Conference Program
June 6-8, 2017

KITAKYUSHU, JAPAN

ISBASS
International Symposium on Business and Social Sciences

ICEPAS
International Conference on Education, Psychology, and Society

Conference Proceedings

ISBASS

International Symposium on Business and Social Science

ICEPAS

The International Conference on Education, Psychology and Society

Content

Welcome Message

Local Host
Hyoungseop Kim
Department of Mechanical and Control Engineering,
Graduate School of Engineering,
Kyushu Institute of Technology, Japan

On behalf of the organizing committee, I would like to express my sincere thanks to all of you for participating in International Conference on Education, Psychology, and Society (ICEPAS) as a Higher Education Forum at Asia Pacific Import Mart Medium Exhibition Hall, Kitakyushu, Japan. It is my great honor to welcome you to Kitakyushu, Fukuoka, Japan, and to ICEPAS.

Kitakyushu is one of the famous and historical cities in Japan. It is located northernmost city in Kyushu island and famous as an international city with a million people. In industrial aspect especially iron and steel works in 1901, the Kitakyushu city had played a significant role in Japan. Today, Kitakyushu city reborn as n new city and become a frontier city in green environment and waterfront. I hope that all of the participants can enjoy our city natural environment of Kitakyushu such as historical building including Kokura castle (Japanese traditional castle), retro building (Mojiko Retro District), taking a delicious food, night viewing from the top of the mountain (Mt. Sarakura), Kitakyushu Museum of Natural History and so on.

Through this conference, we hope we could engage with all of the participants in a constructive discussion on related conference topics and exchange ideas. ICEPAS 2017 covers a wide range of fields including education, psychology, society and so on. I believe that this conference will provided a timely arena where the researchers from many Asian countries present and discuss their recent and development results in all aspects of advanced technology. Also I hope that the conference provides good chances to promote international friendship among the researchers in this field and continues to do so for years to come.

We sincerely hope that all the participants benefit form and have good time at ICEPAS 2017 and greatly appreciated if you attend the next meeting.

General Information for Participants

■ **Registration**

The registration desk will be situated on the **3rd floor** at **Asia Pacific Import Mart Medium Exhibition Hall (AIM)** during the following time:

08:30-15:30, Wednesday, June 7, 2017

08:30-11:30, Thursday, June 8, 2017

■ **Organizer**

Higher Education Forum (HEF)

Tel: + 886 2 2740 1498 | www.prohef.org

■ **A Polite Request to All Participants**

Participants are requested to arrive in a timely fashion for all addresses. Presenters are reminded that the time slots should be divided fairly and equally by the number of presentations, and that they should not overrun. The session chair is asked to assume this timekeeping role and to summarize key issues in each topic.

Sandals or Slippers   Tank Top   Shorts

■ **Certificate**

Certificate of Presentation or Certificate of Attendance

A certificate of attendance includes participant's name and affiliation, certifying the participation in the conference. A certificate of presentation indicates a presenter's name, affiliation and the paper title that is presented in the scheduled session.

Certificate Distribution

Oral presenters will receive a certificate of presentation from the session chair after their presentations or at the end of the session. Poster presenters will receive a certificate of presentation from the conference staff at the end of their poster session.

The certificate of presentation will not be issued, either at or after the conference, to authors whose papers are registered but not presented. Instead, the certificate of attendance will be provided after the conference.

■ Preparation for Oral Presentations

All presentation rooms are equipped with a screen, an LCD projector, and a laptop computer installed with Microsoft PowerPoint. You will be able to insert your USB flash drive into the computer and double check your file in PowerPoint. We recommend you to bring two copies of the file in case that one fails. You may also connect your own laptop to the provided projector; however please ensure you have the requisite connector.

Preparation for Poster Presentation

Materials Provided by the Conference Organizer:

- X-frame display & base fabric canvases (60cm×160cm)
- Adhesive tapes or binder clips

Materials Prepared by the Presenters:

- Home-made poster(s)
- Material: not limited, can be posted on the canvases
- Recommended poster size: 60cm*120cm

A 60cm*160cm poster illustrates the research findings.	1. Wider than 60cm (left) 2. Copy of PowerPoint slides in A4 papers (right)

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Chia-Hwan Chen	National Taipei University of Education
Tzu-Ying Lee	National Central University
Meng Ee Wong	Nanyang Technological University

Conference Venue Information

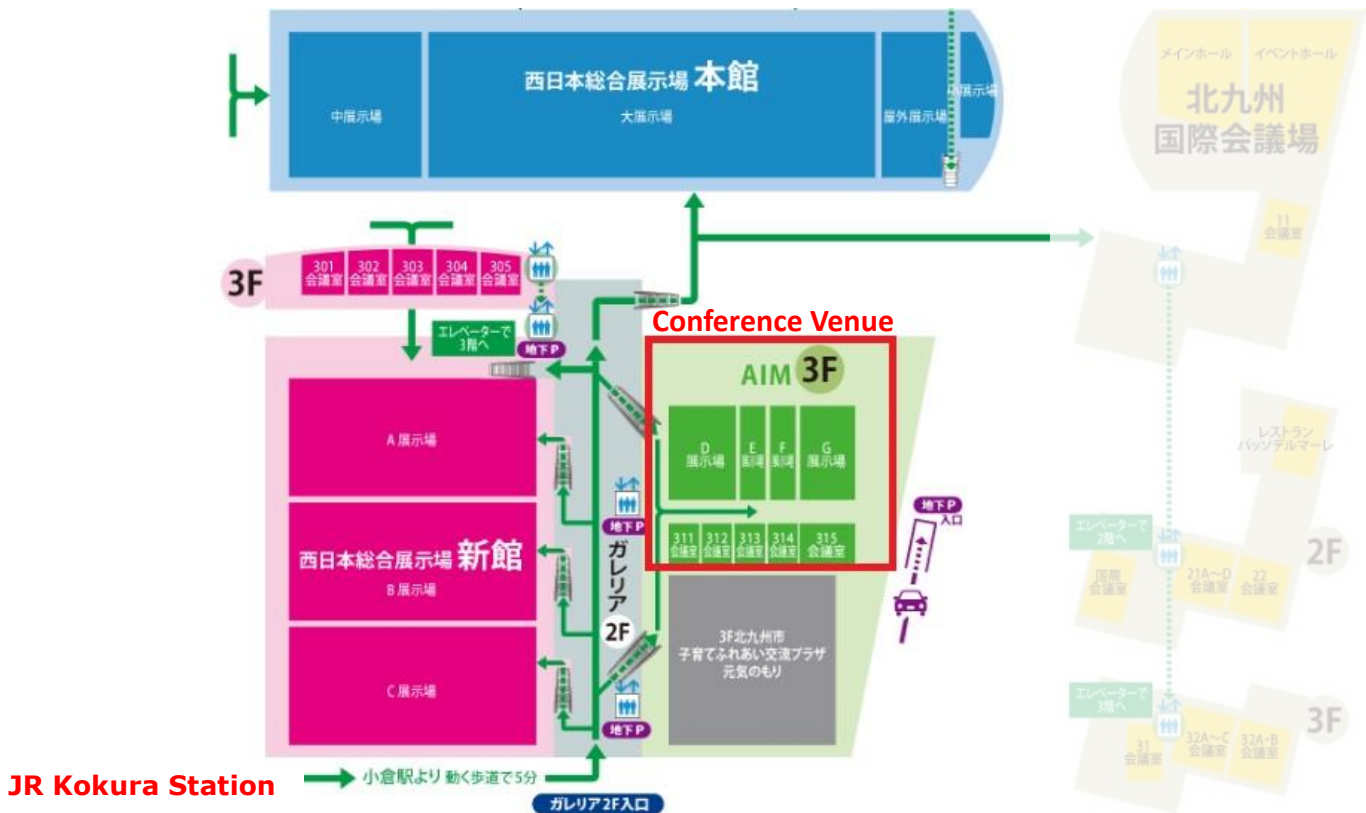## Asia Pacific Import Mart Medium Exhibition Hall (AIM 3F)

3-8-1 Asano, Kokurakita-ku, Kitakyushu-shi, Fukuoka 802-0001

TEL:81-93-551-4111

The West Japan Industry and Trade Convention Association is dedicated to foster industrial development and promote trade in Western Japan by presenting industrial products, for example, from overseas and Japan. Moreover, by inviting and supporting conventions in Kitakyushu City, the association aims at invigorating the region's economy and promoting its culture to contribute to Japan's sound economic development.
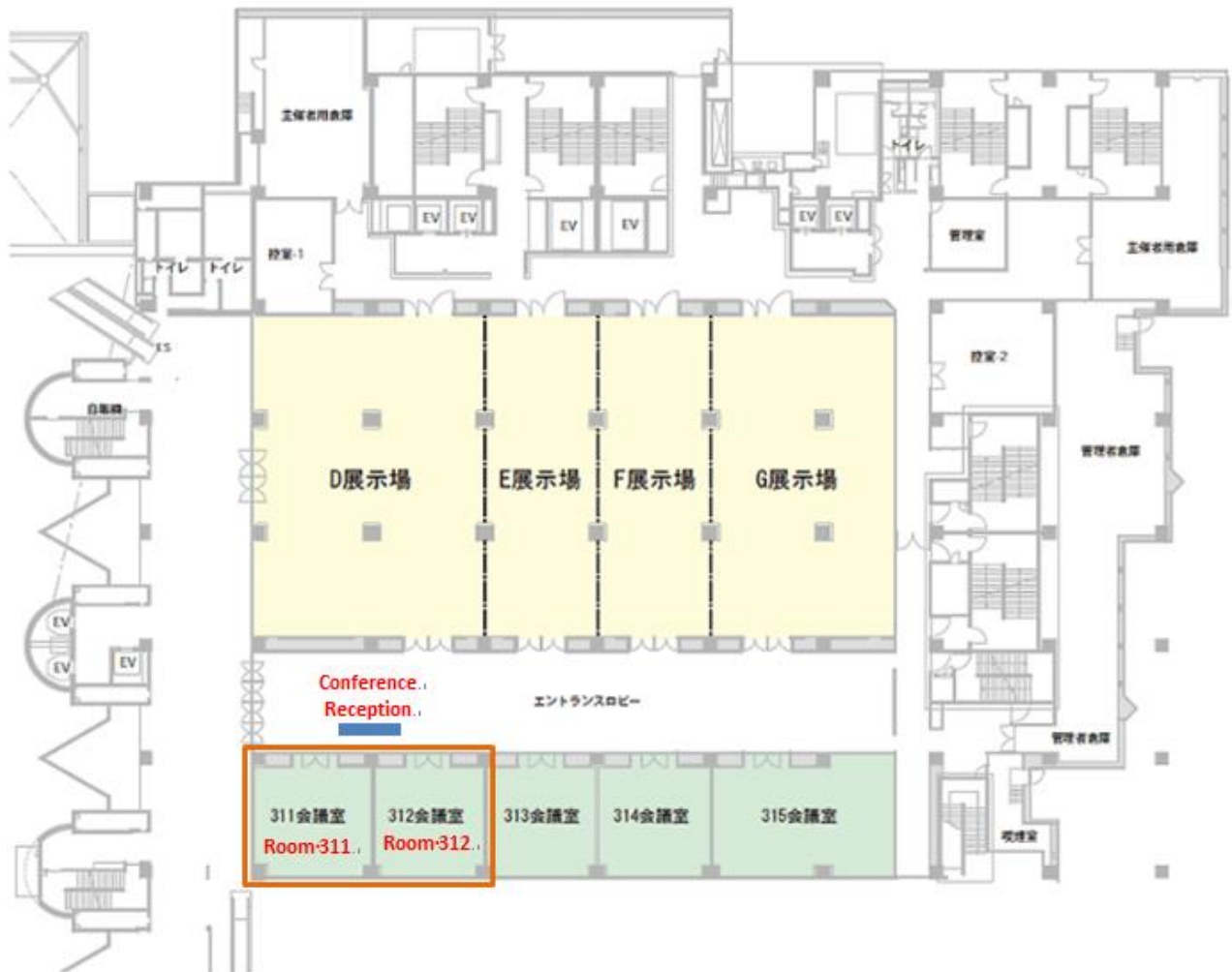
At every exhibition fair, trade show and international meeting, let alone conferences and sports event, our highly experienced and hospitable staff offers to support organizers in making successful conventions.

<u>Location</u>

Asia Pacific Import Mart Medium Exhibition Hall (AIM)

Floor Plan (3F Floor)

Conference Schedule

Tuesday, June 6, 2017
Internal Meeting

Wednesday, June 7, 2017		
Oral Presentation		
3F, Asia Pacific Import Mart Medium Exhibition Hall (AIM)		
Time	**Schedule**	**Venue**
08:30-15:30	**Registration**	Foyer Area
10:30-11:00	**Tea Break & Networking**	Room 311
11:00-12:00	<u>**Welcome Speech & Nature Science Keynote Speech**</u> **Prof. Hyoungseop Kim** Kyushu Institute of Technology *Topic: Image Processing Techniques for Computer Aided Diagnosis in Medical Field*	Room 312
12:00-13:00	**Lunch Time**	Flamingo Café (AIM 2F)
14:30-14:40	**Tea Break & Networking**	Room 311
14:40-16:10	Education (1) / Psychology / Finance / Society	Room 312

Wednesday, June 7, 2017		
Poster Presentation		
3F, Asia Pacific Import Mart Medium Exhibition Hall(AIM)		
Time	**Schedule**	**Venue**
10:00-11:00	**Poster Sessions (1)** Education / Management / Psychology / Society	Room 311

Thursday, June 8, 2017		
Oral Presentation		
3F, Asia Pacific Import Mart Medium Exhibition Hall(AIM)		
Time	Schedule	Venue
08:30-11:30	Registration	Foyer Area
10:20-10:30	**Tea Break & Networking**	Room 311
10:30-12:00	Education (2)	Room 312
12:00-13:00	**Lunch Time**	Flamingo Café (AIM 2F)

Nature Sciences Keynote Speech

Room 312, 3rd Floor

11:00–12:00, Wednesday, June 7, 2017

Topic: Image Processing Techniques for Computer Aided Diagnosis in Medical Field

Prof. Hyoungseop Kim,
Department of Mechanical and Control Engineering,
Kyushu Institute of Technology,
Japan

Abstract:

For reducing the load to radiologist and improving of detection accuracy, a CAD (Computer Aided Diagnosis) system is expected from medical fields. In the medical image processing fields, some related works are reported to develop the CAD system as helpful technical issues. In this talk, I will introduce why CAD is required in medical field. Then I'll show you some CAD system for detecting abnormalities on medical image based on image registration techniques. Especially I will introduce a technique for detection of rheumatoid arthritis and osteoporosis from phalange CR image based on image registration techniques.

