

# Thursday 3<sup>rd</sup> June 2021

## STRAND: PSYCHOLOGY AND EDUCATION

### Sub-theme: Educational Research and Futures

#### KEYNOTE 1: TRUST DEVELOPMENT ACROSS CULTURE AND CONTEXT

Professor Mei-Hua Lin, Sunway University

4pm (MYT) / 9am (BST)

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#### KEYNOTE 2: FUTURE HYBRID EDUCATION AND PLANNING PROFESSIONAL DEVELOPMENT

Professor Don Passey, Lancaster University

7pm (MYT) / 12pm (BST)

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## STUDENT PRESENTATION ABSTRACTS

### Milène Magre, Lancaster University

#### INTERNATIONAL EDUCATION - THE IMPACT OF TEXTBOOKS ON STUDENTS' MOTIVATION

*Today's globalised world brings a new set of challenges in International Schools. Initially opened to cater for expatriate families, their primary goal was to ease those families' relocation. For this reason, curricula and resources tended to be based on the origins of the school (British, American, etc.). However, in recent years, local students have joined with different backgrounds and needs. Reviewing literature in this context, existing studies do not directly link the use of textbooks and their impacts on students' motivation in a MFL class in International schools. This study looks at the impact of UK textbooks on students' motivation to become independent users of MFL in International Schools, using interviews and observations of a class to explore a possible link between methodology used in the MFL classroom and level of student motivation as measured by engagement of students in the subject.*

### Sandra Flynn, Lancaster University

#### LIFELONG LEARNING: THE FUTURE IS INTERGENERATIONAL

*During the Covid-19 pandemic in 2020, the importance was highlighted for information and communications technologies (ICTs) for the over-70-year-olds in Ireland, in order to stay in contact with family and friends while confined to their homes. My current research explores the extent to which intergenerational relationships can support informal and non-formal lifelong learning through uses of digital technologies in Ireland. Data from older adults are being collected, through surveys and telephone interviews, building on an earlier study that involved collecting data from young adults (n=442). This research examines the perspective of the older adults and expects to find that support for intergenerational learning is not available to all. The research is significant since the intersection between intergenerational relationships and non-formal and informal modes of lifelong learning in Ireland has yet to be fully explored.*

### Lau Ruo Shin, Sunway University

#### EXERCISE AND WORK PERFORMANCE: PHYSICAL HEALTH, WORKPLACE COMMUNICATION COMPETENCY, AND PERCEIVED TEAM COHESION AS MEDIATORS

*Exercising were beneficial for working adult's personal and work-related outcomes. This study aims to examine the relationship between different types of exercise (i.e. team exercise, individual exercise, and no exercise) and work performance by introducing three potential mediators: physical health, workplace communication competency and perceived team cohesion. Participants responded to online survey, consisted of 277 working adults (48% females; 52% males) belonging to three groups: team exercise (n= 74), individual exercise (n= 81), and no exercise (n= 122). Hayes's PROCESS was used to test the mediation model and workplace communication competency emerged as a significant positive mediator for team exercise. Transferrable communication skills and knowledge were likely obtained through team exercise thus enhanced employee's work performance. Besides that, team exercise reported significant higher levels of work performance, physical health, workplace communication competency, and perceived team cohesion. In sum, team exercise could be implemented in organizations for better team dynamics and work-related outcomes.*

**Tan Cher Yi** (with colleagues), **Sunway University**

**EFFECT OF PHYSICAL ACTIVITY ON EXECUTIVE FUNCTION DURING THE COVID-19 PANDEMIC**

*We recruited 105 respondents ( $M_{age} = 25.79$ ,  $SD = 3.99$ ) to examine the effect of physical activity (PA) on executive function (EF) over time during the COVID-19 pandemic. They completed a set of questionnaires before EF tasks (Time 1). They recorded their daily PA for 14 days in a diary. After 14 days, they completed similar tasks (Time 2), and again one month after the 14 days (Time 3). Our results showed that high and moderate PA group had higher attention and working memory (WM) accuracy and better performance in task-based cognitive flexibility (CF) task compared to low PA group. Both groups showed improvement in attention and WM in Time 2 compared to baseline and maintained their performance in Time 3. The low PA group showed significant decline in attention in Time 3 compared to baseline, and this EF decline could not be explained by stress, mood and perceived social isolation.*

**Samira Vafa** (with colleagues), **Sunway University**

**ONLINE COGNITIVE STIMULATION INTERVENTION (CSI) FOR HEALTHY OLDER ADULTS**

*Although a majority of cognitive training studies have utilized computerized training, the impact of such training on daily real-life tasks and untrained cognitive domains is still unclear. Therefore, this study aims to develop an online cognitive stimulation intervention (CSI) using shopping applications and to evaluate the degree of training and transfer effects resulting from it. For this aim, 55 healthy older adults randomly assigned to one of the study conditions including the experimental (CSI), active control, or passive control. CSI training comprised 24 online weekly sessions with an adaptive nature targeting inhibition and working memory-updating, while, the active control group encompassed 24 online weekly sessions of non-adaptive tasks without the training components targeted in the CSI. We expect that the CSI group has higher post-intervention scores in executive functions compared to the control groups. Furthermore, we predict that training gains will transfer to other cognitive domains and maintain over time.*

**Elaine Yong**, **Sunway University**

**CYBERBULLYING REDUCES WELLBEING: A PRELIMINARY INVESTIGATION ON THE MEDIATING ROLE OF RESILIENCE FACTORS**

*In this preliminary study, the protective role of resilience on cyberbullying and wellbeing was investigated. A total of 198 Malaysians ( $M_{age} = 22.85$ ) with one social networking account, completed the Cyberbullying Scale (Patchin & Hinduja, 2019), Protective Factors for Resilience Scale (Harms, Pooley & Cohen, 2017) and Short Warwick-Edinburgh Mental Well-being Scale (Smith et al., 2017). Mediation analysis using PROCESS (Hayes, 2020) showed personal resources significantly mediated the association between cyberbullying victimisation and wellbeing. Interestingly, social resources (such as family and peers) was not a significant mediator. Similar results were also seen for cyberbullying offending, whereby personal resources was a significant mediator on cyberbullying offending and wellbeing. Contrary to expectation, no gender differences was observed on scores of cyberbullying victimization and offending among students and non-students. This preliminary study serves as a foundation into subsequent PhD work involving a younger age group namely secondary school students.*

**Oma Eguara**, **Lancaster University**

**CHANGING CHILDHOOD, NEW DIRECTION**

*My research explores the engagement practices of 10- to 16-year-olds in informal learning networks. This is motivated by studies indicating that student engagement tends to decline as children progress through school, particularly at transition points across phases. However, research also indicates that this demographic is increasingly engaging via technology in informal networks. Why are they disengaging in one setting but engaging in another? My earlier studies suggest that the child for whom traditional formal educational settings have been created is fading out of existence - and it is time to reconceptualise childhood, school and research.*

**Joanna Maclean**, **Lancaster University**

**INNOVATION IN EDUCATIONAL PEDAGOGY**

*Education systems needs to evolve to meet the needs of learners as they enter the fourth industrial revolution. This research investigates the use of a competency-based education system that focusses on the application and mastery of meta-competencies/skills in learners. Using the tenets of social constructivism through a design thinking approach, the research intends to establish the extent of meta-competency development as well as explore the perceptions and experiences of educators and learners immersed in a two-week design thinking studio.*