coming together in this conference hall is a dream come true and this opportunity should be valued and treasured, may we learn from each other, and understand each other's perspective.

This is APROCEI third international conference, and the second collaboration between APROCEI, UM, UTAR, SEGi University and APRACSI. We appreciate this partnership and hope to further collaborate with each other in curriculum and instructional designing endeavors, and continue to serve the education fraternity, our members and supporters from Malaysia and abroad.

Last but not least, a very big thank you to the conference organizing committee who come from the various universities, thank you so much for your sacrifice of time and effort in bringing this conference to fruition. Your effort is truly appreciated! Special thanks to SMM Education Group and two individuals for sponsoring our conference.

Lastly, may every participant in this conference enjoy the great ideas, recommendations and propositions put forth that will benefit our future generation, help us to engage our students in learning. Let us enjoy each other's company, share ideas and may the conference broaden our mind, expand our horizon and sharpen our mind.

Thank you very much!

Conference Theme

Engagement in Learning through Character Building and Competence-Based Curriculum

Conference Sub-themes

Brain-based curriculum

Early Childhood Care and Education

AI and curriculum

Digital education

Character building

Research in Curriculum

Aims

1

To deliberate on roles and impact of curriculum studies and instructional designing in achieving quality care and education & sustainable development goals through all levels of education.

2

To provide opportunities for sharing of expertise and collaboration on Curriculum and instruction & Early Childhood Care and Education within Malaysia and across Asia Pacific.

Highlights

- **5** Keynotes and Invited Speakers
- 5 Workshops
- In-person and Virtual paper presentation
- 3 Symposia
- Individual/small group research consultation

Participants

- Curriculum Developers
- Officers from Ministry of Education
- Teacher Trainers
- Lecturers
- School Leaders
- School Teachers
- Policy Makers
- Students

APROCEI

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PROGRAM
WITH
VENUE AND ZOOM LINK

Day 1: Conference
30 May 2025 (Friday)

7:30 – 8:25 AM	Registration (Entrance of Auditorium, Level 6)
8:25 – 8.30 AM	Welcome speech (Auditorium, Level 6)

SECTION I: INVITED SPEAKERS
Chairperson : Prof. Dr. Rohaida Mohd Saat (Auditorium/Zoom 1)

8:30 – 9:15 AM
Keynote Speaker 1: Supporting child and youth mental health and wellbeing in schools: digital and non-digital strategies
by AP. Dr Haley Lamonica, University of Sydney *

9:15 – 10:00 AM
Keynote Speaker 2: Weaving Culture and Cognition: An Ethnomathematical Approach to Embodied Math Learning in TrukuPreshcool
by AP. Dr Mei Chih Hu, Tzu Chi University Taiwan *

10:00 – 10:15 AM	Q & A
10:15 – 10:30 AM	Tea break (Banquet Hall, Level 6)

SECTION II: SYMPOSIA AND PAPER PRESENTATION

10:30 – 1:00 PM
Symposium 1: Unlocking Potential: How Competency-Driven Curricula Foster Holistic Growth in Young Children *
Chairperson : Dr. Siew Siew Kim (Auditorium, Level 6/Zoom 1)

Symposium 2: Empowering Learners through Humanized STEM: Merging Science, Ethics, and Values *
Chairperson : AP. Dr. Hidayah Mohd Fadzil (Room 8.5/ Zoom 2)

Parallel Paper Presentation I: Physical only
Chairperson : Dr. Florence Kuek & Mr. Muhamad Furkan (Room 8.3)

1:00 – 2:15 PM	Lunch (Banquet Hall, Level 6)

SECTION III: SYMPOSIA, WORKSHOP AND PAPER PRESENTATION

2:15 – 4:15 PM
Symposium 3: Humanising Curriculum : How Educators Foster Interest in Learning *
Chairperson : Dr. Ngeow Yeok Meng (Auditorium, Level 6/Zoom 1)

Workshop 1: Engaging Young Learners through the use of materials from nature and daily life by Dr DJ Ong and Prof Janchai Yingprayoon
Chairperson : Ms. Norfadhilah (Room 5.4)

Parallel Paper Presentation II:
Chairperson : Dr. Anna Phang & Dr. Mohamad Hisyam (Room 8.3/Zoom 2)

Day 2: Conference
31 May 2025 (Saturday)

7:30 – 8:10 AM	Registration (Entrance of Auditorium, Level 6)

SECTION IV: INVITED SPEAKERS
Chairperson : Dr. Ilhavenil A/P Narinasamy (Auditorium/Zoom 1)

8:10 – 8:50 AM	*Keynote Speaker 3*: **Malaysia's curriculum reforms in a globalised world: A review from social justice and critical realist perspectives** by Dr. Mari Yasunaga *
8:50 – 9:20 AM	*Keynote Speaker 4:* **Competence based Curriculum Design for Character Builidng – Is it just another rhetoric?** by Datin Dr. Ng Soo Boon *
9:20 – 9:50 AM	*Special Sharing:* **Social Emotional Learning** by Mr. R Keeth Matheny*
9:50 – 10:00 AM	Q & A
10:00 – 10:15 AM	Tea break (Banquet Hall, Level 6)

SECTION V: WORKSHOP AND RESEARCH CONSULTATION
Physical Only

10:15 – 1:00 PM	*Workshop 2:* **Hands-on Experiencing the Technology by Dr Norshaliza binti Kamaruddin and Ms Rahayu Jaapar (Room 8.6)** *Chairperson: Dr. Mazlan Ismail & Dr. Chiang Kok Wei*
	Workshop 3: **Teaching Social-Emotional Learning by Mr. R Keeth Matheny, Ms. Cory Matheny and Ms. Alina Amir (Room 8.7)** *Chairperson: Ms. Tengku Ireneza Marina bt Tunku Mazlan*
	Research Consultation: Physical only *Venue: Multi Purpose Hall(MPH), Level 6*
1:00 – 2:00 PM	Lunch

SECTION VI: WORKSHOP AND RESEARCH CONSULTATION

2:00 – 4:30 PM	*Workshop 4:* **Early Mathematics by Ms Teh Kim Hong (Room 8.6)** *Chairperson: Dr. Chiang Kok Wei & Dr. Anna Phang Wai Leng*
	Workshop 5: **Naughty Children or Children in Crisis? By Dr Pang Jee Ching (Room 8.7/Zoom 1)** *Chairperson: Mejar Dr. Rosmalily Bt Salleh*
	Research Consultation: Online only *Venue: Multi Purpose Hall(MPH), Level 6 & Zoom 2*
4:30 – 4:45 PM	Closing Ceremony (Auditorium, Level 6)

KEYNOTE AND INVITED SPEAKERS

Profiles and Abstracts

Keynote Speakers

**Dr. Haley Milner LaMonica,
BSc, MA, PhD,
ABPP-CN Associate Professor Board Certified Clinical Neuropsychologist**

**Title:
Supporting child and youth mental health and wellbeing in schools: digital and non-digital strategies**

Profile

Dr Haley M LaMonica is a mid-career researcher and Board Certified Clinical Neuropsychologist with 15 years' clinical experience across the lifespan. She holds a position as an Associate Professor with the Youth Mental Health and Technology Team at the University of Sydney's Brain and Mind Centre, where she leads the Digital Mental Health research stream. Her research focuses on the development of effective, clinically relevant, and culturally adapted digital solutions to improve mental health and wellbeing, with experience working with culturally, ethnically, and linguistically diverse groups from low- and middle-income countries.

Abstract

Global trends indicate mental health has worsened among children and young people in recent decades, contributing to poorer academic, social, and functional outcomes. The deterioration in the mental health of young people is thought to relate to large-scale and lasting societal changes, such as intergenerational inequality, insecurity of employment and unregulated social media. Teachers are often the first to identify emotional problems; however, teachers consistently report that they lack the necessary training and skills to adequately support and access resources for young people experiencing mental ill health. There is now a global call to provide teachers with mental health training, both as part of their initial teacher training and ongoingly through professional development, while also improving student's access to school counselling services. Excessive screen time is viewed as one of the primary drivers of worsening mental health amongst young people, impacting development, physical health, and sleep. However, digital devices can be a powerful tool for education, social connection, and health promotion. Digital literacy needs to be a critical component of school curriculums to ensure children learn to practice digital safety and manage their digital wellbeing. The aim is for young people to be able to critically select digital devices and tools, make use of the technologies available to them, and protect their safety and that of others in digital environments. By promoting digital literacy in schools, young people are more likely to derive benefit from digital technologies generally and digital mental health technologies specifically to access mental health information, support, and care when needed.

Keynote Speakers

**Dr. Mei-Chih Hu,
Asst Professor,
Department of
Child Development
and Family Studies,
Tzu Chi University,
Taiwan**

**Title:
Weaving Culture
and Cognition: An
Ethnomathematical
Approach to
Embodied Math
Learning in Truku
Preschool**

Profile
Mei-Chih Hu obtained her PhD in Multicultural Education from National Dong Hwa University in 2005 and Master of Education from Texas Tech University. She previously held positions as a kindergarten principal and a daycare director. After transitioning to higher education, she has maintained close connections with teaching environments for children in preschools through professional guidance and evaluation activities organized by Taiwan's Ministry of Education. In recent years, Mei-Chih Hu has focused on the mathematics and literacy performance of young children from the Truku Indigenous group in Taiwan. Mei-chih was also concerned with the curriculum design direction that integrates Tzu Chi's humanistic values with picture books in six Tzu Chi Daai Preschools in Taiwan.

Abstract
The preschool stage is a foundational period for nurturing cultural identity and establishing multicultural educational practices. Recent developments in science and mathematics education have emphasized the importance of pluralistic and culturally responsive approaches. Early mathematical competence is a core component of cognitive development and is most effectively fostered through learning experiences that are embodied, meaningful, and culturally situated. This speech integrates the principles of embodied cognition and ethnomathematics to explore how mathematical understanding can be developed through the cultural practices and knowledge systems of the Truku people. Ethnomathematics acknowledges that mathematical thinking exists within all cultures and that counting systems, spatial reasoning, measurement, patterns, and classification are expressed in diverse ways around the world. By drawing from the Truku community's traditional knowledge, symbols, tools, and daily life experiences, this speech seeks to highlight the cultural relevance and richness of mathematics. The project involves the development and use of Truku-themed picture books that incorporate mathematical concepts grounded in Truku cultural practices. These books are not only storytelling tools but also pedagogical materials that embed mathematical ideas in real-life cultural contexts—such as weaving patterns, traditional house structures, natural resource gathering, and kinship relationships. The instructional activities are designed to engage children's minds and bodies through movement, gesture, touch, and interaction with culturally meaningful materials. Through such embodied experiences, children explore and internalize mathematical ideas in ways that are developmentally appropriate and culturally responsive.