Brief Introduction of Prof. Hyoungseop Kim

Hyoungseop Kim received his B.A. degree in electrical engineering from Kyushu Institute of Technology in 1994, the Masters and Ph.D. degree from Kyushu Institute of Technology in 1996 and 2001, respectively. He is a professor in the department of control engineering at Kyushu Institute of Technology. His research interests are focused on medical application of image analysis. He is currently working on automatic segmentation of multi-organ CT image, and temporal subtraction of thoracic MDCT image sets.

Education (1) / Psychology / Finance / Society

Wednesday, June 7, 2017   14:40-16:10   Room 312

Session Chair: *Prof. Chia-Hwan Chen*

ICEPAS-0024

The Images of England and the English in Taiwan's Senior High School History Textbooks from 1952 to 1999

Chia-Hwan Chen │ *National Taipei University of Education*

ICEPAS-0025

A Study on Cultural Exchanges in East Asia in the 18th Century - Focused on Education -

Doo-Jin Choi │ *Pusan National University*

Ming-Yue Liu │ *Pusan National University*

ICEPAS-0004

Controversies over the Current Diagnosis of Mental Disorders

Ayame Matsumura │ *Waseda University*

Priyanka Iijima Rawat │ *Amity University*

ICEPAS-0011

Student's Perception of Learning Gains throughout Their University Studies: A Longitudinal Study on First Cohort of Students Who Completed the 4-Year Curriculum in Hong Kong

Kannass Chan │ *The Hong Kong Polytechnic University*

Christine Armatas │ *The Hong Kong Polytechnic University*

ISBASS-0014

An Extension of Fama and French Five-Factor Model: Evidence from Dual-Listed Chinese Firms in Hong Kong and China

Wai Cheong Shum │ *The Open University of Hong Kong*

Bob W.H. Leung │ *The Open University of Hong Kong*

ISBASS-0023

What the Functions of "Trust" in Local Food Networks: Based on Literature Reviews from 1990 to 2016

Megumi Nakagawa | *Yamagata Prefectural Yonezawa Women's Junior Collage*

The English as a Cultural Other in the History Textbooks of Senior High Schools in Taiwan from the 1940s to the 1980s

Dr. Eric Chia-Hwan Chen

Department of Children English Education, National Taipei University of Education, Taiwan

E-mail: eric_chen1969@hotmail.com

Introduction

Before the National Institute of Compilation and Translation, a subdivision of Ministry of Education, granted the private publishers to edit and publish textbooks for senior high schools in 1999, all textbooks used in the senior high schools of Taiwan were exclusively written and edited by a very small number of commissioned professors and senior high school history teachers, whose works had to comply with a very strict censorship that met the educational goals and political ideology of the government in power, namely the Kuomingtang, also known as KMT. With the fast economic development of the country after the second World War and the rapid change of the domestic politics which ended up with KMT's regime reestablished itself in Taiwan in 1949, the guideline for editing the senior high school history textbooks was moderately modified four times in 1952, 1962, 1971, and 1983. However, as the ruling power of the country was always in the hands of the KMT from 1949 to 2000, the political ideology embedded in the senior high school history textbooks was rarely openly challenged or even questioned by most scholars of Taiwan as they might get themselves into trouble for any open attacks on the government before the Martial Law in Taiwan was lifted by President Chiang Ching-Kuo in 1987. Served as one of the most important mediums of educating the senior high school students and giving them a "correct" ideology and knowledge about the government and its contribution to the country as a whole, the history textbooks in question thus contain only those chosen facts and ideas that the government wishes to implant in the minds of the readers, the so-called future pillars of the society. Of this important function of school textbooks in Taiwan, Ya-Chen Su once states that

> Textbooks play a central role in Taiwanese education. In the wake of the political reform and social protest movements of the 1970s and 1980s that led to Taiwanese education reform, critics assert that traditional textbooks reinforce the dominant national Chinese cultural identity without considering the specific perspectives and voices of different gender, cultural, and ethnic groups. . . .[1]

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[1] Su Ya-Chen, "Ideological Representations of Taiwan's History: An Analysis of Elementary Social Studies Textbooks, 1978-1995," *Curriculum Inquiry* 37. 3 (2007): 205.

Therefore, it is not surprising to realize that anything that may denigrate the images of the KMT leaders or unfavorable to the regime of the KMT is missing in the history textbooks, while all the credits of economic and social achievements are bestowed upon the regime of KMT solely.   For instance, any people familiar with the domestic political struggles happen between the 1950s to the 1990s will find that no references to the terrible February 28 Incident happened in 1947 can be found in any textbooks published by the government from the 1950s to the 1990s.

With these understandings of the nature of the senior high school history textbooks in mind, the researcher wishes to explore the cultural and political significances of the national images of England and the English in the senior high school history textbooks used in Taiwan from 1945 to 1999.   By applying the interdisciplinary methodology of imagology, a sub-discipline of comparative literature, to analyze the distribution and transformation of the images of the objects in question, the result of this research will show that each distinctive hetero-image of England and the English are meant to reflect certain individual auto-images of the Taiwanese government and her people at different epochs.   In other words, the hetero-images of England and its people depicted in the textbooks in question should not be considered as bias-free or universally accepted images; instead, they should be thoroughly examined as contrasts to the auto-images of Taiwan and the Taiwanese against the histories of China and Taiwan as those hetero-images of a foreign land and its people tend to reflect how the viewers see themselves and their own country at specific historical moments.

Textbooks as a propaganda of the government in power
In his *Orientalism* Edward W. Said suggests that if a person reads something new from an authoritative text, it is likely that this reader will automatically develop a certain "textual attitude" based upon his or her reading experience of the text.   He explains that such a "textual attitude" is especially favored by readers in two situations:

> One is when a human being confronts at close quarters something relatively
> unknown and threatening and previously distant.   In such a case one has
recourse not only to what in one's previous experience the novelty resembles
but also to what one has read about it…[the other] is appearance of success [of
the book].[2]

Thus, it seems reasonable to assume that a great majority of the Taiwanese senior high school students enrolled between the 1950s to the 1990s would develop a certain unanimous "textual attitude" towards England and the English after they completed their education of senior high school.   Furthermore, partly because getting good scores to pass various exams is their first

[2] Edward W. Said, *Orientalism* (New York: Vintage, 1979) 93.

priority to read the history textbooks and partly because there were literally no other official textbooks to verify or even challenge the "facts" embedded in their history textbooks, most senior high school students of those mentioned eras would probably just memorize the accounts about the subjects noted in those "authoritative" textbooks without ever questioning whether these so-called historical facts were intentionally manipulated by the commissioned specialists and scholars or not.

In order to further explore the status of the history textbooks in Taiwan's educational system from the 1950s to the 1990s and how they may have shaped the "textual attitude" of the Taiwanese senior high school students and the ones who need to have a good memory of the content of the textbooks in order to pass the competitive civil service examination, it seems necessary to have a short review of the evolution of the history textbooks and a basic understanding of the usages of the history textbooks in Taiwan over the past few decades.

The status of the senior high school history textbooks in Taiwan and their editions from 1952 to 1999

As suggested in the introduction, the history textbooks are highly political in Taiwan as they used to be utilized as a teaching material for the ruling KMT party to defend its legitimacy, propagandize its contribution to Taiwan's economical and democratic developments, promote its cultural, social, political policies, and strengthen its positive icon as a trust-worthy party in all junior high and senior high schools.   Besides, as having a comprehensive knowledge of the history textbooks is a requisite for all examinees who join the civil servant examinations, even though some scholars have suggested some parts of the texts are too partial or even unfavorable to the opposite parties, the importance of having a sound knowledge of the history textbooks is far beyond imagination to those examinees.   Thus, not only the senior high school students have to memorize as much content of the history textbooks as possible, so do the examinees who wish to have stable jobs at the local or central governments.   Consequently, with the numbers of the population of junior high and senior high students increased as years go by, more and more people in Taiwan have developed a similar "textual attitude" to England and its people before the KMT government was forced to abolish its textbook sanction policy in 1999.

As for the editions of those history textbooks published between 1949 and 1999, one new edition was published around every ten years between 1952 and 1983 and there were considerably very few disparities among them, particularly the instructional objectives of these four editions.   For instance, those four instructional objectives of the 1952 edition are exactly the same as those of the 1962 edition.   They include

　　　　1. Have a clear understanding of the evolution of the Chinese peoples as well as the harmonious relationship and the correlated interdependence among the ethnic clans of China.

2. Have a clear understanding of the political, economic, social and cultural changes and trends of our nation. In order to revive the nation, an emphasis should be placed on knowing the great and glorious history of the nation.

3. Understand the evolution histories of those main peoples in the world and the ways how they influenced one another.

4. Understand the cultural evolutions of the world and the major trends of the international community. Then, establish our nation's attitude and bear our responsibility towards the international community.

In the 1971 edition, the term "our nation" in the second and fourth objectives was changed into "China," while "an emphasis should be placed on knowing the great and glorious history of the nation" became "an emphasis should be placed on knowing the great and glorious history and cultural achievement of the nation."

The first obvious disparity in the instructional goals between the 1971 edition and the other three editions is the country itself is addressed as "China" in the 1971 edition, while the term "our country" being used in the 1952, 1962, and 1983 editions. In addition, in their respective instructional objectives, both the 1971 and the 1983 editions emphasize the "cultural achievements" of the country, while the earlier two editions have no references to this aspect at all.

One of the possible reasons for adding this "cultural achievements" of Taiwan towards the international community in the 1971 and 1983 editions is probably because the Taiwanese president of that time, Mr. Chiang Kai-Shek, established the Chinese Culture Renaissance Movement Promotion Committee, now renamed as The General Association of Chinese Culture, in 1967 to encourage and promote traditional Chinese cultural activities overseas in order to counter the devastating cultural destruction caused by the Cultural Revolution, which was launched by the Communist Party of China in the same year. In fact, two out of the ten goals of the Chinese Culture Renaissance Movement Promotion Committee are about the means and importance of reviving traditional Chinese culture both home and abroad.[3] Therefore, adding the idea that "great cultural achievement" has been accomplished in Taiwan to the instructional goals of the 1971 and the 1983 editions seems to be a timely response to the expectation of the KMT government.

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[3] The eighth goal is "To increase support for overseas Chinese education, including the publication of newspapers and the promotion of cultural activities abroad," and the ninth goal is "To maintain close ties with foreign institutions and intellectuals, particularly those whose research focuses on China." See "Chinese Cultural Renaissance," 5 May 2017 <https://en.wikipedia.org/wiki/Chinese_Cultural_Renaissance>.

Textbooks and Manipulation of Knowledge

Regarding the functions of textbooks, American historians Dana Lindaman and Kyle Ward (2004) suggest that "textbooks are a quasi-official story, a sort of state-sanctioned version history."[4] Thus, the knowledge or the narratives being implanted in the government-approved history textbooks should never be considered as documents of neutral historical facts as they tend to reveal only what the government wants its people to know and conceal what might jeopardize the regime and destabilize the society. After all, most governments in the world are by no means willing to give its political opponents excuses to challenge or even terminate their own regimes, aren't they?

The KMT government is not an exception in this regard as it also has a very strict censorship to make sure the curricula and the textbooks will do no harm to its regime before it, under the strong demand of the private publishers and members of the Education Reform Committee (1994-1996), unwillingly allowed private publishers to produce textbooks for elementary and junior high schools in 1996 and senior high schools in 1999. In her study on the ideological representations of Taiwan's history in social studies textbooks, Ya-Chen Su (2007) notes that

After the Kuomintang (KMT or Nationalist) government relocated to Taiwan
after being forced to leave China in 1949, classroom use of nationally
textbooks was required in elementary and secondary schools until
August 1996, when the government permitted private publication of textbooks…. From 1949 to 1996, the national Institute for Compilation and Translation (NICT) under the Ministry of Education (MOE) was the sole official institution in charge of writing, publishing, and screening national textbooks. The institute invited professors, educators, and educational specialists to participate in textbook design and evaluation. Nevertheless, the political control over school textbook publication raised an interesting questions: What knowledge was taught in the textbooks?[5]

Su's observation and question lead one to contemplate not only "What knowledge was taught in the textbooks," but also "What world view was embedded in the textbooks?" Since most political leaders of the KMT party and the troops which came to Taiwan with them in 1949 were originally from Mainland China, the hope of reclaiming Mainland China again has never been given up by the political leaders in Taiwan before 1991.[6] For instance, after Chiang Kei-Shek

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[4] See Amy von Heyking' "Talking about Americans: The Image of the United States in English-Canadian schools, 1900-1965," History of Education Quarterly 46: 3, 407.

[5] Su 205-06.

[6] Taiwan was forced to give up the idea of reclaiming Mainland China openly in 1958 after the Taiwan government signed an agreement with John Foster Dulles, then US Secretary of State, but the idea was not given up by President Chiang Kai-Sak and his government. The idea of reclaiming Mainland China was eventually abandoned once and

lost the sovereignty of Mainland China to the hands of the Chinese Communist Party and re-established his regime in Taiwan in 1949, he announced his government and troops will "prepare in the first year, start fighting in the second, conquer [the Communists] in the third year, and recover Mainland China in the fifth year" in 1950. Under this premise, it is not surprising at all to see the commissioned scholars, educators, and educational specialists adopt a China-centralistic perspective to narrate the long and complicated Sino-Anglo relationship as well as the cultural, economic, social, and political developments of England. In their narratives, it is always China, rather than Taiwan, that plays the role of being a viewer and England and the English being the viewed. As China's economics and national security were exploited and imperiled by the imperialistic countries like England, France, Germany, Japan, United States, and other European countries in the late 19th century and early 20th century, it is as expected to see China being depicted as one of the vulnerable victims of the British imperialism in the senior high school history textbooks of Taiwan.

Methodology

The methodology being adopted to examine the hetero-images of England and the English in the senior high school history textbooks in Taiwan is called imagology. It is a sub-discipline of comparative literature which was first advocated by Jean-Marie Carré in the 1950s, supported by Hugo Dynersinck and Alexandru Dutu in the 1960s and 1970s, and then further flourished by several French scholars in the late 1980s and 1990s.[7]

As a discipline, imagology aims to explore the following issues and accomplish the following goals. First, in terms of subject matter, what an imagologist wishes to examine are hetero-images of foreigners or foreign lands represented in the works of a writer or a group of writers against the story-teller's specific historical backgrounds. Regarding images of the Other, French imagologist Daniel-Henri Pageaux remarks:

All images are originating from the self-awareness of the relationship between
Self and Other, Local and Foreign, despite sometimes the self-awareness may be
very feeble. An image is a literary or non-literary narrative that can explain the difference between two types of cultural realities as well as the relationship between the signifier and the signified. Hence, we may get such an idea that a literary "image" is a totality of people's ideas and sentiments for a foreign land and these ideas and sentiments are acquired by people in the processes of literarization and socialization.[8]

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for all when President Lee Teng-Hui terminates the "Mobilization for the Suppression of Communist Rebellion Provisional Act" in 1991. See "反攻大陸" 5 May 2017 <https://zh.wikipedia.org/wiki/反攻大陸>.

[7] French scholars who contributed to define and shape the methodology of imagology in the 1980s and 1990s include Michel Cadot, Pierre Brunel, Daniel-Henri Pageaux, Jean-Marc Moura and Paul Ricoeur. See Meng Hua, *Bijiawenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing UP, 2001) 17-63, 98-184, 223-240.

[8] Daniel-Henri Pageaux, "Xingxiangxue lilun yanjiu: cong wenxueshi dao shixue" [A Study of Imagological

This definition reveals that the primary goal of an imagological study is examining an individual writer or a group of writers' total images of a foreign people against their reading and traveling experiences or the general atmosphere towards the viewed objects of their eras. By way of contextualizing an image in its own time and space an imagologist will be able to comprehend the diachronic and synchronic significances of the image or images in question.

Second, regarding the nature of an image, Pierre Brunel, Claude Pichois and Andre-Michael Rousseau say that:

An image is an individual or collective representation which comprises cultural, sentimental, objective and subject elements. No foreigners can ever see a country in the way as that of a local resident. That is to say the emotional elements are more influential than the objective elements in shaping one's image for the Other.[9]

This statement suggests an image of the Other is a historical product which involves one's subjective ideology and imagination. Since such an image is a product of one's thoughts and imagination and different people tend to have different images of the same object, it is impractical to argue whose image of the Other is closer to the real object being viewed. Instead, an imagologist should study what vocabularies, clichés or narratives have been employed by a writer or a group of writers to depict a country or a people and then scientifically explain the possible reasons why these images exist in a specific era and region and generally accepted by the reading public.

Third, in terms of the goals of an imagological study, an imagologist should first establish a complete and sensible genealogy of images of the Other to investigate the archetypes, variations or metamorphoses of the target images. Next, an imagologist should closely examine the genealogy of a certain image against the historical context to explore the connotations and significances of the image.   Then, an imagologist should illustrate how individual texts may have supported or subverted the collective ideology of a society with the evidence induced.   In his "Imagination in Discourse and Action" Paul Ricoeur considers the collective image of a specific Other as a social imagination (*imaginaire social*) and suggests that social imagination can be divided into two types: ideological and utopian.[10]   An ideological image strengthens and

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Theory: From Literary History to Poetics], trans. Kuai Yiping.   *Bijiaowenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing Up, 2001) 202.   The English translation is mine.   Hereafter all translations of quotes from this collection are mine.

[9] Pierre Brunel, Claude Pichois and Andre-Michael Rousseau, "Xingxiang yu renmin xinlixue" [Images et psychologie des peuples], trans. Zhang Liankui.   *Bijiaowenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing UP, 2001) 113.

[10] See Paul Ricoeur, "Imagination in Discourses and Action," trans. Meng Hua, *Bijiaowenxue xingxiangxue*, ed.

supports the mainstream ideology of a society, while a utopian image challenges or ridicules it. To further expound Ricoeur's concept of "social imagination" Meng Hua suggests that:

> In fact, people's sub-consciousness is filled up with all kinds of collective descriptions and they condition how we understand the world. In a sense, we give meanings to the world via these collective descriptions. Everything in these collective descriptions that refer to images of an Other is called *imaginaire social* in the field of imagology. . . . Generally speaking, the sharper contrast observed between an image and a collective social imagination, the greater distinctiveness the image exhibits; otherwise, the image will be considered as a "copy" or "reproduction" of the collective imagination to a certain degree.[11]

Thus, an imagologist should closely study what kind of collective ideology has been reflected in both the auto-images and the hetero-images first. Next, an imagologist should move one step forward to identify to what degree an image of the Other supports or challenges the collective ideology of a society by contrasting the images found in the texts under scrutiny and the ones in other existing texts.

Fourth, an image of the Other does not only exist in literary texts, but also works of other natures, such as cartoons, caricatures, movies, photos, posters, political pamphlets, sculptures, or textbooks. Hence, an imagologist should investigate as many possible inter-textual relationships among works of different natures as possible. On the ecology of images, Pageaux repeatedly advocates that an imagologist should also examine those non-literary works in their studies because images of the Other usually can be found both in literal and graphical works. With this broader scope, he believes that an imagologist will be able to get a better understanding of the distribution of images of an Other as well as the inter-textual or inter-media relationship of images between literary and non-literary works.[12]

Fifth, as suggested in earlier analysis of the nature of an image of the Other, most images of the Other are products of a specific time and space. Just like most organisms in the world, their life cycles also comprise a series of process of birth, maturation, evolution, stereotypy, and death. That is to say, an image of the Other is highly correlated to its milieu and it may be favored or discarded by a specific people when the milieu or fashion of a society changes. Therefore, except for the rhetoric knowledge of traditional literary study, an imagologist often needs to

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Meng Hua (Beijing: Beijing UP, 2001) 55.

[11] See Meng Hua, "Shilun tazhe 'taohua' de shijianxing" [On the limitation of the period of validity of "stereotype"], *Bijiaowenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing UP, 2001) 185-86.

[12] See Daniel-Henri Pageaux, "Cong wenhua xingxiang dao jiti xingxiang we" [De l'imagerie culturelle l'imaginaire], trans. Meng Hua, *Bijiaowenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing UP, 2001) 120 and "Xingxing" [Imagerie], trans. Meng Hua, *Bijiaowenxue xingxiangxue*, ed. Meng Hua (Beijing: Beijing UP, 2001) 154.

apply the findings or theories of anthropology, folklorestics, mythology, psychology, historical science or even ethnology to explore the possible meanings of a distinguished image and then identify both subjective and objective factors that may nourish or stifle this image. This inter-disciplinary approach is one of the common characteristics of contemporary imagological studies.

Types of image of the Other and their functions
According to Ricoeur, an image of the Other can be either ideological or utopian.   When one wants to ridicule or debase a foreign people or regime, one tends to attribute some negative characteristics or less favorable traits to the object in question.   The outcome of this negative depiction or representation of the Other is regarded as an ideological image.   As an ideological image often makes the cultural traits of a foreign people look ridiculous or even inferior to those of the One, it tends to give the One, namely the viewer or the observer, a sense of superiority and thus lose an opportunity to reflect one's own faults or shortcomings.   As for a utopian image, it aims to make one see the insufficiency or shortcoming of one's own countrymen or nation when they are compared to those of an idealized foreign people or regime.   Such an image tends to help to glorify or even exaggerate some favorable practices of a foreign regime or people in order to criticize or ridicule the domestic custom, habits, policies, or even the domestic regime itself.

Except for the ideological and the utopian images, Meng Hua suggests there is another kind of image in between those two kinds of image named by Ricoeur and she names the third kind of image the neutral images.   A neutral image aims not to eulogize or to mock the national characteristics or custom of a foreign people; instead it suggests the One/the viewer and the Other/the viewed sharing some similar traits and therefore showing no particular admiration or despisal towards each other.   This kind of neutral images tend to be found on two peoples of similar cultural achievements or two regimes of similar political systems and there is no serious enmity between them when one of them is narrating about the Other at a specific era.

Positive images of England and the English in Taiwan's senior high school history textbooks
Considering the academic, cultural, economic, political, and social achievements which had been individually accomplished by England and Taiwan up to the 1950s, it seems reasonable to expect that England being regarded as an admiring model for Taiwan to imitate because the government in Taiwan had just lost its ruling power of China to the hands of the Communist Party of China in 1949 and little political and economic achievements had been obtained yet.   For instance, in the 1952 edition of the senior high school history textbooks England is praised as a country where industrial and commercial developments are highly encouraged by the government, aristocrats are under well control, clan clashes and civil wars were extinguished, and middle

classes are trusted with important positions in the governments.[13]   England, by comparison, has a very strong mercantilism and a successful colonial business in the 19th and the 20th centuries, so its national strength tremendously increased and its cultural developments incessantly innovated as the country kept making more and more money and colonizing more and more lands around the world.   Therefore, up to the mid-20th century, many countries' destinies are still greatly influenced or even dominated by England.   Being a group of well-educated scholars and teachers of a newly relocated regime, it is thus no strange at all for the Taiwanese editors of the history textbooks to attribute so many positive images to England and its people in their accounts.

As for the social developments of England, the editors of the Taiwanese history textbooks mentioned the English government passed many laws, such as the Factory Act, the Mines Act, and the National Insurance Act, to protect the fundamental rights of its people.   In volume 4 of the 1952 edition, the editors give a very detailed account about the laws passed between 1906 and 1911, such as the School Meal Act in 1906, the Old-Age pensions Act in 1908, the Labour Exchanges in 1909, and the National Insurance Act in 1911, and then summed up the benefits of these acts by saying that

> Under the protection of the so-called "Social Security System," British workers
> not only can receive pensions upon their retirement, but also have various
subsidies for losing their jobs, contracting a disease, bearing and rearing
children, living alone as a widow or widower, being injured, or becoming a
person of disability.   The poor people can have free education and the orphans
will not be want of education and food.[14]

These benefits include many ideas of a utopian world as noted in the *Book of Rites*, one of the most well-known Confucian classics for drawing up an ideal society where all of its citizens may show their merits, work according to their abilities, and be properly provided for.   In the "Chapter of Great Harmony" of *Book of Rites*, we can find a very similar description, which matches the previous commentary on the acts passed by the English government, made by the editors of the Taiwanese history textbooks.   It reads

When the Grand Course was pursued, a public and common spirit ruled all under
the sky; they chose men of talents, virtue, and ability; their words were sincere,
and what they cultivated was harmony. Thus men did not love their parents only,

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[13] See Shen Gangbo, eds. Zaozhong lishi [Senior High School History], vol. 3 (Nantou: Department of Education of Taiwan Provincial Government, 1952) 113.

[14] See Shen Gangbo, eds. Zaozhong lishi [Senior High School History], vol. 4 (Nantou: Department of Education of Taiwan Provincial Government, 1955) 16-17.

nor treat as children only their own sons. A competent provision was secured for the aged till their death, employment for the able-bodied, and the means of growing up to the young. They showed kindness and compassion to widows, orphans, childless men, and those who were disabled by disease, so that they were all sufficiently maintained.[15]

The lives of people depicted in this passage were regarded as fitting and appropriate for everyone in a society by Confucius, thus this passage has been repeatedly quoted and interpreted by many Chinese scholars and politicians from the Qin Dynasty (221-206 BC) to the twentieth century, including Kang Youwei (1858-1927), a well-known political thinker and reformer of late Qing Dynasty (1644-1912), and Sun Yat-Sen (1866-1925), the founder of the Republic of China.[16] From the high similarity between those two passages it seems reasonable to infer that England was regarded as a modern utopian by the editors of the 1952 edition.

As for the general images of the English, all the editors of those four editions of the history textbooks in question have a very high regard for the English as a whole. In the 1952 edition, they are described as a people with reason and wisdom. They emphasize the importance of doing experiments, pursue practicality, and advocate efficacy, material gains, and rationality. They pursue knowledge in order to substantialize their lives and they work hard in order to put their knowledge into practice.[17] As King Charles II valued academic researches very much and established the Royal Society, many academic organizations were founded to promote various studies of science.[18] Besides, many people with great scientific achievements are mentioned in the texts and a large number of them are commended for their contributions to the world as a whole. For instance, in the 1952 edition, scientists like Isaac Newton and James Watt; men of letters like Chaucer, Spenser, and Shakespeare; economist Adam Smith; sociologists like George Owen and Stuart McPhail Hall; biologists like Robert Brown, Charles Darwin, Hebert Spenser, Sir Patrick Manson, and Carl Pearson are all given due credits for their academic contributions. In total, sixty four specialists from different fields are mentioned in this edition of history textbooks to give the readers the impression that England is a land full of talented people and whose talents are highly appreciated by the government and their fellow countrymen.