Keynote Speakers

Dr Mari Yasunaga, researcher and sociologist of education, program specialist Paris

Title: Malaysia' Curriculum Reforms in a Globalised World: A Review from Social Justice and Critical realist Perspectives

Profile

Mari Yasunaga is a researcher and a sociologist of education. Her research interest lies in comparative and international education, knowledge in education, education policy and governance, as well as social justice through and in education. Mari is also a Programme Specialist of the United Nations Educational, Scientific and Cultural Organization (UNESCO), currently promoting literacy as a right at its Headquarters. Her over 25 years of work at the Organization has been in the fields of education and international development, especially in basic education and literacy. She holds a M. Phil. in education from the University of Cambridge and a M.A. in Area Studies from the School of Oriental and African Studies of the University of London. Her doctorate research at the Institute of Education-University College London explored was about primary education curriculum reforms in Malaysia from social justice and critical realist perspectives.

Abstract

Modern globalisation with a strong neoliberal capitalist orientation has been impacting on how curricula are developed and governed worldwide since the late 1970s. This presentation is intended to share the key findings of qualitative research which focused on two major curriculum reforms implemented in Malaysia. Framed by a conceptual framework that draws on the Nancy Fraser's social justice framework, the critical realists' meta-theory, and a globalisation and policy-borrowing literature, the content of Malaysia's Standard Curriculum for Primary Schools of 2011 was critically reviewed in comparison with the Integrated Primary School Curriculum of 1983. More specifically, the research explored discursive influences of global actors, notably multilateral organisations, on the conceptualisations of these curricula, how the nature of global influences have changed over the decades, and why. Informed by key findings, it argues for the potential of social justice and critical realist perspectives for making curricula socially just, and for helping multilateral organisations act as catalysts of positive transformation.

Keynote Speakers

**Datin Dr
Ng Soo Boon
SEGi University
Malaysia**

**Title:
Competence based Curriculum Design for Character Building – Is it just another rhetoric?**

Profile
Ng Soo Boon has a PhD in Education specialising in Curriculum Development and she has spent 27 years developing national curriculum from preschool to upper secondary school with her team in the Curriculum Development Division (CDD), Ministry of Education (MoE) Malaysia. Through the years, she headed the Early Childhood Sector as well as Science, Mathematics and Technology Sector in CDD. She is currently a senior lecturer in the Faculty of Education, Languages, Psychology and Music, SEGI University, teaching Master of Education in Curriculum Studies as well as supervising postgraduate students. She has been actively involved with national as well as international agencies such as UNESCO, IBE, UNICEF, SEAMEO on a number of national and regional projects related to curriculum, science, STEM, girls in STEM, and early childhood. She has published a number of papers in journals and spoke in many conferences.

Abstract
The choice of curriculum design model reflects the philosophy related to learning adopted by the country and local community. It provides direction for educational transformation. Traditionally, objective-based curriculum design (OBC) adopting the behavioural paradigm is practiced as it facilitates accountability and spells out clear learning outcomes to teachers and students. Competence based curriculum (CBC) design is the latest example of OBC used globally in this beginning of 21st century. The challenge arises from critic about the current education system globally has called onto curriculum developers to adopt a more humanistic approach and to seriously think aboutinculcating humanistic value among the younger generation towards character building. This presentation will showcase some examples of competences identified by countries and argued on its relevance towards character building. Challenges faced in formulating and implementing CBC towards character building will be deliberated on. Finally, arguments will be put forth on if CBC is a necessity for character building or it is just another rhetoric.

Invited Speakers

R. Keeth Matheny

Profile

R. Keeth Matheny, AKA "Coach Rudy," is a national award-winning teacher, author, and speaker. In addition, he was a member of the Aspen Institute's Social Emotional Academic Development (SEAD) Council of Distinguished Educators and supported the creation of their "A Nation at Hope" report. Keeth is a passionate and dedicated former classroom teacher with over 25 years of experience. He created and taught an innovative freshman EQ seminar which was featured in an article in The Atlantic, and has now spread to many more schools and districts. Keeth/Coach Rudy is very active in creating activities and lesson plans that support prosocial, proactive mental health behaviors, academic skill acquisition and application for students. A great example of his work can be found in the curriculum, School-Connect, of which Keeth is co-author. School-Connect is a research and evidence-based social and emotional learning curriculum used in over 3,000 secondary schools. He is also a frequent keynote speaker on SEAD, emotional intelligence, and multi-tiered systems of student support. In addition, Keeth wrote a well-received book, *ExSELent Teaching*, which is designed to help make social emotional and academic supports a part of every classroom's routines and culture.

SYMPOSIA MODERATOR AND PANELISTS

Symposia

(A) ECCE :
Unlocking Potential: How Competency-Driven Curricula Foster Holistic Growth in Young Children

Moderator: Dr. Siew Siew Kim
Speakers:
i. Dr. Haley Milner LaMonica (BMC, University of Sydney, Australia
ii. Dr. Mei-Chih Hu (Tzu Chi University, Taiwan)
iii. Ministry of Education

The early years of a child's life are critical for cognitive, social-emotional, and physical development. A competency-driven curriculum plays a key role in supporting this comprehensive growth. This symposium will bring together experts in curriculum development, neuroscience, and early childhood education (ECCE) to explore how competency driven frameworks can promote academic success while fostering emotional and social growth. As the need for curricula that support both cognitive and social-emotional development grows, the symposia will focus on how integrating these aspects enhances overall child well-being and academic performance. Insights from neuroscience will emphasize how early brain development and key skills such as empathy, self-regulation, and resilience impact children's success in school and life. By encouraging collaboration among professionals, the symposia will share best practices for embedding both cognitive and emotional competencies into learning experiences, addressing challenges in balancing academic and emotional growth.

(B) STEM :
Empowering Learners through Humanized STEM: Merging Science, Ethics, and Values

Moderator: AP. Dr. Hidayah Mohd Fadzil
Speakers:
i. Prof. Dr. Rohaida Mohd Saat (Science Edu, UM)
ii. Dr. Azni Yati Kamaruddin (Values Education, UM)
iii. Dr. Mohamad Hisyam Ismail (Science Edu, UiTM)
iv. Dr. Levi E. Elipane (College of Advanced Studies, Philippine Normal University)

STEM education is often focused on technical skills and knowledge acquisition. However, in an era where scientific advancements have profound societal implications, it is crucial to integrate ethical considerations and values into STEM learning. This symposium, *Empowering Learners through Humanized STEM: Merging Science, Ethics, and Values*, explores how STEM education can be transformed to nurture not only competent individuals but also responsible and empathetic global citizens. The panel brings together esteemed experts in science education and values-based learning. This session aims to spark meaningful discussions on integrating ethics, empathy, and societal impact into STEM education, ensuring that learners are equipped with technical expertise and the moral compass to navigate complex global challenges. Educators, policymakers, and researchers are invited to join this critical discourse in shaping a more holistic STEM education framework.

Symposia

(C) Humanities :
Humanising Curriculum: How Educators Foster Interest in Learning
Moderator: AP. Dr Ngeow Yeok Meng (UTAR)

Speakers:
i. Dr. Wei Chooi Yi (UTAR)
ii. Dr. Thurkadevi Munikanan (Psychiatrist, Hospital Miri, Sarawak and Perdana University, Malaysia)
iii. Ms. Tan Kim Kiek
iv. Dr. Mari Yasunaga

Addressing the issues of students' early drop-outs, lack of interest, and socio-emotional challenges beyond the classrooms, this symposium gathers panelists consisting literary scholar, psychiatrist, sexuality expert and community activist to share their insights on making curricula more relevant to students. Their years of working with schools, vulnerable students and communities, shall provide us with practical guidance to make the learning environments more conducive, inclusive, stimulating and safe for students, so that no students are left behind. For educators, pedagogies that are efficient and sustainable - cultivating reading habits, mindfulness, peer interaction, the use of literary resources, fun games and protective measures against bullies and biases, can foster emotional and social growth. This symposium shall provide us practical tips and insights into humanising the curricula from various experts' perspectives.

Research Consultation

Moderators:
Prof. Dr. Rohaida Mohd Saat, Dr. Ilhavenil A/P Narinasamy, Dr. Mazlan Ismail

We are offering a research consultation opportunity focused on curriculum studies using either quantitative, qualitative, or mixed-methods research. This consultation is designed for participants seeking expert guidance on applying these research approaches. Whether you need assistance with designing, analyzing data, or integrating methodologies, our experts are here to support you. This is an excellent opportunity to receive personalized advice and enhance your research skills. If you're looking for professional support to refine your research methodology, we invite you to participate and engage with experienced researchers in the field.

For those who are interested to attend this consultancy, each consultancy will be approximately 20 minutes. Please indicate your research method, research title/focus as well as the specific questions you like to ask during registration. We will try as best as possible to find a suitable 'consultant' for you.

Symposium A: Early Childhood

DR. SIEW SIEW KIM (MODERATOR)	**Brief biodata** Dr Siew Siew Kim obtained her PhD in Early Childhood Care and Education from University of Malaya. She was a secondary school teacher and now serves as Chief Assistant Director, in Preschool Sector, Curriculum Development Division, Ministry of Education Malaysia. She has abundant experience in early childhood, especially in developing curriculum and program. She is actively involved in various NGO's and now the secretary of Association of Professional in Curriculum and Educational Instruction, Malaysia, as well as Malaysia Association of Professional Early Childhood Educator.
Dr. Haley Milner LaMonica	**Brief biodata** Dr Haley M LaMonica is a mid-career researcher and Board Certified Clinical Neuropsychologist with 15 years' clinical experience across the lifespan. She holds a position as an Associate Professor with the Youth Mental Health and Technology Team at the University of Sydney's Brain and Mind Centre, where she leads the Digital Mental Health research stream. Her research focuses on the development of effective, clinically relevant, and culturally adapted digital solutions to improve mental health and wellbeing, with experience working with culturally, ethnically, and linguistically diverse groups from low- and middle-income countries.
Dr. Mei-Chih Hu	**Brief biodata** Mei-Chih Hu obtained her PhD in Multicultural Education from National Dong Hwa University in 2005 and Master of Education from Texas Tech University. She previously held positions as a kindergarten principal and a daycare director. After transitioning to higher education, she has maintained close connections with teaching environments for children in preschools through professional guidance and evaluation activities organized by Taiwan's Ministry of Education. In recent years, Mei-Chih Hu has focused on the mathematics and literacy performance of young children from the Truku Indigenous group in Taiwan. Mei-chih was also concerned with the curriculum design direction that integrates Tzu Chi's humanistic values with picture books in six Tzu Chi Daai Preschools in Taiwan.
Ms.Salina Binti Bujang	**Brief biodata** Salina Binti Bujang began her career in education in 1996 as a teacher at SM Vokasional Sibu. From 2003 to 2018, she served in various capacities within the Sibu and Padawan District Education Offices (PPD) as well as the Sarawak State Education Department. Since 2019, she has held the position of Head of the Early Childhood Development Division under the Ministry of Women, Early Childhood and Community Wellbeing, Sarawak. She also serves as the Secretary of the Sarawak Early Childhood Development Council, a Director on the SeDidik Board, and a member of the Advisory Committee for the One-Stop Early Intervention Centre (OSEIC) Sarawak.In addition to her government roles, Salina is actively involved with non-governmental organizations, currently serving as Treasurer of the Malaysia Crime Prevention Foundation (Sarawak Chapter).