If one contrasts these positive commentaries on England and the English with the *status quo* of Taiwan in the 1950s, which is run by a highly centralized power without any political competitors and whose economics seems not very satisfactory, one is sure to detect the sense of

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[15] See Confucious's "Li-yun" [Ceremonial usages; their origins, development, and intention] of *Liji* [The Classics of Rites], trans. James Legge, 1885, 4 May 2017 <http://ctext.org/liji/li-yun>.
[16] See "Great Unity" 4 May 2017 <https://en.wikipedia.org/wiki/Great_Unity>.
[17] See Shen, vol. 3, 109, 111.
[18] See Shen, vol. 3, 135.

admiration exhibited in many accounts about England and its people. Thus, as a whole, most descriptions about England and the English in the 1952 edition suggest Taiwan is inferior to England in the developments of business, politics, and sciences, and consequently those hetero-images attributed to England and its people are mostly utopian ones. As mentioned in the introduction, no big differences in tones or narratives can be found in the accounts about England and its people in those four editions. Consequently, similar utopian hetero-images of English and the English are still available in the following three editions published by the KMT government.

Negative images of England and the English in Taiwan's senior high school history textbooks

Even though many utopian images have been attributed to England and the English in the 1952 edition, one unfavorable ideological image of England does emerge as the editors summarize the result of a 300-year long colonial expansion of the British Empire. The fast-growing and fast-expanding British Empire is criticized as a "bloody and filthy" one since many of its policies are *de facto* unfair practices of economic aggression or political oppression on the colonized lands and people. Literally speaking, these harm-others-to-benefit-oneself policies had besteaded no country in the world but England itself.[19]

This negative image of the British Empire as a bloody and filthy regime is further illustrated in the 4th volume of the history textbook. The editors of this text even added a number of examples to suggest the life of the disadvantaged English citizens was no better than that of the people of the British colonies. For instance, the editors mentioned many English children, about seven years old, were working in the textile mills for fourteen or eighteenth hours a day. Many of these children died at a very young age or grew up with deformed body shapes. They usually spent their lives in ignorance and poverty and their lives were filled up with crimes and sickness. They were truly the most pitiful creatures in the world. Except for these poor children from the disadvantaged families, many starving English women had to dig coals to make a living in the freezing winter in the early nineteenth century, an era when the development of the British Empire reached its peak.[20] These unfavorable practices observed on the disadvantaged people of England were summed up by the editors of the 1962 edition as "against humanity."[21] In addition to these references to the poor English citizens, an English diplomat named Charles Elliot (1801-1875) was described as a "cunning, unpredictable, and provocative" person as he dealt the opium controversy with the Chinese officials and caused turmoil on the

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[19] See Shen, vol. 3, 146-148.
[20] See Shen, vol. 4, 12.
[21] See Yu Yousun, eds., Zaozhong lishi [Senior High School History], vol. 4 (Taipei: Zhengzhong Bookstore, 1969) 51.

south-east cost of China at the dawn of the First Opium War.[22]

In the 1971 and the 1983 editions, all antipathetic words and phrases adopted to depict the British Empire, such as "bloody," "filthy," and "against humanity," disappeared, so did the unpleasant stories about the young labors and the starving English women. Nevertheless, the negative influences observed on the colonized lands of the British Empire were not overlooked by the editors of the history textbooks. They described in detail how England has effectively and successfully turned India into a strong headquarter for colonizing more Asian countries and how badly the people of those colonized lands were exploited and maltreated by the European and American imperialists.[23]

Why did the Taiwanese editors of the senior high school history textbooks and their commissioners care so much about the devastation caused by the British imperialism around the world?   The answer to this question probably lies in a passage of the 1962 edition, in which the editors mentioned

Warlords and imperialists are two major enemies of the National Revolutionary Army and the lot of the warlords are completely count on the wills of the
imperialists. The imperialists do not wish to see the National Revolutionary Army successfully defeat the rebellious warlords and then unify China again; therefore, they do whatever they can do to obstruct the National Revolutionary Army and prevent China from becoming a unified country again.   Among all imperialists, the English, the Japanese, and the Russian imperialists are particularly fierce and ruthless in thwarting the National Revolutionary Army.[24]

Elsewhere in the same edition, the English government is accused for sparing no efforts in helping some local warlords in northern China to fight against the National Revolutionary Army as well.[25]

Thus, though England and the English are esteemed highly by most Taiwanese editors of the senior high school history textbooks from the 1950s to the 1990s for their outstanding achievements in developing international business, improving democratic politics, encouraging natural science studies, and promoting social reforms, their national images depicted in the history textbooks in question are not thoroughly impeccable.   The negative influences of the British imperialism on the colonized lands are rarely overlooked by the Taiwanese editors of the

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[22] See Guo Tingyi, eds., Zaozhong lishi [Senior High School History], vol. 2 (Taipei: Department of Education of Taiwan Provincial Government, 1963) 64.
[23] See Liou Chonghong, eds., Zaozhong lishi [Senior High School History], vol. 4 (Taipei: National Institute of Compilation and Translation, 1973) 69-70.
[24] See Guo 151.
[25] See Guo 151.

history textbooks.   A number of negative images of the British imperialism emerge again and again whenever the editors of the history textbooks wish to shape a positive auto-image of the KMT regime and the National Revolutionary Army.   The editors of the textbooks seemed to try to send a message to their readers that without KMT and its steadfast and preserving army, China is very likely to be divided into several parts being controlled by the domestic warlords or even become a prey of the imperialists, just like the common fate of India, Malaysia, and Myanmar.

Positive auto-images of Taiwan and their people as reflected in the hetero-images of England and the English
The analysis completed so far suggests most practices executed in England and observed on the English are approved or admired by the Taiwanese editors of the senior high school history textbooks from the 1950s to the 1990s.   As a whole, except for a few less favorable accounts about the young English children working at the textile mills for long hours, the poor coal-digging women who need to work hard in the freezing winter to earn their bread, and the world-wide economic exploitations approved and supported by the English government, there are very few accounts to suggest Taiwan or the Taiwanese are superior to England and the English as these two countries and two peoples are compared side by side.   One of the few examples can be found in these four editions of history textbooks is in the 1971 edition.   In this edition the editors mention the overseas Chinese are discriminated and their livings are obstructed by the white people in the South Pacific countries regularly, yet the intelligence of these overseas Chinese is higher than that of the white people as the former controls the economics, while the later only holds the political power of these lands.[26]   It is unknown whether the Taiwanese senior high school students were confused by the logic of this statement or not, but the editors' wishful thinking that the overseas Chinese were superior to the white people in mentality might have sounded comforting to the Taiwanese readers after they realized the overseas Chinese were often discriminated or unfairly treated by the white people in the new settlements in Southeast Pacific.

In the 1983 edition more positive auto-images of China, the one which is still under the control of the KMT, and the Chinese are constructed by the editors of the textbooks as they introduced the cultures and histories of foreign countries to the readers.   In response to the minor change to the instructional objectives of the 1971 and the 1983 editions, a new section focusing on the contribution of China to the world was added into the 1983 edition.   In this new section, China was compared to a lighthouse which shone its light of civilization on many barbarous neighboring countries in the ancient times and thus improved the living standards of those less-civilized peoples thence.   Besides, China's technologies of papermaking and printing are also highly praised by the editors of the textbooks since these two inventions have contributed

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[26] See Liou 71.

greatly to the Renaissance in the fourteenth and fifteenth centuries and initiated the developments of literature, arts, and sciences in many European countries thereafter.[27]

The last account which might have attributed to the positive auto-image of China and the Chinese in the 1983 edition is about China's contribution to the Second World War.   Since the Second Sino-Japanese War (1937-1945), one of the wars of the Second World War, lasted as long as eight years and this war has greatly consumed the military power of Japan, which is believed to be one of the main reasons why the Axis Powers lost the Second World War to the Allied Powers eventually, the editors of the textbooks thus praise China as a country with incredible endurance and determination.[28]

Negative auto-images of Taiwan and their people as reflected in the hetero-images of England and the English

As a whole, when the editors of the history textbooks commented on the history of England or the cultural achievements of the English, there were not many negative comments on China or the Chinese in the textbooks published between the 1950s to the 1990s.   Occasionally if one reads one or two passages which might give the readers an idea that China or the Chinese are not as distinctive as England or the English, this idea tends to come from the results of wars fought between the less-developed Asian and African countries and the more-developed countries in Europe and North America.   Besides, probably for the purpose of reducing the young reader's feeling of humiliation or shamefulness for knowing their former motherland used to be a prey for many imperial countries in the 19th and 20th centuries, the editors of the textbooks skillfully use "Asian Countries," rather than "China" as they narrate the adversities of China caused by the European and American imperialists.   In one of these negative commentaries on the Asian countries in the 1971 edition, the objects are severely criticized for being "arrogant" and "conservative" countries whose economics are still heavily rely on the agricultural harvests. They are still "infatuated with the glories of the old days" and tended to "cherish the outmoded and preserve the outworn" as they faced the military threats and economic aggressions of those highly industrialized countries.[29]   Since most of these Asian countries were impoverished in economics and backward in scientific developments, they consequently became easy targets of those European and American imperialists.

Another one of the few negative auto-images of China and the Chinese can be found in the 1983 edition as the editors summed up the influences of the Opium Wars on China and its people. They suggested that the Chinese government could have grasped the opportunity to

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[27] See Li Gaoqi, eds., Zaozhong lishi [Senior High School History], vol. 4 (Taipei: National Institute of Compilation and Translation, 1986) 1, 7.
[28] See Li 134, 136.
[29] See Liou 69.

comprehensively reflect its own insufficiencies and shortcomings after the Opium Wars, but they failed to seize the opportunity to learn from the foreigners and to improve themselves. Instead, the government just wanted to continue in the same old rut and sought momentary peace. Their passive reactions to the result of the Opium Wars made the overall politics of China more and more corrupt, the people's livelihood more difficult and arduous, and the domestic societies more unstable as days go by.[30]

These negative comments on the Chinese government, the Qing regime to be more specific, has sent one important message to the readers of the textbooks. The message is the only way for Taiwan to avoid repeating Qing China's pathetic destiny of being a prey of foreign powers is modernizing itself in economics, politics, and military forces and one of the best models for Taiwan is probably England as the later has a long history of conducting economic, political, and social reforms and has already gained outstanding achievements.

Conclusion

From the previous analysis one can observe that most hetero-images of England and the English constructed in the senior high school history textbooks of Taiwan, which were published between the 1950s and the 1990s, are positive or even Utopian. England is eulogized as a democratic and progressive country where most people's talents for arts, business, music, and science are encouraged and fully developed. Besides, the English government is praised as a farsighted and progressive one which keeps making new laws to protect the rights and property of its people as it spares no efforts to pursue the strength and the wealth of the country both home and abroad. These Utopian hetero-images of England and the English suggest Taiwan is, by comparison, a less developed country which is in need of continuous improvement and reformation.

However, when it comes to the political oppression and the economic aggressions of the British Empire in the 19th and the early 20th centuries, the English government and a very small number of English politicians, militants, and diplomats were particularly named by the editors of the history textbooks for the severe troubles they have caused in other less-developed countries, such as India and China in Asia as well as Egypt in Africa. Since China was one of the countries being invaded and devastated by the imperialistic countries and the editors of the textbooks in questions had adopted a China-centered perspective to narrate their accounts about the foreign countries, it seems very reasonable to see the English imperialists and their domestic supporters being depicted negatively by the Taiwanese editors of history textbooks.

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[30] See Li Gaoqi, eds., Zaozhong lishi [Senior High School History], vol. 3 (Taipei: National Institute of Compilation and Translation, 1985) 1-6.

To sum up, the hetero-images of England and the English depicted in these textbooks more or less reflect the auto-images of China, Taiwan, and the Chinese as a whole.   As the editors of the history textbooks wish to use England and the English as models for Taiwan and the Taiwanese to improve themselves, many positive accounts were attributed to the objects and thus making England look like some sort of Utopia to the Taiwanese.   Nevertheless, when the editors of the textbooks hope to construct a positive auto-image of the Taiwanese government in power, namely the KMT government, the negative images of England as an avaricious and ferocious imperialistic country will be repeated again and again to remind the readers it is the funders and other forerunners of the KMT party that have liberated the Chinese people from the hands of the corrupted Qing Government and the avaricious British imperialists.   In those early eras when Taiwan was just handed over from the hands of the Japanese imperialists to those of the KMT government and the politics of Taiwan was solely ruled by the KMT government alone, these positive auto-images of the KMT and its government are very important.   On the one hand, they effectively create an idea that the KMT government successfully liberates the people in Taiwan from the hands of the imperialistic Japanese and thus whose regime should be supported by the people on the island without any doubt or reservation; on the other hand, those positive auto-images of the KMT and it government in the textbooks also give its readers some hope that Taiwan will be as prosperous as England someday as it strives to improve itself as England has done over the past few centuries.

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A Study on Cultural Exchanges in East Asia in the 18th Century - Focused on Education -

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1. Introduction

In Chosun(朝鮮) age, people learned 『So Hak (小學)』 closely from when they were young. In the 「Myung Ryun(明倫)」 chapter which is the center of 『So Hak (小學)』, it reveals the meaning of 'Bu Ja Yu Chin (父子之親)', 'Kun Shin Ji Yui (君臣之義)', 'Bu Bu Ji Byul (夫婦之別)', 'Jang Yu Ji Seo (長幼之序)', 'Bung Woo Ji Kyo (朋友之交)', which we know well even in these days. Here, except for 'Bung Woo Ji Kyo (朋友之交)', all others are referring to vertical relationship. 'Bung Woo Ji Kyo (朋友之交)' refers to the relationship among friends (Chin Gu), and the word friend (Chin Gu) refers to a person whom one has been associated to closely for a long time or a person who is similar or lower of age, or a person whom one mentions friendly. As a similar word, the word Kyo Woo (交友) means making a friend or a companion or the friend or companion him/herself. Viewing in this way, only 'Bung Woo Ji Kyo (朋友之交)' can be said to have horizontal meaning which regards to equal relationship among humans.

These days in school, education is being held while teachers and students have vertical relationship. In such relationship, teachers focus on delivering knowledge to students, and also, students focus on learned knowledge. Such is not required by the student, but because the nation or teachers deliver what they think is proper, it is hard view it as student focused education. Now, in schools, they are making efforts to perform student focused education, but they cannot get away from the vertical relationship of teacher and student. Therefore, in this study, such vertical relationship as in schools will be reviewed as horizontal educational relationship of students and students. Especially, here, it is intended to reveal the educational meaning focusing on Hong, Dae Yong (洪大容), the representative of Buk Hak (北學) group in the 18th century.

Daehun (湛軒) Hong, Dae Yong (洪大容, 1731~1783) was a person who prepared the theoretical frame of Buk Hak idea(김도환, 2007: 3), and is the leader of 18th century Silhak. He goes as envoy, which is called Yeon Heng (燕行) following Hong Uk, his uncle in the position of Seo Jang Kwan, at the age of 35 in 1765 [YungJo(英祖) 41]. Hong, Dae Yong recorded the content of his envoy performance, and wrote a travelog called 「Eul Byung Yeon Heng Rok (乙

丙燕行錄)」. During the 6 months journey, he actually resided in Beijing (北京) for just 2 months, but Hong, Dae Yong make companions with Um Sung (嚴誠), Ban, Jung Kyun (潘庭筠), Yuk Bi (陸飛) who were preparing for the national test in a small alley called Kun Jung Dong (乾淨衕). And though the period of such relationship was not actually a month, the four people make very close appreciative friends, which is called Ji Gi (知己) with one another. In 「Eul Byung Yeon Heng Rok (乙丙燕行錄)」, it focuses on the easy conversation with the friends more, it can be said that the subject of the travelog is friendship (Kyo Woo) activity, and not envoy related. Looking at the content, Hong, Dae Yong and his friends talked about stories in various fields starting from studying to history, Ju Ja (朱子) study, Yang Myung (陽明) study, Si Ron (詩論), Hwa Ron (畫論), astronomy, math, music, tactics, Kwa Geo Ron (科擧論), personality theory, and etc(김태준・박성순 역, 2001: 12).

As in the above, to Hong, Dae Yong, friendship activity did not stay in just enjoying with friends during the journey. Such can have a few meanings to Hong, Dae Yong, and first, 18th century Beijing which Hong, Dae Yong performed friendship activity was a place of admiration for Silhak scholars at that time. Therefore, to Hong, Dae Yong himself, who is the representative of Buk Hak (北學) thinker, the fact that he shared his thoughts with his appreciative friends in 18th century Beijing can be said that it occupies an important part in the formation of his idea above all.

Second, after Hong, Dae Yong, many Silhak (實學) scholars including Park, Ji Won (朴趾源) went as envoy. Therefore, it can be said that Hong, Dae Yong's friendship activity became an opportunity for the Silhak scholars to admire the envoy more. That is, it can be said that it influenced greatly in Silhak scholars going as envoy and performing friendship activity.

At that time or now, it is thought that education was and is believed to be held focusing on the teacher and the student, but like Hong, Dae Yong, one can learn much various thoughts even through friendship activity. Therefore, Hong, Dae Yong's friendship activity can be seen as the role model for voluntary leaning of students by revitalizing friendship activity, and not simply attaching importance to the relationship between teacher and student even in today's education system. Therefore, it can be said that Hong, Dae Yong's friendship activity in the 18th century has meaning to today's education.

For the content of the study, first, it will be reviewed what tendency of idea Hong, Dae Yong accepted from his teacher and friends. Therefore, first, the people he made relationship from when he was 10 years old, the age when he entered the path to learning, will be reviewed, and next, through his writings, it will be reviewed what tendency of idea he has. In the 18th century, many Silhak scholars emerged, but the main stream was still Juja Sung Ri Hak (朱子性理學). Therefore, it should be reviewed what kind of influence he received in his life.

Second, his activity with Chinese friends during his envoy will be reviewed. Making very close appreciative friends with Um Sung, Ban Jung Kyun, Yuk Bi, it will be reviewed what kind of conversation was held, and through the friendship activity here, it will be reviewed what influence it had on the classical scholars of Chosun (朝鮮).

Finally, based on the three studied contents above, the study will be completed by reviewing the educational meaning of Hong, Dae Yong's friendship activity. It can be thought that friendship activity has to do with playing with friends and giving and taking unknown knowledge. However, to Hong, Dae Yong, friendship activity was not simple. To him it can be said that the activity itself took a great role in forming his idea. Even today, we can apply friendship activity as a more active meaning for developing oneself, and not a friend for simply enjoy during rest time. Therefore, it is repetitively mentioned, and the study intends to search for educational meaning by focusing on friendship activity of Hong, Dae Yong during his travel as envoy.

Regarding Hong, Dae Yong's friendship activity, there is a study of So, Jae Young (1984) and Jung, Hun Sik (2007), but the study is interested only in the 'friendship', and above all, it focuses on the form of diary as envoy because it is a Korean literature paper.

2. The Life of Hong, Dae Yong and 18th Century Chosun Society

Hong, Dae Yong studied under Miho (渼湖) Kim, Won Heng (金元行, 1702-1772) at the age of 12 (1742). Kim, Won Heng was the representative scholar of Nak Ron (洛論) field as well as the master, which is called Jong Jang (宗匠), of Yu Rim (儒林) at that time. Kim, Won Heng is the grandson of Kim, Chang Jip (金昌集, 1648-1722), one of the four ministers, which is called Sa Dae Shin (四大臣), who were sentenced to death during Lim In Ok Sa (壬寅獄事). He abandoned his career in the government after Lim In Ok Sa (壬寅獄事), and focused on teaching pupils in Suk Sil Seo Won (石室書院) in NamyangJoo (南楊州) which is deeply related to his grandparents. Because his fame was high, the government called for him many times, but he rejected all and did not go. Also, when he was appointed in the position of Seo Yeon Kwan (書筵官) of Sado crown prince, he rejected writing a letter, Sa Jik Seo. In the letter, Kim, Won Heng mentions about being diligent in Silhak, and the meaning of this Silhak refers to a study which focuses on practical aspects and pragmatic possibility(김도환, 2007: 195).

Studying is nothing special, so it is a matter of people's life and daily life. Non-practical study which cannot be applied in daily life is not a true study. People who studied in the old days knew well about practical use, so everything became bright for them and the people's minds were set properly, and Yi Ryun (彝倫: moral one should keep without shame) came to form order, and they controlled their daily lives properly. In the future generation, because the number of true studying scholars decreased and studies became only a name and not pursued practical aspects,

less people came to lighten one's position for practicalism, and also to control one's life. How would such be the true meaning of studying?

Under such teacher, Hong, Dae Yong met outstanding and talented people in Suk Sil Suk Won at that time and grew up influencing one another. People such as Kim, Yi An (金履安, 1722-1791), the eldest son of Kim, Won Heng, and Park Yoon Won (朴胤原, 1734-1799), who is a relative of Park, Ji Won, and Shim, Jung Jin (沈定鎭, 1726-1795), who made a relative as studying, and Hwang, Yoon Suk (黃胤錫, 1729-1791) who is famous for astronomy studies, and etc are all from Suk Sil Seo Won. They all studied the sacred book together, and of course, discussed about Hon Chun Yui (渾天儀).

In the year when Hong, Dae Yong became 26, his father, Hong Yuk comes into a position of Na Ju Mok Sa (羅州牧使). In Naju, he meets Na, Kyung Suk (羅景績) who is bright in machinery and astronomy. Above the desk of Na, Kyung Suk, it is said that an alarm clock he had made was there. Therefore, Hong, Dae Yong brought Na, Kyung Suk to Naju Amun (羅州衙門) where his father resided, so they manufactured Hon Chun Yui (渾天儀) and alarm clock together. At that time, the age of Na, Kyung Juk was more than 70, and despite that, the two made Hon Chun Yui for about 3 years together(김태준·박성순 역, 2001: 485). And, they also established Nong Soo Gak (籠水閣) which is a private astronomical observatory in the hometown, Su Chon (水村)(김태준·박성순 역, 2001: 6).

After that, Hong, Dae Yong delve into studies such as Um Ryul, astronomy, math, and in the age of 35, he goes as envoy as a position of Ja Je Kun Kwan (子弟軍官) following his uncle Hong, Uk (洪檍). In his travelog, it is said that No Ga Je (老稼齋) Kim, Chang Up (金昌業, 1658-1722)'s 『Ga Je Yeon Heng Rok (稼齋燕行錄)』influenced much on Hong, Dae Yong's 『Damhun Yeon Ki (湛軒燕記)』and Park, Ji Won's 『Yul Ha Il Ki (熱河日記)』(김도환, 2007: 201). Kim, Chang Up is the great grandfather of Kim, Won Heng, the teacher of Hong, Dae Yong.

Therefore, to Hong, Dae Yong, it can be guessed that it was not a simply futuristic Yeon Heng Il Ki. That is, through Kim, Chang Up's Yeon Heng Il Ki, it can be said that Hong, Dae Yong also wanted to go to China. However, it was a time when Hong, Dae Yong's perception changed that he should learn what he should, and not stopping at the stage of looking the culture of Qing (淸) as simply outstanding and mysterious(김도환, 2007: 201). Such can be said that his friendship activity took the role of such change rather than the culture of Qing. The subject of his conversation with Um Sung, Ban Jung Kyun, Yuk Bi from Hangju (杭州) and who were preparing for the nation test regarded to Chosun and Qing, the custom and system of each nation, Juja Hak (朱子學) and Yang Myung Hak (陽明學), poetry, and history, and through such various conversations with foreigners, his thought was formed and became widened.

After the travel, Hong, Dae Yong performed friendship activity with Park Ji Won, Park Je Ga(朴齊家), Lee Duk Moo(李德懋), and etc, and the three people were influenced by his Yeon Heng Il Ki such as 『Eul Byung Yeon Heng Rok』, and etc, and went as envoy following him.

As such, it can be said that Hong, Dae Yong's time in his 10s occupy a very important background in his life. Because his teacher Kim, Won Heng did not prefer a position in the government, and attached importance to Silhak, it can be said that Hong, Dae Yong who learned under him also became continually interested in useful and necessary studying. Also, the friendship activity during his travel as envoy will be dealt with in chapter III, but it can be said that it had great influence in his life and the formation of his idea so much that he continued his appreciative friendship by giving and taking letters even after that.

Meanwhile, looking at his writing, it is largely composed of criticism of previous sacred books, travelog as envoy, and subject related to natural science. Regarding the sacred book, he did not follow and perform previous Juja Hak writings, but considered everything which he doubted to figure out the meaning. He recorded in diverse forms such as 「Damhun Yeon Ki」, 「Eul Byung Yeon Heng Rok」, 「Kun Jung Dong Pil Dam (乾淨衕筆談)」, 「Hang Jun Chuk Dok (杭傳尺牘)」, and etc. The main content regards to his appreciative friends rather than his travel, so it is interpreted that his friendship activity during his travel as envoy influenced him very much. Even before going as envoy as Ja Je Kun Kwan, he was interested very much in natural science that he manufactured Hon Chun Yui with Na, Kyung Jik. Looking at this, it can be known that he was interested even in actual and practical study.

At the time of 18th century, Silhak emerged to widen its power. However, because Chosun dynasty was established with the main stream of Juja study, criticism towards such idea could be held freely. Hong, Dae Yong was also influenced much by Kim Won Heng, and though he lived with actual and practical studying attitude, he could not change and communicate Chosun society which has Juja study as its main stream. Therefore, during his travel by chance, the Qing country which had not been long after the establishment had various world of study such as Yang Myung Hak, Go Jeung Hak, Seo Hak (西學), and etc and not like previous Ming which attached importance to Juja Hak only, so it can be said that it was a great meaning of travel to Hong, Dae Yong. Also, classical scholars from Hang Joo he met in Beijing were also temporarily staying in Beijing to prepare for the national test, and because they were open regarding ideas, it can be said that they could make appreciative friends with Hong, Dae Yong.

3. Friendship Activity in Beijing
3.1 Method of Friendship Activity
Viewing the method of Hong, Dae Yong's friendship activity, it regards to meeting and

exchanging letters. In 1766, Byung Sul (丙戌) year, Feb 3, he meets two classical scholars, Um Sung and Ban Jung Kyun from Hang Joo in 'Kun Jung Dong (乾淨衕)'. In Feb 4, the meeting was held in the office Hong, Dae Yong was staying in, and in Feb 5, he wrote a letter and sent it. In Feb 6 and 7, conversation was held through letter, and in Feb 8, visiting was held in Kun Jung Dong. In Feb 9, 10, 11, they exchanged letters, and in Feb 12, third visiting was held in Kun Jung Dong. In Feb 14, they exchanged poetry through letters, and in Feb 15, Hong, Dae Yong was travelling, so he sent a letter to Kun Jung Dong. In Feb 17, fourth visit was held in Kun Jung Dong. In Feb 23, fifth visiting was held to meet Yuk Bi, and in Feb 24, a letter was delivered. In Feb 26, sixth visiting was held in Kun Jung Dong, and in Feb 27, 28, they exchanged illustrated poem through letter. In Feb 29, they exchanged letter of fair well. As such he recorded the 26 days of friendship activity in 「Eul Byung Yeon Heng Rok」.