Symposium B: Humanising STEM

ASSOCIATE PROF. DR. HIDAYAH MOHD FADZIL, UNIVERSITI MALAYA (MODERATOR)	**Brief biodata** Assoc. Prof. Dr. Hidayah Mohd Fadzil is the Deputy Director of Universiti Malaya STEM Centre and an academic in the Department of Mathematics and Science Education, Universiti Malaya. She holds a PhD in Science Education and has extensive research in STEM/Science education, and qualitative research. A recipient of numerous awards, including international grants, she has authored books and journal articles indexed in WoS and Scopus. She actively contributes to editorial boards, professional associations, and research projects on STEM learning and teacher education. She is also a keynote speaker and consultant for various national and international educational initiatives.
PROF. DR ROHAIDA MOHD SAAT, HONORARY PROFESSOR, UNIVERSITY OF MALAYA	**Brief biodata** Prof. Dr. Rohaida Mohd. Saat is an Honorary Professor in the Department of Mathematics and Science Education, Faculty of Education, University of Malaya. She previously served as the faculty's dean. Her research interests include science education, teacher education, curriculum development and qualitative research methodology. Her recent work explores the scientist-teacher-student partnership (STSP) in science teaching and learning. Her latest publication, "Technology-Enhanced Personalized Learning: Lessons from Online Teaching at Three Southeast Asian Universities," will appear in the Contemporary Educational Technology Journal (April 2025 issue).
DR. LEVI E. ELIPANE, PHILIPPINE NORMAL UNIVERSITY	**Brief biodata** Dr. Elipane is currently the Deputy Dean of the College of Advanced Studies of the Philippine Normal University. Dr. Elipane's extensive work in Education is evinced in bodies of research he has collaboratively conducted with graduate students, teachers, scholars, educators, and teacher educators all over the Philippines as he introduced Lesson Study in the country. These have produced around 50 publications in Scopus/ISI-indexed journals, refereed journals, and conference proceedings since 2011. Dr. Elipane is in the AD (Alper-Doger) Scientific Index TOP 10 Scientists for Mathematics Education in the Philippines.

Symposium B: Humanising STEM

DR. AZNI YATI KAMARUDDIN, UNIVERSITY OF MALAYA

Brief biodata

Dr Azni was a primary and secondary teacher before working with University of Malaya. She obtained her Dip.Ed (TESL) from Teacher Training College Melaka, B.Ed (TESL), M.Ed in Value Education at University of Malaya, PhD at La Trobe University, Australia (School of Education). Her PhD work is in Values Education specializing in Civics and Citizenship Education (CCE). Besides teaching, she supervised many pre-service student teachers for their school practicum and research reports. She is also a Master of Humanities Education coordinator. Currently, she is a validator and Adjunt Professor University of Malang, Surabaya, Indonesia and Universitas Negeri Yogjakarta, Indonesia. She has been appointed as internal and extenal examiner for PhD thesis from Pakistan, India, Indonesia and Malaysia. Her main research interests are; Values and Humanities Education, Sociology Education, Teacher Education, Trends and Issues in Education, Quantitative Research and Mixed Mode Research. She has internal and external research grants on these areas and reserarch collaboration with Oman, Jordan, Russia, German, Indonesia and Malaysia universities

DR. MOHAMAD HISYAM ISMAIL

Brief biodata

Dr. Mohamad Hisyam Ismail is a senior lecturer at Universiti Teknologi MARA (UiTM) and Head of Student Leadership at the Institute of Student Leadership. He holds a PhD in Science Education and specializes in STEM education, chemistry education, and teaching and learning. He has held key administrative roles, contributed to national educational initiatives, and participated in consultancy projects, including STREAM curriculum development. Dr. Hisyam is an active researcher, publishing in Scopus/WoS journals, and has received multiple academic and innovation awards. He also serves as a speaker, trainer, and editorial board member for various international journals.

Symposium C: Humanities

DR. NGEOW YEOK MENG (MODERATOR)

Brief biodata

Dr Ngeow Yeok Meng is an Assistant Professor at the Faculty of Creative Industries, Universiti Tunku Abdul Rahman (UTAR). As the Deputy Head of the Centre for Curriculum Development and Innovation (CCDI), she helps develop teaching talents and promote innovative approaches and pedagogies among faculty members. Her expertise include Scholarship of Teaching and Learning (SoTL), curriculum development in higher education, Outcome-based Education (OBE) planning and implementation, the use of GenAI in alternative, authentic and integrated assessments. Her ongoing research projects include 'Profiling Malaysian Learners' Competencies in Reading, Mathematics and Science using PISA-style Test Questions', and 'ChatGPT In Higher Education: Educators' Reflective Practice And Recommendations For Authentic Assessments'.

DR. THURKADEVI MUNIKANAN

Brief biodata

Dr. Thurkadevi is a psychiatrist at Hospital Miri, Sarawak. She completed MBBS (Melaka Manipal Medical College), Master in Psychiatry and Doctor of Psychiatry UKM. She has served in the Ministry of Health for more than 15 years, including Hospital Permai JB, PPUKM, Hospital Kuala Lumpur, Taiping Hospital and Hospital Tuanku Ja'afar Seremban and Hospital Bentong. Currently, Dr Thurkadevi is pursuing her special interest in mindfulness learning, training and empowerment. She is a Certified Trained Teacher in Mindfulness-Based Cognitive Therapy (MBCT) at Oxford Mindfulness Centre since 2018. She teaches mindfulness curriculum to teenagers and worked as a Lecturer in Psychiatry at Perdana University - Royal College of Surgeon In Ireland.

Symposium C: Humanities

MS. TAN KIM KIEK

Brief biodata

Ms Tan is a Partner in Messrs. Karmen, Yeen, Kim & Co, Advocates & Solicitors. She completed her law degree in University of London (Hons) in 2008 and established Messrs. Kim & Co, in 2018. Driven by her passion for criminal law, she has devoted her time and skills as a volunteer lawyer at Yayasan Bantuan Guaman Kebangsaan (YBGK) since 2016. Ms Tan has been actively involved in sexuality education and serves as a watching brief lawyer for sexual assault survivors on behalf of organizations such as Women's Aid Organization (WAO). She completed master's degree in Human Sexuality from Shu-Te University, Taiwan in 2024. She is a Committee Member of the Advocates & Solicitors Disciplinary Board of Malaysia, and a legal consultant for the Society for Scientific Study of Sexuality in Kuala Lumpur and Selangor.

DR. WEI CHOOI YI

Brief biodata

Dr Wei Chooi Yi heads the Department of Finance at the Faculty of Business and Finance, and the Chairperson of Centre for Learning and Teaching at Universiti Tunku Abdul Rahman (UTAR). She leads researchers in organising symposiums, forums and webinars on teaching and learning, empowering educators and learners to develop niche skills, interest and passion. She has published in the areas of education, social development and behavioural finance, authored and co-authored over 25 indexed journals and published over 30 articles in conference proceedings.

DR. MARI YASUNAGA

Brief biodata

Dr. Mari Yasunaga is a researcher and a sociologist of education. Her research interest lies in comparative and international education, knowledge in education, education policy and governance, as well as social justice through and in education. Mari is also a Programme Specialist of the United Nations Educational, Scientific and Cultural Organization (UNESCO), currently promoting literacy as a right at its Headquarters. Her over 25 years of work at the Organization has been in the fields of education and international development, especially in basic education and literacy. She holds a M. Phil. in education from the University of Cambridge and a M.A. in Area Studies from the School of Oriental and African Studies of the University of London. Her doctorate research at the Institute of Education-University College London explored was about primary education curriculum reforms in Malaysia from social justice and critical realist perspectives.

WORKSHOP FACILITATORS

Workshop 1

Title:
Engaging Young Learners through the use of materials from nature and daily life

*PHYSICAL SESSION

DR. ONG DEE JEAN,
HELP University

YINGPRAYOON,
Prince of Songkla University, Thailand

NORFADHILAH YUSOFF (MODEREATOR)

Profile

Dr. Ong Dee Jean worked as a kindergarten teacher, trainer, curriculum developer, and university lecturer before joining HELP University. She once founded an English literacy center in Malaysia based on the research findings of her master's thesis. Dr. Ong completed the PhD in Science and Technology Education at Mahidol University, Thailand. She is well-versed with phonics, reading and literacy for the early years and has successfully developed a reading program for preschoolers. She also enjoys creating educational card games, board games and creative activities in simple science topics and English lessons for preschoolers, primary and lower secondary school students. She is a Senior Lecturer in the Department of Education in HELP University.

Profile

Prof. Dr. Janchai YINGPRAYOON received a German Government Scholarship to study a Ph.D. in Laser Physics from Free University of Berlin, Germany. Involved in the International Council of Associations for Science Education (ICASE) since 1979, he became an ICASE Regional Representative in 1993, and later served as ICASE President from 2004-2007.Prof. Janchai YINGPRAYOON received an Outstanding University Lecturer Award from the King of Thailand in 1982; an ICASE Distinguished Service Award at ICASE World STE2013 Conference, Malaysia in 2013; and an ICASE Lifetime Achievement Award at ICASE World STE2023 Conference, Dubai in 2023. He has been working as an adjunct professor at Guangxi Normal University and Guilin University of Aerospace Technology in Guilin, China for several years. He has worked extensively with UNESCO and is a creative and humorous speaker who makes learning science fun and meaningful. He is a well-known international speaker and has been invited to many international conferences as an honourable keynote speaker.Prof. YINGPRAYOON has conducted numerous innovative workshops in 28 countries around the world. He is currently working as the Director of STEM Education Center – Prince of Songkla University Wittayanusorn Suratthani School, Suratthani Province, Thailand.