As in the above, Hong, Dae Yong exchanged writings meeting Um Sung, Ban Jung Kyun, and Yuk Bi. However, this was not the end of the appreciative friendship, and he sent 4 letters to Yuk Bi, 3 to Um Sung, and 5 to Ban Jung Kyun. Therefore, it can be known that his friendship activity continued with them. Especially, looking at the 7 letters he sent to Um Sung's father Um No Bek (嚴老伯), big brother Ku Bong (九峯), little brother Joo Mun Jo (朱文藻) expressing sorrow of the death of Um Sung, it can be said that their friendship activity has continued until their death. Therefore, the difference of Hong, Dae Yong's travel as envoy from that of Kim, Won Heng, is that he made friendship with classical scholars of Qing, and their relationship continued even after he came back to Chosun.

3.2 Content of Friendship Activity

In Feb 3 when they first met, Ban, Jung Kyun asks about the Chosun scholar, Chung Um Kim, Sang Heun (金尙憲)'s Kam Ku Jip (感球集). Kam Ku Jip is a collection of famous poems of Qing and Ming, and there is a poem which Kim, Sang Heun made with Wang Uh Yang (王漁洋) in Deung Rae (登萊) land in his way as envoy to Su Ro at the end of Ming (明) dynasty, and the poem became included in Kam Ku Jip(소재영 1984: 14) Hong, Dae Yong said that Chung Eum was a classical scholar who abided by the fidelity as hostage during Byung Ja Ho Ran (丙子胡亂), and explained that he was the pupil of Kim, Won Heng, the descendent of Chung Um.

In Feb 4, conversation about the national test, Bok Sik (服飾), Bae Rye (拜禮), Hon Rye (婚禮), Sang Rye (喪禮), and etc. And Hong, Dae Yong also expressed his idea that "Coming to China, the size and culture of local areas are always joyful and everything (件) is exquisite, but solely, the way of hair cutting is awkward. "
  Also, when Hong, Dae Yong played a piece with Kumungo, Ban Sung was touched shedding tears, and praised that he cleaned his ears of the mundane world in a long time. In Yeol Ha Il Ki (熱河日記)   of   Yeon   Am   (燕

巖), it is said that if Hong, Dae Yong had the nation's command, he could make a reed organ by h imself. As such, Hong, Dae Yong had knowledge in not only manipulating reed organ, but also u p to its manufacture.

During the second visit to Kun Jung Dong in the 8th, the poem of Kyung Bun Dang (景樊堂), the sister of Huh Kyun (許筠) became the main topic. The answer regarded to the poet being so famous to be among the great poets of China, but her virtue was not equivalent to her fame, so she parted her husband because she had no affection towards her husband, Kim, Sung Rip (金誠 立), and went after Doo Mok Ji, and also, she was a female who could not keep the virtue of her level with her talent in poetry, which was a negative answer. And also, mentioning about Yul Gok (栗谷) Lee Yi (李珥) who did not eat beef for the rest of his life, he introduced his word that it is not proper to eat the meat of cow after using up its strength, and as an answer to the question about the custom of worshipping white clothes, he said that originally blue was worshipped, but 100 years ago, whites clothes was worn for 10 years during state funerals, so due to such habit, it became a custom, which he bolstered his knowledge.

In the 12th, they conversed about various customs and system, and books. He was praise by Um Sung regarding his speech about Yang Myung Hak and Ju Ja Hak. He explained about the manufacture of Hon Chun Yui and astronomy at that time, which is called Chun Mun Sul (天文 術), and hoped that his friendship would become more firm.

In the fourth visit to Kun Jung Dong, Hong, Dae Yong writes Pal Kyung So Sik (八景小識)'s Pal Yung Si (八詠詩): Kumungo of San Ru・Bell sound of Dogak Gogi Gukyung of Kamso Dalgu Kyung of Hu Kyo・Haven playing in pond boat・Ok Hyung's peeping the celestial bodies Sicho Jum of old person・Shooting at the target in the archery field) which he asked Um Sung, and thanked Hong, Dae Yong's Chodang became glorious due to Palyung Si. And among the conversation with Um Sung, it is said that through Chun Joo Dang (天主堂) built in all cardinal points, east, west, south, north, Seo Hak (西學) is becoming accepted.

In the fifth visit in Feb 23, he meets Yuk Bi. He was the remaining friend whom Um Sung and Ban Jung Kyun told him about so far. Yuk Bi and Hong, Dae Yong promise firm relation (義) of brothers and enjoy the day's meeting very much.

In Feb 24, Hong, Dae Yong says that his character is not accepted to the world, so the national test and government post are not in his mind, and regards that friendship in Kun Jung Dong is the national test as well as the joy of government post. And, the content regarding Nong Su Gak (籠 水閣) Hon Chun Yui comes and goes.

In Feb 26, he visits Kun Jung Dong for the sixth time and misses the parting which will soon come. Discussions about Yang Myung Hak or Sung Ri Hak come and go, and pictures and

writings related to personal things such as Hong, Dae Yong's Eo Ryu (愛吾廬) and Yuk Bi's Ha Pung Juk Ro Cho Dang Si (荷風竹露草堂詩), and etc are exchanged.

As in the above, Hong, Dae Yong and his appreciative friends talked about their thoughts without hesitation through poem and writing. They talked about various fields such as history, Ju Ja Hak, Yang Myung Hak, poetry, picture, astronomy, math, music, tactics, national test, and etc.

3.3 Influence of the Friendship Activity

After Hong, Dae Yong came back from his travel as envoy, Lee Duk Moo, Park Je Ga, Park Ji Won, and etc go to Beijing. It is because they were influenced by Hong, Dae Yong's Yeon Heng Il Ki and his thoughts. That is, China was not simply a subject of joy and wonder, but because it could become another space of learning. Hong, Dae Yong's friendship activity has shown that Park Ji Won, Park Je Ga, and Lee Duk Moo, who are appreciative friends of Chosun, can learn much through friendship activity.

Park, Ji Won, in his 「Hwe Woo Rok Seo (會友錄序)」, reminds Hong's friendship activity as "Mr. Hong has mastered the way of making friends! I have now the way to make friends. I have seen such relationship building, and such relationship maintaining, and also, I have seen that he

does not make friendship with my way of making friendship." (김태준・박성순 역, 2001: 475)

As such, regarding Hong, Dae Yong's friendship activity, Park Ji Won is saying that he came to know the way to make friends. Therefore, Park, Ji Won's travel as envoy after that, and making friendship with Park, Je Ga and Lee, Duk Moo domestic area, was because there a greater joy for learning more, and not simply having joy.

4. Conclusion

Until now, Hong, Dae Yong's life and his educational activity in Beijing were reviewed. Reviewing the educational implications of Hong, Dae Yong's educational activity, conclusion will be made.

The educational meaning Hong, Dae Yong's friendship activity gives us is as follows.

First, friendship activity can be one educational method. Today, it can be friends sharing unknown knowledge to solve problems, and not vertical education method which students take what teachers deliver in school.

Second, friendship activity has no limits. That is, learning can be held regarding of the subject anywhere and any place. If one another's heart matches, old person and children can learn from each other. In one sided delivery of teacher, because such delivery is regarded as the answer, the stu

dent should find the only answer. However, in mutually equivalent friendship relation, one does not have to feel fear regarding what one wants to learn. When it is wrong, the answer can be found by modifying.

Third, therefore, it seems that changing the vertical school system of teacher and student into a system which focuses on horizontal friendship activity would be necessary to be considered.

There are sayings in「Hak Yi (學而)」chapter of『Non Uh (論語)』, "Isn't it also joyful to learn by fitting the time? Isn't it joyful to have a friend having the same thought as you come along from a far place? Isn't it superior not to be angry even if people do not appreciate you?" Here, a friend having the same thought as you coming from far away does not mean simply coming to play. It is to see what it is that I have learned, and to confirm what the friend has learned. Kim, Yong Ok says about friend through the writing of 「Hak Yi」 chapter as follows.

After having self-recognition about learning through his life, Confucius thoroughly pursued the secular meaning of his life. The saying that Confucius' pursuit of existence has great meaning in human history means that he did not stop at the stage of his person internality, but the pursuit was group level. The teaching platform of Confucius was "the initial voluntary group for learning" which autonomously occurred in the private level. This was what established the typicality of classical scholars (士). The "Bung (朋)" mentioned here is not simply a "friend". Bung is "Faction (朋黨)", "Alumna (同門)", and Companion (同志)" as indicated in all present and past writings. It is not a personal friend, but people who hold the same intention for learning. For Confucius, "Bung" was actually pupils composing the school group. For Confucius, there was no distinction between "friend" and "Pupil" in the meaning of Bung. There was no sense of hierarchy we consider nowadays to him. Ja Ro (子路) was his pupil and his friend. Young An Hwer (顔回) was his pupil and also a friend who gave him endless enlightenment. Such companions are gathering from all places for the great intention, for learning, and for political reformation! Why would it not be joyful!(김용옥, 2009: 253-254)

This writing is saying, "a friend is giving endless enlightenment". That is, friend is for heading towards learning. If friendship activity is held for studying, the society can also have communication possible. The 18th century Chosun society when Hong, Dae Yong existed comes to have Silhak scholars greatly emerging. The lord at that time was Jung Jo (正祖). He never thought he was unconditionally right because he was the lord, and he did not worship only Ju Ja Hak, the main stream idea at that time. Jung Jo did not treat Hong Dae Yong, Park Ji Won, Park Je Ga, Lee Duk Moo, and etc as simply people of lower status, and not just servants in the government post. They shared stories for mutual learning. Because they performed friendship activity for study beyond status, it seems that the society at that time could communicate.

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Controversies over the Current Diagnosis of Mental Disorders

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Abstract

The diagnosis of mental disorders has been revised several times, which suggest the difficulty of achieving a consensus on the idea of abnormality. This paper reviews the diagnosis of generalised anxiety disorder as an example of the current diagnostic system (DSM) and presents three supporting ideas in terms of its arbitrariness, reliability and validity. Subsequently, opposing views has been demonstrated from the same standpoints, with alternative approaches. In conclusion, it can be claimed that while the issues of arbitrariness and reliability remain controversial, the current diagnosis seems lack validity.

Introduction & Review of Literature

To begin with, it is important to note that the current diagnosis of mental disorder is largely based on a categorical approach. In this approach, a diagnosis labels each individual as possessing or not possessing a disorder (Kraemer, Noda, & O'Hara, 2004). For instance, in DSM-V (APA, 2013), the diagnosis of GAD is described as the following: excessive worry and anxiety fairly frequently, about many activities and matters, for no less than 6 months. The individual's vocational, social or other crucial functioning is damaged or deteriorated clinically significantly because of the worry, anxiety and somatic symptoms. This dysfunction is not attributed to other mental disorders, medical condition, or drug use. Of course, it is true that DSM-V (APA, 2013) introduces severity measures, which shows the intensity of the disorder with percentage. In other words, the diagnosis of mental disorders is now shifting from a categorical to dimensional approach, which decides the extent of which individuals have the disorder with an ordinary score (Kraemer et al., 2004). With that being said, the diagnosis is made according to whether or not the criteria are met. Thus, one can say the current diagnosis of mental disorders, mostly depends on categories.

Such diagnosis of mental disorders can be said to be useful by the following three viewpoints.

First, the diagnosis mostly relies on empirical evidence. In the example of GAD, DSM-IV introduced the idea that worry and anxiety should be excessive (APA, 1987, 1994) based on the

study suggesting that significantly more patients with GAD feel an excessive amount of worry than those with other anxiety disorders (Craske, Rapee, Jackel, & Barlow, 1989). Furthermore, the uncontrollability of worry was added into DSM-IV (APA, 1987, 1994) because it discriminates clinically important worry from normal worry (Abel, & Borkovec, 1995). Put it another way, the diagnosis of GAD was revised to capture symptoms unique to patients with GAD. Moreover, automatic hyperactivity was eliminated from the criteria in DSM-IV-R (APA, 1994, 2000) because patients with GAD report the symptom at a lower rate than other symptoms (Brown, Marten, & Barlow, 1995). This suggests the criteria for diagnosis can be deleted through the careful examination. Taken together, it can be said that the diagnosis of mental disorders has been revised in the light of scientific evidence.

Second, the diagnosis of mental disorders is fairly reliable. For instance, according to Brown, Nardo, Lehman, and Campbell (2001), the diagnosis of GAD in DSM-IV has an adequate inter-rater agreement (K=.67), which is defined as the correlation between the assessments by other raters of the same individuals or stimuli (Colman, 2008). In addition, most of the dimensional features of GAD have good interclass correlations (ICCs), such as uncontrollability of worry, excessiveness of worry, and interference because of worry (ICCs=.59, .60, .62). Since ICCs can be interpreted as the same as an inter-rater coefficient (Fleiss, & Cohen, 1973), these data suggest that the patients diagnosed with GAD by one practitioner are likely to be diagnosed with the same disorder by other practitioners.. Also, most associated symptoms have good interclass correlations, namely, difficulties of concentration, disturbance of sleep, muscle tension, annoyance, and tiredness (ICCs=.50, .43, .52, .56, .65) (Gordon & Heimberg, 2011). In other words, the measure used for the diagnosis of GAD is reliable, which also guarantees the reliability of the diagnosis itself. In addition to the diagnostic manual, other factors will involve the discrepancies in the diagnosis. Specifically, the duration between interviews for diagnosis and differences in reports by patients are found to have negative impacts on the reliability of the diagnosis (Rutter & Brown, 2014; Brown et al., 2001). This implies that even if diagnosis varies according to the practitioner, the inconsistencies are not necessarily due to the diagnostic manual itself.

Third, the diagnosis of mental disorders has acceptable validity. For example, the diagnosis of GAD seems to reflect the core feature of the disorder. As mentioned, the criteria include extreme worry which lasts for at least half a year. By definition, worry is a bunch of thoughts and pictures which are relatively negative and difficult to control. Here, it should be noted that rumination, defined as paying attention to one's depressive symptoms and the indications of these symptoms repeatedly, is similar to worry, but associated with Major Depressive Disorder (MDD) (Yang, Kim, Lee, Lee, Yu, Jeon, & Ki, 2014). This shows that the diagnosis, which includes the only worry but not rumination, will likely distinguish GAD and MDD. Hence, it can be argued that diagnosis of mental disorders is relatively valid.

On the other hand, the current diagnosis of mental disorders is exposed to criticism for the uselessness from the same three viewpoints. First, some criteria for the diagnosis of mental disorders are arbitrary. For instance, the diagnosis of GAD has been revised too substantially. Originally, the mental disorder called GAD did not exist in DSM-I (APA, 1968) and DSM-II (APA, 1980), though anxiety reaction (DSM-I) and anxiety neurosis (DSM-II) are similar to what is nowadays called GAD (McKay, Abramowitz, Taylor, & Asmundson, 2009). In DSM-III, GAD was first introduced as a residual category (APA, 1987). These fundamental revisions can be criticised for the biased judgments of some experts (Frances & Widiger, 2012). It should also be noted that certain mental conditions cannot suddenly emerge or fade and will exist over time without the name of mental disorders. Similarly, some symptoms in the diagnosis of GAD are not supported by scientific research. Specifically, it is found that those who suffer from the same symptoms, but fail to meet the six months duration are not significantly different from patients with GAD (Kessler, Brandenburg, Lane, Roy-Byrne, Stang, Stein, & Wittchen, 2005). This implies that some criteria of mental disorders were made without empirical evidence. Also, Brown et al. (1995) assert that the number of associated symptoms required to fulfil the criteria, namely three, is not scientifically drawn. Moreover, no differences can be found between patients with GAD and patients with MDD who fulfil all the criteria aside from exclusionary criterion (Zimmerman, & Chelminski, 2003). In a nutshell, the study questions about the usefulness of excluding criterion in the diagnosis of GAD. All things considered, some criteria for mental disorders are determined without scientific proof.

In order to make the diagnosis more reasonable, some would argue that the current criteria should be broadened but the categorical approach should not be altered. Specifically, Álvarez, Carrasco, Olivares, López-Gómez, Vilardaga, and Perez (2015) present a new diagnosis of GAD. In their new criteria, the minimum number of associated symptoms and minimum duration are respectively modified from 3 to 2 and from to 6 months to 3 months. This revised diagnosis is considered to be useful for early diagnosis and early treatment. For instance, it is important to note that those with sub-threshold GAD suffer from the same level of severity impairment as the actual patients (Lee, Sagayadevan, Vaingankar, & Chong, 2015). In a nutshell, the proposed broadened criteria will be effective for screening those with similar but mild GAD symptoms and providing them with early treatment for their better prognoses. Conversely, the broadened criteria may contribute to the overdose of drugs. As Frances (2013) points out, even today, one in five people in the U. S. takes a psychoactive medication, which seems to be problematic. Taken together, though revising some criteria of current diagnosis may be one method to address the issues with the arbitrariness, it will likely cause different kinds of problems.

The second point of opposing the diagnosis of mental disorders is that it may lack reliability. In the example of GAD, some dimensional features, namely distress because of worry and restlessness, do not have an adequate inter-rater agreement (ICCs=.30, .22). This suggests that

practitioners may make different judgments on the former two features. Furthermore, the internal consistency of intensity of associated symptoms is poor (α=.37). (Gordon & Heimberg, 2011). Moreover, considering that internal consistency refers to the extent to which the items of a test assess the same mindset or ideas (Colman, 2008), this module does not appear to measure the same content. Furthermore, it is suggested that four associated symptoms in the criteria of GAD are also in the diagnosis of MDD (Mennin, Heimberg, Fresco, & Ritter, 2008). In other words, it is likely that the diagnosis of GAD is confounded with the diagnosis of MDD and vice versa. Therefore, it can be said that the diagnosis of mental disorders may not be reliable.

The third point is that the diagnosis of mental disorders likely has insufficient validity. For instance, the diagnosis of GAD does not capture all the core features of GAD. Mennin, Heimberg, and Turk (2004) claim that GAD has other unique features such as meta-worry, deficiency of emotional control, emotional evasion, and intolerance of ambiguity. That is, the diagnosis of mental disorders can lack fundamental elements unique to the disorders. In addition, the diagnosis of GAD cannot explain the similarities between GAD and other anxiety disorders or mood disorders. For instance, repetitive negative thinking, which entails worrying and rumination, are found to be common in GAD and MDD (Spinhoven, Drost, Hemert, & Penninx, 2015). Also, it is widely known that GAD is likely to co-occur with MDD within the same person (McKay et al., 2009). Furthermore, it is demonstrated that GAD and MDD have strong genetic relations (Kendler, Neale, Kessler, Heath, & Eaves, 1992). In other words, some mental disorders have some common features, suggesting the insufficiency of the categorical approach where each disorder is considered to be independent. Consequently, the diagnosis of GAD has poor discriminant validity with Social Anxiety Disorder (Gordorn & Heimberg, 2011) and MDD (Mennin et al., 2008). Considering that discriminant validity depends on the presumption that irrelevant theoretical concepts should not correlate greatly when the measures have sufficient validity (Colman, 2008), it can be claimed that the diagnosis of mental disorders unlikely has adequate validity.

To improve the validity of the diagnosis of mental disorders, some dimensional approaches are presented. First, trans-diagnostic approaches put emphasis on the shared components among the disorders (McEvoy, Nathan, Norton, & Peter, 2009). For instance, based on clinical and risk factors, mental disorders are reclassified into five clusters. GAD is put in Emotional cluster, with MDD and other anxiety disorders (Andrews, Goldberg, Krueger, Carpenter, Hyman, & Pine, 2009). With this model, based on the shared risk and clinical factors, practitioners can treat their patients in a more holistic way. Moreover, the perspective of viewing each disorder in relation to many other similar disorders allows the diverse potential responsiveness of treatments, which will contribute to more individualised treatments. Additionally, Watson (2005) proposes a quantitative hierarchical model. In his model, Emotional Disorders are further classified into Bipolar Disorders, Distress Disorders, and Fear Disorders. GAD is categorised into Distress

Disorders with MDD, dysthymic disorder, and post-traumatic stress disorder, whereas other anxiety disorders such as panic disorder and social phobias are categorised into Fear Disorders. In a nutshell, it can be said that this model not only explains the similarities between GAD and MDD but also points out subtle differences between other anxiety disorders. With that being said, these trans-diagnostic approaches seem to have some potential limitations. The classifications do not rely on statistical procedures and the data used in the analyses may be biased (Andrews et al., 2009; Watson, 2005). Since aetiology of mental disorders is currently poorly understood, these classifications will be modified due to further research.

Another approach aiming at enhancing the validity is a clinical staging model. This model tries to explain the degree of development of illnesses, focusing on where the individual is in the sequence of the progression (McGorry, Hickie, Yung, Pantelis, & Jackson, 2006). Applying the model to the field of psychiatry seems to be beneficial for improving the validity of the diagnosis of mental disorders. In the example of GAD, the model will account well for the sequential progression from GAD to MDD. It is discovered that the diagnosis of GAD enhances the probability of an MDD episode to a larger degree than any other anxiety disorder (Kessler, Walters, & Wittchen, 2004). Also, anxiety is one of the dominant symptoms of MDD in the early phase (Fava, Grandi, Canestrari, & Molner, 1990). That is, treating anxiety symptoms in the early stage will contribute to the prevention of MDD. Similarly, it is suggested the prognosis of GAD varies from person to person (Hetrick, Parker, Hickie, Purcell, Yung, & McGorry, 2008). In other words, the clinical staging model will likely fit with each persons' symptoms better than a categorical approach, where little attention is paid to the progress of mental disorders. By contrast, there are some limitations of this model. As McGorry et al. (2006) mentioned, the model has difficulties in explaining relapse. Additionally, the model is criticised for the oversimplified description of progression (Voshaar, Beekman, & Pachana, 2015). Taken together, it is important to note that more study is required to introduce the clinical staging model into the clinical settings.

Conclusion

To sum up, contradictory views exist on the usefulness of the diagnosis of mental disorders in terms of arbitrariness, reliability, and validity. As the example of GAD has shown, the current criteria basically rely on a categorical approach. On the one hand, the supporters assert that the current diagnosis is based on scientific evidence, has sufficient reliability and validity. On the other hand, the opponents contend that it is determined arbitrarily and does not have adequate reliability and validity. Overall, it will be difficult to determine whether or not the diagnosis has sufficient reliability or based on sufficient scientific evidence, due to many inconsistent studies mentioned above. However, it will be reasonable to say that the diagnosis likely lack of validity, because of little evidence supporting the validity (Yang et al., 2014) and a number of research showing the lack of validity (Gordorn & Heimberg, 2011; Kendler et al., 1992; Mennin, 2004;

Mennin et al., 2008; McKay et al., 2009; Spinhoven, 2015) or new models aiming at improve validity (Andrews et al., 2009; McGorry et al., 2006; Watson, 2005). However, since new models have own limitations, it is premature to employ the new models completely. All things considered, the introduction of a dimensional approach into a categorical approach (DSM-V) will be a desirable move to enhance validity. Further research will be required not only to examine arbitrariness and reliability of the diagnosis, but also to get ready for adopting a new approach to improve validity.

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Student's Perception of Learning Gains throughout Their University Studies: A Longitudinal Study on First Cohort of Students Who Completed the 4-Year Curriculum in Hong Kong

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1. Background/ Objectives and Goals

The "3-3-4 curriculum", a major education reform in Hong Kong during 2012, comprises 3 years of junior secondary and 3 years of senior secondary education, followed by 4 years of undergraduate tertiary education. Under this new four-year curriculum, universities are incorporating General Education programmes in the curriculum to equip students with desired personal attributes and specific generic skills upon completion of their degree. These attributes differ across universities depending on their missions and cultures. The first cohort of students completing the 4-year curriculum graduated in 2016, and this study attempts to understand graduates' perceptions of learning and knowledge gained, with a particular focus on the graduate attributes that they have developed over the course of their university studies.

2. Methods

All commencing students enrolled in 4-year undergraduate programmes in 2012/13 at the university where this study was conducted were invited to participate in this study. A pre-post design was used to measure students' perception of their learning gains over the four years of university life, with the pre-measure in first-year and the post-measure at the end of the final year of their undergraduate programmes. The survey used to measure their perceptions consisted of 21 items (rated on a 5-point likert scale) about a range of learning attributes including critical thinking, effective communication, innovative problem solving, professional competence, lifelong learning, ethical leadership, entrepreneurship, and healthy lifestyle. Satisfaction with the quality of teaching and their overall learning experience with the university were also measured. While 885 students responded to the first survey, only 359 students completed the post- measure and were included in this study. The differences in students' responses on these learning attributes between first-year and final-year are seen as their perceived learning gains over their 4-year of study at the university.

3. Expected Results/ Conclusion/ Contribution

The mean scores for all the learning attributes ranged from 3.1 to 3.8, on a 5-point scale, with "critical thinking" being the highest rated attribute (mean scores of 3.8 both in pre- and post-survey), while "healthy life style" scored the lowest (3.2 vs. 3.1). One explanation for this

pattern of results is that critical thinking is embedded in the curriculum for most subjects throughout the 4-years of study so students may feel that they are better equipped in this attribute at the time they filled out both surveys. On the other hand, "healthy life style" is only a small, stand-alone part of the curriculum, so it is not surprising that students don't perceive much gain on this attribute.

In terms of learning gains over the entire university study, students report highest gain on "effective communication" (net gain $\Delta=+.4$), followed by "lifelong learning" ($\Delta=+.3$) and being an "ethical leader" ($\Delta=+.2$). The net gains on these three attributes are significant at $\alpha=.05$ level. Ratings on these attributes are similar in the post-measure and the differences in learning gains are only for the pre-measure, where "effective communicator" is the lowest rated attribute and so achieves the highest gain. The low score for "effective communication" in the pre-measure could be because this skill was measured at the start of their studies when students first engaged in more formal communication in the form of academic writing and reading. Thus, a lower score may reflect difficulties students have adapting to the university environment which requires effective communication.

While it is certainly good to observe some perceived learning gains by students over their university studies, it is worth noting that a lower gain does not necessarily imply a perceived lack of skills by these students. Rather, there is a need to explore the reasons why certain perceived learning attributes and the net gains achieved are rated relatively lower than others, and how to better enhance students' learning gains in all means at all levels within the university. This study provides a basis for such an investigation which will ultimately help to better understand how students view the new curriculum and the learning benefits they perceive it brings.

Keywords: Learning gains, Graduate attributes, Higher education, 4-year curriculum

An Extension of Fama and French Five-Factor Model: Evidence from Dual-Listed Chinese Firms in Hong Kong and China

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1. Objectives

The five-factor model of Fama and French (FF, 2015) outperformed its predecessor three-factor model (FF, 1993) in explaining average US stock returns. However, the five-factor model augmented with the inclusion of momentum (Carhart, 1997) and liquidity (Pástor and Stambaugh, 2003) produced insignificant changes in their results (FF, 2015). Inspired by Fama and French (2015) literature, this paper has three objectives: First, it applies the Fama and French five-factor model augmented with momentum and liquidity (the seven-factor model) outside the US stock market by testing on the dual-listed shares in China (A-shares) and Hong Kong (H-shares). Second, it examines whether the seven-factor model can outperform the five-factor model in explaining stock returns in both A-shares and H-shares markets. Third, it tests whether the impacts of excess return on the market portfolio, firm size, book-to-market equity ratio, operating profitability, investment, momentum and liquidity on the returns of A-shares and H-shares are the same before and after the introduction of the Qualified Foreign Institutional Investor (QFII) scheme in 2003 and the approval of short-selling of A-shares in 2010.