Workshop abstract:
Join us for a hands-on workshop with materials from nature and daily life. We'll explore fun and effective ways to engage young children by focusing on character building and essential skills. Learn how to create a positive learning environment that encourages kindness, cooperation, and curiosity. Through interactive activities and practical tips, you'll discover how to help children develop important life skills while enjoying their learning journey. Perfect for teachers, caregivers, and anyone working with young children, this workshop will provide you with the tools to inspire and nurture the next generation. Let's make learning exciting and meaningful!

Workshop 2

Title: **Hands-on Experiencing the Technology** ***PHYSICAL SESSION** **DR. NORSHALIZA BT KAMARUDDIN, UTM** **MS. RAHAYU BT JAAPAR** **DR. MAZLAN BIN ISMAIL (MODEREATOR)**	**Profile** Dr. Norshaliza bt Kamaruddin is currently attached to Fakulti Kecerdasan Buatan (AI), Universiti Teknologi Malaysia. She obtained her PhD specialising in image segmentation from Universiti Malaya in 2016. She is the Open Distance Learning BIA Coordinator for the university at the moment. Her expertise include MACHINE LEARNING, IMAGE PROCESSING, ARTIFICIAL INTELLIGENCE, IMAGE SEGMENTATION, DETECTION. Dr Norhaliza has conducted various research related to AI and is the consultant with various university. She has received various awards for her excellence performance. **Profile** Madam Rahayu binti Jaapar currently serves as the Principal Assistant Director of the Information Technology and Design Technology Sector, Curriculum Development Division, Ministry of Education Malaysia. She holds a Master's degree with a specialization in Technical and Vocational Education.
	Workshop abstract Join us for a hands-on workshop with materials from nature and daily life. We'll explore fun and effective ways to engage young children by focusing on character building and essential skills. Learn how to create a positive learning environment that encourages kindness, cooperation, and curiosity. Through interactive activities and practical tips, you'll discover how to help children develop important life skills while enjoying their learning journey. Perfect for teachers, caregivers, and anyone working with young children, this workshop will provide you with the tools to inspire and nurture the next generation. Let's make learning exciting and meaningful!

Workshop 3

TITLE:
Empathy is a Human Super Power and it is Heart Work

*PHYSICAL SESSION

MR. R. KEETHE MATHENY

MS. CORY MATHENY

MS. ALINA AMIR

Profile
R. Keeth Matheny, AKA "Coach Rudy," is a national award-winning teacher,author, and speaker. Keeth is a passionate and dedicated former classroomteacher with over 25 years of experience, who now trains educators in bestpractices to support the social, emotional, and academic growth of students. Hewas awarded the 2021 "SELLY" SEL Leader of the Year for excellence in expandingevidence-based practices. He was a member of the Aspen Institute's SocialEmotional Academic Development (SEAD) Council of Distinguished Educatorsand supported the creation of their "A Nation at Hope" report. He created andtaught an innovative freshman success skills seminar, which has now spreadacross the US and even internationally to many schools and districts."Coach Rudy" is very active in creating activities and lesson plans that supportprosocial, proactive mental health behaviors, academic skill acquisition, andapplication for students. Keeth is co-author of the curriculum School-Connect, aresearch and evidence-based social and emotional learning curriculum used inover 3,000 secondary schools.

Profile
Cory Matheny is the co-owner and chief of operations for EQ Launchpad. She has been in education since 1997 and taught at the elementary level in multiple states across the USA. While serving as a classroom teacher, Cory aspired to achieve her goal of leading a campus that focuses on the whole child through relationships; social, emotional, and academic learning; and differentiated instruction so that all students can be successful. In 2016 she moved into the role of assistant principal and then principal where she guided her campus in implementing a strong social and emotional learning program through explicit instruction, integrated practices, and tiered supports. In 2024 Cory left the campus to join Coach Rudy in growing these essential skills for campuses and districts across the USA and internationally. Cory has been married for twenty-seven years to SEL curriculum writer and public speaker, R. Keeth Matheny and they have two awesome kids.

Profile
Alina Amir is the CEO and co-founder of Arus Academy, an education social enterprise dedicated to enhancing learning experiences since 2015. Arus runs nationwide programs in collaboration with the Ministry of Education, UNICEF Malaysia and corporate partners, focusing on various literacies to empower teachers and students through hands-on learning. Currently, she spearheads Program Guru KARISMA, Arus' Social and Emotional Learning (SEL) initiative aimed at equipping public school teachers with effective SEL strategies. With a decade of experience in teaching, content development, and coaching, Alina is passionate about promoting equity in education, particularly in high-need schools and marginalized communities. To date, Arus has impacted over 120,000 students and 70,000 teachers in Malaysia, with more than 1 million individuals accessing their online resources.

Workshop 3

MS. TENGKU IRENEZA MARINA BT TUNKU MAZLAN (MODERATOR)

Workshop abstract

In our current fast-paced, high-tech, screen-oriented world, empathy is no longer a soft skill- it's a super power. Empathy is our ability to see ourselves in another person, to feel with them, and to find our shared humanity. This session explores the urgent need to explicitly teach andembed empathy skills into our educational curriculum, not just as an add-on, but as a core component of student development. We'll discuss the neuroscience behind empathy, its impact on classroom dynamics, and how it fosters inclusive, emotionally intelligent, and resilient learners. Beyond that, this session will model an engaging and interactive framework forexplicitly teaching social and emotional skills through the example of empathy.Participants will leave with actionable strategies for teaching empathy and integrating it intoeveryday teaching practices, curriculum planning, and school culture. Coach Rudy's dynamic personality, inspiring message, and actionable strategies are not to be missed as we reimagine education as a force for connection, compassion, and collective growth.

Workshop 4

Title: **Developing Mathematical Thinking and Values in Early Years and Primary Mathematics** ***PHYSICAL SESSION** **MS. TEH KIM HONG** **MATHEMATICS EDUCATOR** **DR. CHIANG KOK WEI** **(MODEREATOR)**	**Profile** Ms. Teh served in the Teacher Education Institute (TEI) for 20 years in mathematics education and another 6 years in SEAMEO RECSAM in the same field. She is affiliated with the Association for Science and Mathematics Education Penang (ASMEP) since 1996. Through the long years of service, she experienced various changes and developments in mathematics curriculum and education, particularly in primary mathematics. She was involved in pre-service diploma and degree programs, and professional development of in-service teachers for the local, ASEAN and African teachers in primary mathematics. Her previous involvement in school practicum and participation in a lesson study immersion program at the Tokyo Gakugei University led her to promote lesson study with the local educators to improve professional practices. In recent years, she focused on developing early and key stage one mathematics, essential as a foundation for a good grasp of mathematics learning for young learners in their subsequent learning years. **Workshop abstract** Mathematics teachers often emphasise the subject matter knowledge and give less weight to developing mathematical thinking and values while teaching mathematics. This workshop is designed to promote and encourage mathematic teachers to integrate the mathematics content together with the mathematical thinking processes and values while planning their lessons. Workshop participants will be given sample tasks on numeracy and problem solving to develop mathematical thinking. By working through the exercises and discussions, participants will be more aware that developing mathematical thinking and values is equally essential to developing students' mathematical competency.

Workshop 5

Title:
Naughty Children or Children in Crisis?

*HYBRID SESSION

DR. PANG JEE CHING,
Nilai University

MEJAR DR. ROSMALILY BT SALLEH
(MODEREATOR)

Profile

Jee Ching, Pang obtained her PhD in Special Education from Universiti Malaya in 2018 and Masters in Special Needs (University of Nottingham, Malaysia) in 2012. She has 26 years of experience working closely with individuals and families who are living with intellectual and developmental disabilities, including Autism, ADHD and Global Developmental Disorder. As an academic since 2019, she maintained connections with the community by conducting workshops, support groups and individual consultations. She believes that each individual has their own potential where understanding and support are fundamental to coping with life. She always emphasises building up their sense of self, setting life directions and self-advocacy skills towards living a meaningful life underpinning systemic intervention. By developing their own sense of self with guided achievable personal goals, nothing is impossible in life.

Workshop abstract

This workshop shall provide opportunities for the participants to understand our world view on human behaviours underpinning the potential of each child in the classroom, following the increasing number of children with diverse learning needs in the post-pandemic and digital technology advancement. By understanding and accepting the uniqueness and potential of each child, practical strategies for educators will be discussed as educators are encouraged to re-think the strategies in fostering a more emotionally resilient learning environment in the classroom utilizing a competency-based curriculum.

PARALLEL PAPER PRESENTATION

Paper Presentation (Physical)

MODERATOR:

Dr. Florence Kuek and Mr. Muhamad Furkan

Section 1
Date: 30 May 2025
Time: 10:30 AM
Venue: Room 8.3

PRESENTATION ORDER	ABSTRACT TITLE	AUTHORS	AFFILIATION	SUB-THEME
1	Exploring the Mediating Role of Learning Style in Coursework Assessment and Scholarly Growth: A Conceptual Framework	Nazeila Zahidin, Assoc. Prof. Dr. Hamidah Mohamed	SEGi University, UniRazak	Research in Curriculum
2	A Cultural Perspective on Moral Education for Sustainable Development through the Lens of Confucianism and Curriculum	Sarah Yassin	SEGi University	Research in Curriculum
3	The Application of PEPLAU'S Theory Approach to Improve Interpersonal Relationship and Communication Skills between the Nursing Students' and the Patients	Salida Johari, Abd Razak Zakaria, Umi Kalsum Mohd Salleh	KPJ Healthcare University, Universiti Malaya	Research in Curriculum
4	Validation of Clinical Supervision Questionnaire Using Exploration Factor Analysis (EFA) for Nursing Students in Selected Private Nursing Colleges Malaysia: A Pilot Test	Salida Johari, Wail Muin Ismail, Umi Kalsum Mohd Salleh	KPJ Healthcare University, Universiti Malaya	Research in Curriculum
5	Exploring the Inluence of Teachers' ICT Competencies on Student Learning Outcomes	Tong Lu	SEGi University	Digital Education
6	Empowering Preschool Teachers: A Training Intervention to Enhance Music Teaching Self-Efficacy in Bintulu, Malaysia	Sim Tee Na, Erpadalinda Othman, Nicholas Kamarau Johnny, Zureda Abdul Matalip, Siti Zaliha Reduan	i-CATS University College	Early Childhood Care & Education

Paper Presentation (Physical)

Section 1
Date: 30 May 2025
Time: 10:30 AM
Venue: Room 8.3

MODERATOR:

Dr. Florence Kuek and Mr. Muhamad Furkan

PRESENTATION ORDER	ABSTRACT TITLE	AUTHORS	AFFILIATION	SUB-THEME
7	Beyond the Classroom Walls: Parental Perspectives on Outdoor Learning and Its Impact on Young Children's Physical and Socio-Emotional Development	Poh Wanyi, Bhawani A/P Letchemanan, Joanne Chow Phui Yeng, Tang Ju Xuan	SEGi College Penang	Early Childhood Care & Education
8	Nurturing Character Development through a Humanistic Educational Environment: A Preschool Case Study	Ng Ko Sin, Lee Wee Ning		Early Childhood Care and Education, Character Building
9	Misalignments between intended and implemented early childhood curriculum in Myanmar	Ei Ei Htun	SEGi University	Early Childhood Care & Education
10	The Role of Outdoor and Nature-Based Learning in Enhancing Early Childhood	Sindu Selvanathan	SEGi University	Early Childhood Care and Education
11	The Effect of Competing Competency-based Education on Professional Identity and Career Choice of ECE Students in Sichuan	Li Linyu; Norehan Hussin	SEGi University	Early Childhood Care & Education
12	A conceptual overview of special needs preschool	Kannamah A/P Mottan	SEGi University	Early Childhood Care & Education

Paper Presentation (Online)

MODERATOR:

Dr. Anna Phang Wai Leng and Dr. Mohamad Hisyam Ismail

PRESENTATION ORDER	ABSTRACT TITLE	AUTHORS	AFFILIATION	SUB-THEME
1	An Analysis Of Science and Humanities Perspective: Conceptualizing Humanizing STEM Through Scientist-Teacher-Student Partnership (STSP) Approach	Napisah Yahya, Hidayah Mohd Fadzil, Mohd Nor Shahrir Abdullah, Rohaida Mohd Saat, Mohamad Hisyam Ismail, Muhamad Furkan Mat Salleh	UM, UiTM	Research in Curriculum
2	Engaging Students in Integrative Learning through Humanising STEM	Chen Yanyang, Ng Soo Boon	SEGi	Research in Curriculum
3	Integrating Design Thinking into Higher Vocational College Competence-based Basics of Mechanical Design Course	Zhang HongYan, Ng Soo Boon	Anhui Water Conservancy Technical College, SEGi	Research in Curriculum
4	The Experiences of Hearing-Impaired Students with Online Learning at University	Mahfuzah Rafek, Kaarthiyainy Supramaniam,	UiTM	Digital Education
5	Pre-Service ESL Teachers' Mindsets on the Adoption of ChatGPT for Lesson Planning and Material Development	Anita Christina Anthony	SEGi University	Research in Curriculum
6	A Conceptual Framework for Enhancing Motivation in Secondary Science Education through Adaptive AI & Social Emotional Learning	Wan Nur Hafizah Binti Wan Hussain, Hidayah Mohd Fadzil, Edy Hafizan Mohd Shahali	Universiti Malaya	AI and curriculum, Character building
7	Fostering Student Engagement in Piano Education through Blended Learning, Mobile Tools, and Collaborative Digital Creation	Xia Jiaxin	Universiti Malaya	Research in Curriculum
8	Integrating Virtual Reality into Higher Education: A Design and Development Research Approach to Character Building and Competence-based Learning	Yuxin Zhang	UM	Character Building

Paper Presentation (Online)

MODERATOR:

Dr. Anna Phang Wai Leng and Dr. Mohamad Hisyam Ismail

PRESENTATION ORDER	ABSTRACT TITLE	AUTHORS	AFFILIATION	SUB-THEME
9	Factors Influencing Early Career Teachers' Willingness to Stay at Rural Elementary Schools in Guangxi, China	LI Huifang	Guilin Normal College China + FoELPM SEGi University	Authentic Assessment, Research in Curriculum
10	Early Mathematics Learning and Teachers' Instructional Behaviors: A Case Study of Kindergartens in Nanjing, China	Chen Hui, Ng Soo Boon	SEGi University	Early Childhood Care & Education
11	Using Design Thinking in STEAM Projects to Enhance Chinese Children's Drawing Ability, Creative Thinking and Character Building	Jin Xiao Jiao, Ng Soo Boon	SEGi University	Research in Curriculum
12	Building Strong Foundations: The Role of Character Education in Early Childhood Development	Datin Indranee Liew	Alpha Veritas Edu-Consultancy	Character Building, Early Childhood
13	Fostering Emotional Intelligence: Using SEL & Emotional Regulation To Tackle Entitlement In A Brain-based Curriculum	Datin Indranee Liew	Alpha Veritas Edu-Consultancy, Malaysia	Brain-based Curriculum
14	Reconstructing Regionalization: A Study on the Application of ASEAN Corporate Culture in Business English Textbooks for China's Higher	Xiao Wang	Universiti Malaya	Research in Curriculum
15	Current Practices and Challenges of Implementing Early Childhood Inclusion: A Case Study in China	Zhu Jianying	Universiti Malaya	Early Childhood Care & Education
16	Exploration of Artificial Intelligence Mathematics Curriculum Teaching Based on the Concept of Inclusive Education	Xiong Jiaxing	Universiti Malaya	Digital Education

e-Abstract Book
APROCEI ICCEI 2025

INTERNATIONAL CONFERENCE ON CURRICULUM AND EDUCATIONAL INSTRUCTION 2025

Theme:
"Engagement in Learning through Character Building and Competence-Based Curriculum"

Conference Sub-themes:
Brain-based curriculum
Early Childhood Care and Education
AI and curriculum
Digital education
Character building
Research in Curriculum

Association of Professional in Curriculum and Educational Instruction

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Factors Influencing Early Career Teachers' Willingness to Stay at Rural Elementary Schools in Guangxi, China

Li Huifang

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SEGi University, Petaling Jaya, Malaysia

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Abstract

The province of Guangxi is an autonomous minority region in southwestern China, with a vast area, a large population, an underdeveloped economy, and diverse cultures in rural areas. Rural vocational teachers in rural elementary school in Guangxi encounter many difficulties and problems in their work, which may affect their willingness to stay and work in rural elementary school. In early studies, scholars were more inclined to analyze these factors singularly, and later, scholars gradually began to focus on studying the relationships between individuals and their students, colleagues, leaders, peers, and family members. Only in recent years have people begun to deal with the interactive relationship between these factors, and even individual scholars have focused on factors that play a mediating or moderating role between variables. This study will use quantitative research methods to collect data through questionnaires to analyze the personal factors (e.g., gender, age, education, professional background, sense of responsibility, etc.), job factors (e.g., job requirements, job resources, etc.) affecting the willingness of rural elementary school teachers in Guangxi to stay. By placing teacher career development in the specific context of rural education revitalization, this study provides referable suggestions for education departments to improve their policies and stimulate early career teachers' willingness to stay in the countryside in the future. This study hopes to provide a theoretical basis and practical suggestions for improving the working conditions of early career elementary school teachers in rural Guangxi and increasing their willingness to stay.

Keywords: rural elementary school, early career teachers, willingness to stay

Building Strong Foundations: The Role of Character Education in Early Childhood Development

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Abstract

Character education in early childhood is fundamental to shaping moral development, fostering social-emotional skills, and preparing children for ethical decision-making. Rooted in Piaget's and Kohlberg's Moral Development Theories, this study examines how young learners transition from rule-based morality to autonomous ethical reasoning. Bandura's Social Learning Theory highlights the importance of role modeling in character formation, while Aristotle's Virtue Ethics underscores the role of habitual practice in cultivating traits like honesty, empathy, and perseverance. Additionally, Deci and Ryan's Self-Determination Theory explains how intrinsic motivation drives moral behavior, promoting self-regulation and responsibility. From a neuroscientific perspective, early experiences shape neural pathways associated with self-control, empathy, and ethical reasoning, reinforcing the importance of early intervention. This paper explores how explicit teaching, experiential learning, and a supportive classroom environment can embed character education in early childhood curricula. Despite challenges such as cultural diversity in moral values and the difficulty of assessing character growth, integrating ethical instruction with academic learning enhances both social and cognitive development. By fostering strong moral foundations, character education in early childhood contributes to the formation of responsible, resilient, and socially competent individuals prepared for lifelong success.

Keywords: character education, early childhood development

Fostering Emotional Intelligence: Using Sel & Emotional Regulation to Tackle Entitlement in a Brain-Based Curriculum

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Abstract

Emotional intelligence (EI) is a critical determinant of a child's social competence, self-regulation, and long-term success. However, entitlement behaviors—characterized by unrealistic expectations, low frustration tolerance, and difficulty with delayed gratification—pose significant challenges in early childhood education. This paper explores how Social-Emotional Learning (SEL) and emotional regulation can mitigate entitlement within a brain-based curriculum, integrating psychological theories and neuroscientific insights. Salovey and Mayer's Emotional Intelligence Theory provides the foundation for understanding EI development, while Vygotsky's Self-Regulation Theory emphasizes the role of guided learning and scaffolding in fostering emotional control. Bandura's Social Learning Theory highlights the importance of modeling and reinforcement in shaping social behaviors, and Dweck's Growth Mindset Theory addresses entitlement by encouraging resilience and effort-based achievement. From a neuroscientific perspective, early childhood experiences shape executive function and self-regulation, making brain-based learning approaches essential for developing emotional intelligence. This paper advocates for a multifaceted intervention model that integrates SEL competencies, cognitive reframing, and neuroscience-driven instructional strategies to reduce entitlement and foster intrinsic motivation, empathy, and self-discipline. By embedding these principles into early childhood education, educators can cultivate emotionally intelligent, socially responsible individuals prepared for lifelong success.

Keywords: emotional intelligence, brain-based curriculum

Exploring the Mediating Role of Learning Style in Coursework Assessment and Scholarly Growth: A Conceptual Framework

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Abstract

Global partnerships among universities play a crucial role in fostering innovation, facilitating cultural exchange, and preparing graduates for a rapidly evolving academic and professional landscape. These collaborations influence curriculum design and assessment strategies, shaping students' ability to engage in meaningful scholarly growth. However, the increasing reliance on coursework-based assessments raises concerns regarding academic integrity and the diverse learning styles of students. This conceptual paper examines the mediating role of learning styles in the relationship between coursework assessment and scholarly growth, emphasizing their collective impact on students' ethical reasoning, knowledge retention, and critical thinking. Grounded in the VARK model, this study explores how individual and cultural learning preferences influence the effectiveness of coursework assessments in fostering deeper intellectual engagement. The paper underscores the need for diverse and authentic assessment strategies that align with students' learning styles, ensuring both academic rigor and ethical sustainability. By integrating assessment practices with inclusive and sustainable educational approaches, this research provides valuable insights for educators, administrators, and policymakers striving to enhance student learning experiences and scholarly development.

Keywords*: scholarly growth, academic integrity, learning style, ethical sustainability

The Role of Outdoor and Nature-Based Learning in Enhancing Early Childhood Education

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Abstract

Outdoor and nature-based learning has emerged as a transformative approach in Early Childhood Care and Education (ECCE), fostering holistic child development. This conceptual paper explores the cognitive, social-emotional, and physical benefits of engaging young children in natural environments. Grounded in Piaget's constructivist theory, Vygotsky's sociocultural theory, and the biophilia hypothesis, this study highlights how experiential learning in outdoor settings enhances creativity, problem-solving skills, and environmental stewardship. Additionally, the paper examines the role of nature-based learning in promoting well-being, resilience, and sustainability awareness among children. Despite its advantages, challenges such as safety concerns, curriculum integration, and educator preparedness present barriers to widespread implementation. To address these issues, a conceptual framework is proposed for effectively incorporating outdoor learning in ECCE settings. This paper advocates for structured yet flexible outdoor experiences that align with sustainable education goals and policy frameworks. By integrating nature-based learning into early childhood curricula, educators and policymakers can create enriching environments that support children's overall development.

Keywords: outdoor learning, nature-based education, early childhood development, experiential learning, sustainability

Engaging Students in Integrative Learning through Humanizing STEM

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Abstract

In line of the trend of increasing youth shunning science and technology courses in higher learning institutions, approaches such as integrative learning is gaining momentum. Humanizing STEM (Science, Technology, Engineering, and Mathematics) is one such movement that tries to add humility into the seemingly dry and technical disciplines as well as to increase the effectiveness of STEM courses. Joining in this endeavor, China has increased its investment in nurturing STEM talents from primary levels to postgraduate studies through more effective pedagogy. Yet there are limited comprehensive reports on the progress and development of China's STEM education in higher education. Therefore, this mixed-methods study has been designed. The research objective is to examine the current level of awareness, perception and understanding, readiness, and implementation of integrative learning through humanizing STEM education. The study also strives to identify the impact of sense of agency on humanizing STEM. A questionnaire was administered to a sample of 673 undergraduate and 74 lecturers from 3 universities in the Southwestern region in China, and interviews were conducted with 19 undergraduates and 12 lecturers. Data collected found that both the student and lecturer participants have a relatively high level of awareness of the importance of integrative STEM education. Among all the variables involved, perception had the strongest positive relationship with readiness, which in turn strongly influenced the implementation of STEM integration. Awareness and sense of agency can also positively impact the level of readiness for the implementation of integrative STEM education, but to a lesser extent. However, the qualitative data revealed that there still exists an urgent need to promote and humanize STEM education in universities through an integrative strategy, which included curriculum reforms, teacher training, and resource allocation to address existing challenges.

Keywords: integrative learning, Chinese universities, humanizing STEM education.

Integrating Virtual Reality into Higher Education: A Design and Development Research Approach to Character Building and Competence-based Learning

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Abstract

Character building and competence-based education are gaining prominence in higher education as institutions strive to nurture morally grounded, skill-equipped graduates. This study investigates the integration of Virtual Reality (VR) into undergraduate curricula to enhance student engagement in character development and competency acquisition. Employing the Design and Development Research (DDR) methodology, the study involved the systematic design, implementation, and evaluation of a VR-enhanced learning module tailored to promote ethical reasoning, empathy, and 21st-century competencies such as problem-solving, collaboration, and leadership. Through iterative refinement and empirical validation, the VR module was embedded into a university-level course targeting first-year students. Data were collected via pre- and post-intervention surveys, classroom observations, and semi-structured interviews. Findings reveal that immersive VR experiences significantly increase learner engagement and provide authentic contexts for reflective learning and value internalization. This research offers theoretical and practical insights into the alignment of immersive technology with character-driven, competence-based educational frameworks in higher education.

Keywords: virtual reality, character building, competence-based learning

Fostering Student Engagement in Piano Education through Blended Learning, Mobile Tools, and Collaborative Digital Creation

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Abstract

In the evolving landscape of music education, piano instruction is increasingly integrating technological innovations to enhance student engagement and learning outcomes. This study explores the convergence of blended learning, mobile-based practice, and collaborative digital creation in piano education, focusing on their potential to support competence development and active learning. This qualitative research involved three piano instructors, along with three kindergarten students and three primary school students from diverse teaching environments. Data were collected through semi-structured interviews with teachers and observation-based reflection on young learners' behaviors and responses during technology-assisted lessons. The study highlights how hybrid teaching models—combining in-person lessons with digital platforms— enable greater flexibility and personalization. Age-appropriate mobile tools allow young learners to engage with music interactively beyond classroom settings, while simple collaborative tasks, such as group-based music games or guided digital composition, enhance motivation, social skills, and creativity. Findings suggest the importance of designing pedagogical frameworks that meaningfully integrate technology within piano instruction, especially for young learners in competence-based and character-building curricula. The study offers practical insights for educators and policymakers aiming to modernize early childhood music education while preserving its artistic and developmental value.

Keywords: student engagement, blended learning, collaborative digital

Empowering Preschool Teachers: A Training Intervention to Enhance Music Teaching Self-Efficacy in Bintulu, Malaysia

Sim Tee Na, Erpadalinda Othman, Nicholas Kamarau Johnny, Zureda Abdul Matalip, Siti Zaliha Reduan

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Abstract

Extensive research demonstrates music's critical role in fostering young children's cognitive and social-emotional development, yet early childhood educators often lack the confidence and training to effectively integrate music into pedagogy—particularly in under-resourced regions like Bintulu, Malaysia. While studies confirm music's developmental benefits (e.g., enhanced executive function, emotional intelligence, and cultural connection), persistent gaps remain in experimental evidence linking teacher training to improved music integration, especially in non-Western contexts. This study evaluates a structured, culturally responsive training program designed to address these gaps. Using a convergent parallel mixed-methods design, 20 preschool teachers participated in a 20-hour music integration workshop, followed by four weeks of practicum and five months of reflective meetings. Music Teaching Self-Efficacy (MTSE) was measured pre- and post-intervention using the Teacher Training Questionnaire (TTQ). Quantitative data were analysed via paired samples t-tests, while qualitative data from reflections provided contextual insights. Quantitative results revealed a statistically significant increase in MTSE scores ($t(19) = -2.45$, $p = .024$), with a moderate effect size (Cohen's $d = -0.548$). Mean MTSE scores rose from 48.6 (SD = 27.1) to 68.5 (SD = 28.7), indicating substantial gains in teachers' confidence. Qualitative themes highlighted the practicum and peer feedback as pivotal for skill application. Findings demonstrate that targeted training—combining workshops, hands-on practice, and reflection—can significantly enhance preschool teachers' self-efficacy in music instruction. This study offers a scalable model for equitable professional development in low-resource settings, with policy implications for integrating music pedagogy into ECCE teacher training programs.

Keywords: music teaching self-efficacy, early childhood education, teacher training, mixed methods

Using Design Thinking in STEAM Projects to Enhance Chinese Children's Drawing Ability, Creativity Thinking and Character Building

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Abstract

Integration of STEAM education through project-based learning is seen as a key step in developing students' character and providing them with competencies they need to thrive in an ever-changing global environment. This study aims to explore the influences of applying design thinking in integrated STEAM projects during art and craft lessons. The objectives of the research are to explore: (1) how design thinking in integrated STEAM education projects influences children's drawing abilities, creative thinking and character building, (2) how teachers use the five components of design thinking in the lesson, (3) challenges of teaching and learning based on STEAM integrated project and design thinking. The research site is a private extracurricular art center in Anshan, Liaoning, China, involving 50 students aged 7–8 years old. Adopting a quasi-experimental design, the experimental group will undergo a ten-week design thinking STEAM projects intervention, while the control group continues with traditional drawing instruction. The study employs both the instruments of Clark's Drawing Abilities Test (CDAT) and The Test of Creative Thinking- Drawing Production (TCT-DP) to measure drawing abilities and creative thinking before and after the intervention, complemented by classroom observations, semi-structured teacher interviews, and student group interviews to gather quantitative and qualitative data. In addition, all children's artworks will be collected and evaluated using the "Rubric for Design Thinking Performance". This research uses three theoretical supports: constructivist learning theory, design thinking model and interdisciplinary teaching theory. This study is expected to provide empirical support for the formulation of children art and craft curriculum integrating STEAM with design thinking.

Keywords: design thinking, STEAM education, children's drawing, creative thinking.

The Application of Peplau's Theory Approach to Improve Interpersonal Relationship and Communication Skills between The Nursing Students' and The Patient

Salida Johari[1], Abd Razak Zakaria[2,] Umi Kalsum Mohd Salleh[2]

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Abstract

The effectiveness application of Peplau theory is very important to develop helping relationships and to improve communication skills in improving quality of patient's care. In this frame work, it requires the nursing students to build relationship through four phases of communication process namely: orientation, identification, exploitation and resolution. Therefore, the objective of the research is to determine the effectiveness of Peplau's theory approach to improve the interpersonal relationship and communication skills between the nursing students' and the patient starting from admission until discharge from hospital. This theory also emphasizes the importance of nurse's and nursing students' ability to understand patient's behaviour and help him to identify the difficulties in his health condition and treatment. At the end of this discussion, one conceptual framework that have been suggested will be useful to build the interpersonal relationship and provide effective communication skills between students and patient.

Keywords: interpersonal relationship, communication skills, nursing students and patient.

Validation of Clinical Supervision Questionnaires Using Exploratory Factor Analysis (EFA) for Nursing Students in Selected Private Nursing Colleges Malaysia: A Pilot Test

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Abstract

This study utilised Exploratory Factor Analysis (EFA) to investigate nursing students' experiences with clinical supervision. EFA identified four principal factors: clinical supervision support, instructor-student relationship, time management and perceived value, and negative perceptions of supervision. The research involved 105 nursing students and employed the Manchester Clinical Supervision Scale (MCSS) to evaluate their experiences. EFA confirmed the validity of data from clinical supervision questionnaires among Malaysian private nursing. students, ensuring accurate representation of constructs. The study addresses factor extraction criteria, rotation methods, factor loadings, and implications for future research. Clinical supervision is widely acknowledged for its role in skill development for students in clinical settings. However, some students find it intrusive or time-consuming. Improving instructor-student relationships and managing time constraints may enhance the overall effectiveness of student supervision. Future research should validate these findings through Confirmatory Factor Analysis (CFA) and explore strategies to optimize clinical supervision in nursing education.

Keywords: clinical supervision questionnaires, exploratory factor analysis (EFA), pilot test, nursing students, validation

Integrating Design Thinking into Higher Vocational College Competence-based Basics of Mechanical Design Course

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Abstract

The manufacturing industry is currently undergoing a significant transformation due to the advent of innovative technology. Current educational practices show a huge disparity in preparing students for scientific and technological innovation competence (STIC) and the needs of the industry. Traditional teaching mode is difficult to effectively shape students' STIC, which makes it difficult for them to cope with many challenges brought by modern science and technology when they enter the job market. For students in higher vocational colleges, the cultivation of STIC is particularly critical. It has been suggested that Design Thinking (DT), an originally innovative industry solution can be adopted into vocational education to raise STIC among students. A quasi-experimental research has been designed to examine the impact of design thinking in enhancing higher vocational college students' STIC through the competence based Basics of Mechanical Design course. The study builds on both constructivism theory and DT theory to support DT teaching intervention. The participants include 100 first-year higher vocational students enrolled in the Basics of Mechanical Design course, 50 of them will be assigned to the experimental class, while another 50 in the control class. By applying the DT approach in the higher vocational courses, this study will contribute to enhance the higher vocational students' STIC including creative self-efficacy, problem-solving ability, DT ability, teamwork ability and character building. The study hope to provide a strong reference for the formulation of teaching strategies and policy decisions related to competence-based vocational curriculum.

Keywords: high vocational college; scientific and technological innovation competence (STIC), design thinking (DT)

The Experiences of Hearing-Impaired Students with Online Learning at University

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Abstract

The Malaysia Education Blueprint 2013-2025 seeks to provide equitable opportunities and support for students with disabilities. The notion of inclusive education has afforded equitable opportunities for individuals with disabilities, particularly those with hearing impairments, to pursue higher education at university. Educational institutions in Malaysia have long endeavoured to transition from physical classrooms to online learning, and the post-pandemic era has further accelerated this trend towards online education. While this situation has certainly provided students with increased flexibility and enhanced learning tools, those with hearing impairments have encountered multiple challenges to adapt with the shifting from physical classrooms to online learning. The primary hurdle stems from their inadequate listening skills, which adversely impair the speaking and comprehension abilities of some students. The perception of this impairment as an invisible condition exacerbates their suffering, as certain learning issues remain unnoticed or overlooked. This qualitative study employs phenomenological research through Seidman's three-series interview method together with diary entries. Four students with hearing-impairment from local universities were selected as the participants. This study seeks to examine the experiences of hearing-impaired university students about online learning, emphasising the problems they encountered. The challenges are categorised into four themes: (1) issues with hearing aids, (2) tinnitus, (3) communication breakdown, and (4) lecturer engagement. This study additionally offers recommendations for universities and forthcoming evaluations.

Keywords: hearing-impaired students, inclusive education, online learning, university

Pre-Service ESL Teachers' Mindsets on the Adoption of ChatGPT for Lesson Planning and Material Development

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Abstract

Lesson planning and material development are undeniably the cornerstone of quality teaching. While ChatGPT holds immense potential for creative and adaptable support, its effectiveness depends on more than just its technological capabilities. Despite growing interest, limited research has explored how the underlying mindset of the user influences the meaningful use of ChatGPT in education. As AI becomes more embedded in education, this connection deserves closer attention to promote optimum usage of its benefits. This paper aims to explore the relationship between pre-service teachers' mindset towards learning and its influence towards their perceptions towards using ChatGPT for lesson planning and material development. This study used a sequential explanatory study with a sample size of 30 pre-service ESL teachers from several universities in Petaling Jaya, Selangor. The results depicted that 53% of the respondents had a growth mindset, 43% had a mixed mindset and 3% had a fixed mindset. Statistically significant associations were identified between the mindset and three TAM subconstructs being perceived usefulness, attitude towards using and behavioural intention, further reflecting differences in the differentiated use, reflective practices, prompting strategies as well their creativity and innovation in adopting ChatGPT for lesson planning and material development among respondents of growth and mixed mindset. This study offers a new contribution to mindset theory by integrating it with the TAM model, providing localised insights into teacher training that emphasise both technical skills and adaptive mindsets for effective AI-based lesson planning and material development.

Keywords: lesson planning, material development, ChatGPT, mindset theory, pre-service ESL teachers

An Analysis of Science and Humanities Perspective: Conceptualizing Humanizing STEM through Scientist-Teacher-Student Partnership (STSP) Approach

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Abstract

STEM education is increasingly recognized as the foundation for national development, productivity, economic competitiveness, and social prosperity. Despite efforts to improve STEM education, the current focus remains mainly on technical skills and knowledge acquisition, often neglecting the integration of the humanities, which limits students' broader development and their ability to engage with STEM from a more human-centered perspective. The growing need to humanize STEM by incorporating humanities disciplines is becoming increasingly relevant in the era of scientific advancement. Concerning this issue, this qualitative study aimed to conceptualize humanizing STEM in secondary science learning. This study interviewed eight humanities teachers, four humanities scientists, six science teachers, and six science experts. The research utilized the STSP model to examine how collaboration between these disciplines can improve STEM instructional practices. Three themes emerged from the interviews, namely, (i) integrative collaboration, (ii) contextualized learning, and (iii) strategies for implementing humanizing STEM. The study found that the integrative collaboration of science and humanities draws on knowledge, skills, and values across both disciplines. Humanizing STEM learning is contextualized on ethics, social issues, and cultural contexts to provide meaningful and relevant real-world applications of knowledge. This approach shifts STEM education to an ethical, socially embedded, value-laden endeavour, aligning scientific literacy with moral and cultural awareness. As a powerful pedagogical innovation, humanizing STEM through STSP represents a critical step toward a more human-centered and connected future in science education, mainly in conceptual foundations, practical implementations, and transformative potential in humanizing STEM learning for the 21st century.

Keywords: humanizing STEM, STSP, partnership, STEM education

Nurturing Character Development through a Humanistic Educational Environment: A Preschool Case Study

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Abstract

This qualitative case study examines how a humanistic educational environment at Tzu Chi kindergartens in Malaysia nurtures character development in preschool children, emphasizing values such as gratitude, respect, and compassionate care. The research addresses two questions: (1) How do daily humanitarian practices (e.g., prayer, donations, vegetarianism) contribute to moral growth? (2) What role does parental involvement play in reinforcing these values at home? Data were collected through classroom observations, teacher interviews, and analysis of parent-teacher communication booklets across Tzu Chi kindergartens in Butterworth, Seberang Perai Utara, Pulau Pinang, and Johor Bahru. Findings reveal that character education is seamlessly integrated into daily routines, with teachers and volunteers acting as role models who demonstrate empathy, service, and altruism. Children actively participate in value-based activities, nurturing ethical behavior through habit and experiential learning. Parental engagement also plays a vital role, as families extend the school's teachings into the home, creating consistency in moral reinforcement. The study underscores the role of the hidden curriculum school culture, relationships, and community involvement in shaping children's ethical development. Unlike traditional moral instruction, this approach embeds values in daily interactions and structured practices, making character education an organic part of the learning experience. These findings suggest that a holistic, humanistic approach supported by teacher modeling, daily rituals, and family-school collaboration effectively nurtures preschool children's moral and emotional growth. This research contributes to early childhood education by showing how value-rich environments cultivate compassion and social responsibility. Practical implications include teacher training in ethical modeling and stronger parent-school partnerships.

Keywords: humanistic education, educational environment, parental involvement, hidden curriculum

Early Mathematics Learning and Teachers' Instructional Behaviors: A Case Study of Kindergartens in Nanjing, China

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Abstract

Growing evidence shows that the early acquisition of mathematical skills and concepts contributes not only to academic readiness but also to broader competence development among young children. Early mathematics learning fosters logical thinking, problem-solving abilities, and self-regulation -key competencies emphasized in competence-based curricula. Grounded in Bronfenbrenner's ecological systems theory and competence-based curriculum principles, this study examines preschool children's early mathematics skills development (EMSD) and the role of teachers' instructional behaviors in fostering both EMSD and core competencies. A mixed-methods approach was used. Quantitatively, 450 children from 20 Nanjing kindergartens completed one-on-one math assessments, and 109 teachers from 109 classes responded to the Teacher Behavior Questionnaire. Qualitatively, 12 children and 8 teachers from two kindergartens participated in interviews and classroom observations. Data were analyzed using SPSS 27 and NVivo 15. Results showed most children demonstrated advanced EMSD. Teachers predominantly adopted progressively oriented, moderately child-centered practices emphasizing active engagement. Qualitative findings revealed that instructional behaviors supported competence-based learning by fostering intrinsic motivation, emotional support, real-life connections, and balancing exploration with guidance. Teachers also cultivated character competencies such as curiosity, resilience, collaboration, and critical thinking. The study highlights the need to align teacher training and policy with integrating competency development through early mathematics education.

Keywords: early mathematics skills development (EMSD), teachers' instructional behaviors, competence-based learning, preschool education, child-centered teaching, character competencies

A Cultural Perspective on Moral Education for Sustainable Development through the Lens of Confucianism and Curriculum

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Abstract

This conceptual paper looks at how Confucian educational philosophy might help with curriculum creation for sustainable development. Confucianism, founded on ideals such as moral self-cultivation, societal harmony, and lifelong learning, provides a value-based framework that complements worldwide efforts to instill ethics, responsibility, and sustainability in education. The purpose of this paper is to critically evaluate the role of Confucian philosophy in modern curriculum discourse, particularly in connection to Education for Sustainable Development (ESD) and the United Nations Sustainable Development Goals (SDGs). Using a theoretical framework that connects Confucian ideals to modern curriculum theory, this analysis explores how traditional philosophies might drive the development of global citizenship, ecological awareness, and ethical decision-making. Additionally, the study emphasizes the universality of these ideals by drawing connections with other philosophical traditions, such as Aristotle's emphasis on virtue ethics in Western philosophy and the concept of communal responsibility in African philosophies like Ubuntu. By combining international research and cross-cultural perspectives, this paper emphasizes the value of incorporating Confucian principles, as well as other global traditions, into curriculum reform efforts aimed at creating more just, sustainable, and culturally inclusive educational systems.

Keywords: Confucianism, sustainable development, curriculum theory, moral education, global citizenship

A Conceptual Framework for Enhancing Motivation in Secondary Science Education through Adaptive AI & Social Emotional Learning

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Abstract

Student motivation remains a persistent challenge in secondary science education, often hindered by emotional disengagement and cognitive overload. This conceptual paper proposes a framework that integrates adaptive Artificial Intelligence (AI) technologies with Social Emotional Learning (SEL) principles to enhance student motivation in science classrooms. Grounded in the CASEL model and Self-Determination Theory, the framework outlines how adaptive AI systems can support personalized learning by recognizing students' emotional and cognitive states, offering tailored feedback, and fostering autonomy, competence, and relatedness. Instructional implications are discussed in relation to formative assessment and responsive pedagogy, particularly within science instruction. The paper also addresses key implementation challenges, including teacher readiness, ethical considerations in AI deployment, and equitable access to technology. Strategic recommendations are offered to guide the integration of AI-enhanced SEL practices, such as targeted professional development and the establishment of ethical guidelines. By bridging the gap between emotional intelligence and adaptive learning technologies, this framework contributes to a more motivating and emotionally supportive vision for secondary science education.

Keywords: adaptive artificial intelligence, social emotional learning, student motivation, secondary science education, instructional design, personalized learning, conceptual framework

Misalignments between intended and implemented early childhood curriculum in Myanmar

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Abstract

This paper investigates the misalignments between the intended goals of Myanmar's early childhood education (ECE) curriculum and its implementation in real-world classroom settings. Although recent curriculum reforms in Myanmar emphasize child-centered, holistic development aligned with international early learning standards, significant gaps persist between policy and practice. The purpose of this paper is to identify the key factors contributing to misalignments between intended curriculum goals and actual implementation. Based on Stufflebeam's Context, Input, Process and Product (CIPP) evaluation theory, qualitative data was collected from early childhood educators and classroom observations across three different schools that practice the same curriculum. The study identifies key challenges including insufficient teacher training, limited instructional resources, centralized policy directives, and socio-cultural expectations. These factors lead to a disconnect between curriculum intentions and day-to-day teaching practices. The paper highlights the need for more context-responsive implementation strategies, improved teacher support systems, and greater stakeholder involvement in curriculum development. Recommendations includes the need to bridge the gap and strengthen the alignment between intended outcomes and actual classroom delivery in Myanmar's early childhood education sector.

Keywords: early childhood education, curriculum implementation, Myanmar, teacher perceptions, curriculum misalignment, education reform

Beyond the Classroom Walls: Parental Perspectives on Outdoor Learning and Its Impact on Young Children's Physical and Socio-Emotional Development

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Abstract

Recognition for the outdoor learning has been increasingly recognised as an important aspect of early childhood education; whereby parental attitudes significantly influence its implementation. This study exhibits a qualitative study which explores six Malaysian parents' perspectives about outdoor learning and its impacts on young children from 3–6 years old. The context of the research evolved to physical and socio-emotional development. Semi-structured interview method has been applied with six purposively sampled parents, in which thematic analysis revealed divergent views. Most acknowledged benefits are motor skill development, stress reduction, peer interaction, safety concerns such as urban hazards, injury risks and cultural prioritisation of academic readiness often limit young children's outdoor opportunities. Supportive parents emphasised risk-taking as essential for resilience, whereas restrictive parents sided with controlled environments. Findings of the study correlated with Bronfenbrenner's ecological systems theory, highlighting macrosystemic factors (urbanisation, societal norms) and microsystemic interactions (parent-teacher communication) invigilate outdoor access. The study aims to address the need for parental education programs to address safety myths and for policy interventions to design inclusive outdoor spaces for young children. By aligning parental awareness and pedagogical practice, this study concludes a balanced approach to outdoor learning that fosters holistic development among young children.

Keywords: outdoor learning, physical development, socio-emotional development, parental perspectives, early childhood education, risk-taking

The Effect of Competing Competency-based Education on Professional Identity and Career Choice of ECE Students in Sichuan

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Abstract

This study examined the impact of professional identity on the career choices of students majoring in Early Childhood Education (ECE). University level education is an important stage in the professional development of individuals, and CBE pursues to meet the needs of students in the 21st century. Competency-based education (CBE) is important as it helps ECE majors develop a professional identity that influences their career choices. This study addressed the question of whether professional identity influence career choices of ECE majors? Does competency-based education influence professional identity of ECE majors? Does competency-based education influence career choice of ECE majors? Does professional identity influence ECE majors' career choices with competency-based education as a mediating variable? To answer these questions, the researchers conducted mix-method research distributing a questionnaire to collect 380 responses from ECE students in seven normal universities in Sichuan, China, and conducted an interview with 5 students. The results of the study indicated that professional identity has a significant positive effect on career choice of ECE majors, and CBE significantly influences both professional identity and career choice of ECE majors. The interview showed significant positive correlation between competency-based education, professional identity and career choice, and professional identity influences career choice directly as well as indirectly. The conclusions show that professional identity and competency-based education can effectively promote clarity and rationality of students' career choices. These findings have important practical implications, and providing more career guidance and support in ECE professional education will enable ECE students to choose careers related to the ECE field, thus contributing to the improvement of education quality.

Keywords: ECE students, professional identity, career choice, competency-based education

Exploration of Artificial Intelligence Mathematics Curriculum Teaching Based on the Concept of Inclusive Education

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Abstract

Inclusive education emphasizes equity and inclusiveness in education and focuses on the unique needs of each student, especially special education students (Shaeffer, 2019). As one of the important courses in special education, Mathematics Curriculum aims to help students master basic mathematical knowledge and skills and apply them in daily life (Sharma, 2021). With the rapid development of artificial intelligence technology, the introduction of its technology provides new ideas and methods for teaching life mathematics courses (Chassignol et al., 2018). By means of intelligent teaching systems, personalized learning path design, and data analysis, the diverse learning needs of special education students can be better met and the teaching effect can be improved (W. Deng et al., 2024). Bhushan et al. (2024) and Supardi, S., & Syaharuddin, S. (2025) show that the teaching of math curriculum based on artificial intelligence can significantly improve the learning performance of special education students, enhance their learning interest and self-confidence, and show better results in life application ability. This study guided by the concept of inclusive education, explores the implementation and effect of artificial intelligence in the teaching of life mathematics curriculum in special education, aiming to provide special education students with a more personalized and diversified learning experience, and to promote the enhancement of their mathematical literacy and life competence.

Keyword: artificial intelligence, mathematics curriculum, inclusive education

Reconstructing Regionalization: A Study on the Application of ASEAN Corporate Culture in Business English Textbooks for China's Higher Education

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Abstract

The current college English textbooks attach importance to students' basic language skills training and the learning of Anglophone culture (Zhang & Ma, 2004), but fail to integrate ASEAN business and cultural knowledge into the textbook design. However, ASEAN is the largest trade partner for China by 2025, and there is little mention of the culture of ASEAN countries in our university business English textbooks (Feng, 2021; Liu et al, 2024).Therefore, by employing graduate's employees Analysis and Textbook evaluation, this study aims to integrate ASEAN corporate culture into the business English textbook based on Hofstede's Dimensions of Culture, and adjust content of business English textbooks according to the specific needs of China-ASEAN business cooperation. This study will provide a reference for ASEAN business culture integration in university curriculum reform.

Keywords: ASEAN business culture, business English textbooks, university curriculum design

Exploring the Influence of Teachers' ICT Competencies on Student Learning Outcomes

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Abstract

Amid the global digital transformation of higher education, smart education has become a strategic approach to improving teaching quality and enhancing student learning outcomes. Although China has prioritized high-quality development in higher education through smart education initiatives, undergraduate learning outcomes remain suboptimal. There is a pressing need to uncover the underlying mechanisms through systematic path modeling. This study focuses on undergraduate universities in Henan Province within the context of smart education. It aims to examine how teachers' ICT competencies, classroom ICT support, and student learning engagement influence student learning outcomes. An explanatory sequential mixed-methods design was employed. In the first phase, 425 valid responses were collected from five universities using stratified random sampling. Validated instruments measured teachers' ICT competencies, classroom ICT support, student engagement, and learning outcomes. Data analysis included exploratory factor analysis (EFA) using SPSS 26.0 and structural equation modeling (PLS-SEM) using SmartPLS 4. In the second phase, semi-structured interviews were conducted with 12 teachers and 12 students to explore key factors and improvement directions. Quantitative results indicate that teachers' ICT competencies significantly affects student learning outcomes. Together with classroom ICT support and student engagement, the model explains 52.4% of the variance. Both classroom support and engagement serve as partial mediators. Among the three teachers' ICT competencies dimensions, technical and creative abilities have significant effects. Qualitative findings further reveal how teachers and students perceive critical factors and challenges related to learning improvement. This study identifies key pathways influencing learning outcomes and offers theoretical and practical implications for teaching, learning, and ICT integration in smart education.

Keywords: Teachers' ICT competencies; smart education; student learning outcomes; classroom ICT support; student learning engagement

A Conceptual Overview of Special Needs Preschool

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Abstract

"No Child is Left Behind'', the motto paves the way for ALL children to be in school, right from the age of 4 years. With that in mind, most parents send their typical children to private preschools. Some parents with special needs children too send them to private preschools. Yet there are many who do not, as these preschools fail to provide the appropriate education. Accordingly, the government set up special needs preschools in the mid-2000s. Currently there are more than 192 programmes with more than 1200 pupils. The aim of setting up this programme was to intervene and develop holistic skills in children with disabilities. The main intervention domains are physical, mental and emotional and henceforth prepare them for Year 1. Accordingly, the programme is envisaged to provide equal and relevant education in accordance to the children's abilities: to promote cognitive and social skills and to decrease behaviour issues: to promote physical development, literacy and speech: to promote psychological and self- help skills: to instill curiousity and inquisite skills: to enable them to initiate tasks and be disciplined with Islamic values for muslim students and moral values for non-muslim students. These children are taught by specially trained teachers. They use special pedagogical methods underpinned with social-cognitive and behaviour theories. Since the children have varied neurological issues, teachers use different types of resources to assist the children. There are many successful stories, yet there are challenges in teacher-pupils ratio, qualified multidisciplinary personnel to conduct therapies, more financial aid to acquire sophisticated teaching aids in line with the current delimma of intelligent learning environment.

Keywords: conceptual study, special needs education, preschool

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