2. Methods

This paper utilizes monthly returns on companies with dual-listed shares in China (A-shares) and Hong Kong (H-shares) and accounting data collected from Thomson Reuters Eikon during the period from July 1998 to June 2016. With reference to the regression methodologies adopted in Fama and French (2015) for the five-factor model, the H-shares and A-shares are allocated into two size groups respectively according to their market cap in June each year with a fifty-fifty split (small and big). For each size group, three portfolios with thirtieth and seventieth percentile breakpoints are sorted against five factors: book-to-market equity ratio, operating profitability, investment, momentum and liquidity. These five factors, together with size (small and big) and excess return on the market portfolio, established an augmented seven-factor model from Fama and French five-factor model to explain stock returns. In addition, dummy regression analysis is also used to examine whether the impact of each factor on returns of both H-shares and A-shares is the same.

3. Contribution

This paper contributes to the literature in three areas. First, the original three-factor model has been extensively tested in both developed and emerging stock markets. However, little evidence of the five-factor model has been found outside US. This paper fills the gap by providing an out-of-sample investigation with a seven-factor model on shares of dual-listed firms in China and Hong Kong.

Second, this paper extends the five-factor model by adding momentum and liquidity factors. Although Fama and French (2015) include these two factors in their model, these two factors only produce trivial changes in their results. According to the literature, momentum and liquidity factors are usually associated with stock returns in emerging markets. This paper contributes to the literature by examining whether the seven-factor model can capture a higher explanatory power in explaining A-shares and H-shares returns than that of the Fama and French five-factor model.

There is no consensus in literature regarding the price discrepancy and arbitrage of dual-listed securities. The third contribution of this paper is that we are the first to test the impact of a number of factors, namely excess return on the market portfolio, firm size, book-to-market equity ratio, operating profitability, investment, momentum and liquidity on stock returns of dual-listed firms in different markets using a seven-factor model. Although A-shares and H-shares are traded in different markets and denominated in different currencies, these shares are basically the same: shareholders of the dual-listed firms have exactly the same claims on dividends and equal rights of ownership. If arbitrage is allowed, according to the law of one price, the prices of A-H shares, after exchange rates adjustment, should be the same. However, before 2003, no arbitrage activity existed between A-H shares as the Chinese government imposed restriction on shares short-selling and capital control, which may cause A-shares to trade at a price higher than that of H-shares. In 2003, China has taken the first step to open its capital market with the introduction of the QFII scheme. On 31 March 2010, twenty-one of forty-three A-shares were allowed to be shorted by investors. It is arguable that with the introduction of these two schemes, the price discrepancy between A-H shares can be narrowed or fully eliminated. This paper studies whether the impacts of the factors mentioned above are the same on A-H shares before and after the launch of the two schemes.

Keywords: A-H shares, dual-listed firms, five-factor model, liquidity, momentum.

ISBASS-0023
What the Functions of "Trust" in Local Food Networks: Based on Literature Reviews from 1990 to 2016

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1. Background

Researches on Local Food Networks have been examined since 1990s. Typical research subjects are organic food, farmers market and Community Supported Agriculture. These activities are not only appeared in Western countries but also in East Asian countries including Japan (Mah 2010; Nakagawa 2014, 2015, 2016; Steven and Akitsu 2015). LFNs studies have focuses on how diverse these alternative food activities were created (Renting and Marsden 2003). A critical question of the issue is how LFNs generate trust.

However, the ambiguities of analysis concepts have been pointed out (Goodman *et al*. 2011; Maye 2013; Tregear 2011). The goal of this study is to classify what are the effects of "trust" in Local Food Networks

2. Methods

Based on literature reviews from 1990 to 2016, I sum up the key concepts and main result in LFNs studies by especially European case studies and perspectives.

3. Conclusion

About trust, there are two models; 'direct interaction model' and 'knowledge deficit model'. 'Direct interaction model' relates to face-to-face interaction. This model only focuses on the networks as isolated. 'Knowledge deficit model' relates to spatially expanded interaction. This model regards trust as the outcome of knowledge supplies. Both of them have a common assumption that trust is the outcome of a specific form of interaction with the food system. Finally, I will discusses the implications toward LFNs studies in East Asian countries.

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Keywords: Relationship, Embeddedness,

Education (2)

Thursday, June 8, 2017   10:30-12:00   Room 312

Session Chair: *Prof. Meng Ee Wong*

ICEPAS-0017

Flow Experiences in Composition: A Case Study of 3 Musically Gifted and Talented High School Students

Chung-Sheng Yen │ *National Chung-Hua University of Education*

ICEPAS-0018

Using MOOC as Blended Learning Activity for Music

Sunny Mak │ *Vocational Training Council*

Gwyneth Ka Yee Lee │ *Vocational Training Council*

ICEPAS-0021

A Study on the Major Instrument Flow Experience of Musically Talented and Gifted Students of Education Levels below Senior High School

Chung-Sheng Yen │ *National Chung-Hua University of Education*

ICEPAS-0023

Collaboration in Providing Assistive Technology Support for Students with Visual Impairment: Experiences of Special School Teachers in Singapore

Meng Ee Wong │ *Nanyang Technological University*

ICEPAS-0017
Flow Experiences in Composition: A Case Study of 3 Musically Gifted and Talented High School Students

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Abstract

The purpose of this research is to explore the presentation of flow-experience during the process of composition of music composers. In order to realize the flow-experience of mental presentation while composing, the author tried to discuss the mental process of music composition by Csikszentmihaly's flow-experience, and also examine whether the symbol of flow-experience was occur when composers were working on composition.

The author took the way of case-study method by interviewing three music talented-gifted high school students. A series of questions, according to the nine symbols of flow-experience by Csikszentmihaly and the situation students might face while composing music, were designed for the semi-structured interview. To ensure the quality of research, the author took multi-evidence sources to make an evidence-chain, and ask the provider exam and check their reports to establish construct validity. Furthermore, inner validity was ensured by interpreted for the result of interview in approach of flow-experience by Csikszentmihaly while outer validity was ensured by repeating and duplicating case-study for three times.

The results, as Csikszentmihalyi's research, show that the flow-experience is a mental characterization when "skill" equals to "challenge", and so is music-composing situation. The presentation of the three participants, who are full of passion for composing and also skillful on the field of that, matches five of the nine symbols of flow-experience of Csikszentmihalyi. Those are "clear goals", "loss of self-consciousness", "transformation of time", "unambiguous feedback", and "autoletic experience". However, "sense of control" doesn't always accord with the research result. Others like "challenge-skills balance", "action-awareness merging" and "concentration on task at hand" also met only depends on the situations students faced. The results present that the situation of composing music is a series of on-going relationship between "skill" and "challenge", which may become anxious or boring when "skill" and "challenge" are not coordinate. Moreover, because the factor of mature may limit the research, the relationship between "factor of mature" and "flow-experience" is suggested for the further research.

Keyword: flow-experience

<h1 style="text-align:center">1. Introduction</h1>

(1) Context and Motive

There were thousands of master pieces of arts shining in the river of history, and new creations that changed human life continuously. The former fulfilled people's soul, and the letter improve human's life. Creation usually "come to mind suddenly", which is initiated by multiple cause in a moving time (Ting, 2008). In the approach of historical view, creation is "contemporary", and accordant with "Theory of threshold" in the approach of cognitive view, which states people cannot create without basically intelligence.

In 1970's, the United States' psychology Csikszentmihalyi (1975) started to research the flow experience based on the peak experience and the Theory of self-actualization by Maslow (Wang, 2008). He found out that one would fall into a concentration and self-forgotten situation, and there would be an experience of satisfied and overflowing of thoughts when he faced highly challenges. Then, he fell into the "flow experience". "Skill" and "challenge" were the most important factors in the "flow experience", Moneta and Cikszenmihalyi (1996) stated that "flow" occurred while the two factors equaled. Otherwise, there would be anxious when "skill" was higher than "challenges", and bored when "challenges" was higher than skill". Different solutions corresponded to different situations, and different character of experiences of "flow" were initiated by diversity of singe one.

Most related research of "flow experiences" were engaged in United States and Italy around 1980 to 1990 after Csikszentmihalyi put forward the theory of "flow experience" (Massimini & Delle, 2000;Wang, 2008). Those countries mentioned above had developed comprehensive theory of "flow experience", but most of these researches were prevalent only in the western cultures. In Asia, it was relatively poor when it was compared to the west (Asakawa, 2004; Wang, 2008). It was not until 2000 that related research were flourishing in every domains.

However, it is pitiful that "flow experience" related to music composition is not inspired and achieved in Taiwan. The fundamentals of music composition is highly creative and thinking activities (Guo, 1983), and it is also the result of multi professional knowledges of music. As other creations, composing requires highly concentration and courage to face the challenges. Therefore, the researcher thought that it would be clear to understand the mental presentation of composers' by discussing the situation of music composing in the approach of "flow experience" by Cizsentmihalyi first and then examining whether the feature of "flow experiences" occurs during the process of composing through the situation of composing .

(2) The Purposes and Issues of Research

Based on the context and motives, the researcher tried to take musically gifted and talented high school students for the object to research whether the features of "flow experience" under

composing situation will correspond to those stated by Csikszentmihalyi. So, the purpose of this research is "to explore the presentative style of flow experience under composing situation."

According to the purpose and motive, the issue to be solved is "whether the features of flow experience under composing situation correspond to Csikszentmihalyi's theory of flow experience?"

(3) Definition of Noun
Flow Experience
It is a conscious status of concentration and selflessly, self-actualization and overflowing of thoughts that occurs when he or she faces highly challenges. The features of such a status is concentration of some goal, ignoring of other unrelated sensitivities, even temporarily loss of self-consciousness. At the same time, he or she can bring his or her potential to the extent. It is called "flow experience" (Csikszentmihalyi, 1975).

The definition of "flow experience" in this study focuses on the features further elaborated by Csikszentmihalyi in 1990, which include challenge-skills balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autoletic experience. (Jackson & Marsh, 1996)

(4) Document Review
Flow Experience
Related researches overseas includes scientists (Perry, 1999; Sawyer, 1992), athletes (Csikszentmihalyi, 1975, 1990), chess players, composers, danced (Csikszentmihalyi, 1975), surgeons, computer learning (Chen, Wigand, & Nilan, 1999), internet (Novak & Hoffman, 1997; Novak, Hoffman, & Yung, 2000), recreations (Csikszentmihalyi & LeFevre, 198), sports (Jackson, 1992; Kackson & Eklund, 2002) and etc. (Lin, 2013)

Related researches in Taiwan flourished since 2000. There were total 58 papers, including 15 about learning, 13 about athlete, 13 about computer and internet, 6 about creation or creativity, 3 about management, 6 about recreation, 1 about teaching and 1 about gifted education. Almost every paper mentions the origin and the features of flow experience, and some mention the model of "challenge" and "skill".

2. Method

The researcher adopts qualitative method, mainly including semi-structured interview, to get comprehensive data.

(1) Method

The researcher adopts case-study method (Robert, 2015) to collect data by interviewing. The researcher communicated with the participants face to face, interpret the issues from the side of participants to present their views and thoughts of this subject and to understand the true experience of music composing.

(2) Background and Training of the Researcher

The researcher is the main tool in qualitative research, the participants are the objects and the subject of this study is about the flow experience of composition. The following are the explanation of the researcher's experience and training of music composing.

A. The background

The researcher is doctoral student of special education, who owns master and bachelor degree of music, majoring in composition. He has being taught in musically gifted and talented class in senior high school for over 17 years, and responsible for composition, music theory, basic training, and harmony. For he is also usually entrusted of composition for concert, he is expert for composing.

B. The training and profession

He has finished the required courses including "special subject of case study in special education" and learned the necessarily skills for interview, containing environment setting, dialog and data collecting and arrangement.

(3) Participants

Compared to other instruments, the number of majoring in composition is relatively rare in senior high schools in Taiwan. It may have relationship to the difficulty of learning composing, which requires high level thinking skills as creativity and comprehensive capability of music. Therefore, students majoring in composing need more internal motive and capability than others but also encounter more difficulties to achieve the goal.

The researcher adopted purposive sampling for this study. The three students were all studying in high schools. They were Chen, female; Ho, male and Huang, male.

(4) The Relationship between the Researcher and Participants

All students participate in this study were the researcher's pupils. Because of his professional background, he understood the learning situation and the mental status of composing very well. So, the researcher is somehow like an insider for this research.

(5) Tools

Questionnaire for interview was the main tool for this study, and designed by the researcher for understanding the flow experience of composing. The questionnaire, containing 12 questions,

focused on the nine features of the flow experience by Csikszentmihalyi, and was also promised by Prof. Chuang of the Music Department of National Taiwan Normal University.

(6) Data Collecting and Analyzing
The researcher took the way of individualized interview for collecting data, and triangulation for collecting and analyzing.

A. Data collecting
The researcher took the way of individualized interview by semi-structured questionnaire for each participants about 3 hours.

B. Data analyzing
Data of interviewing was record at time, encoded by different aspects, and triangulated by the researcher, participants and recorder.

<center>

3. Result and Discussion

</center>

The researcher arranged the data afterward according to the answers by the participants, and tried to compare with the features of flow experience by Czikszentmihalyi. The results and discussion are as below:

(1) Challenge-Skills Balance
Composing is an extremely complicated process compounded of multiple abilities as creativity, evaluation, profession and aesthetic experience. To express music idea within mind and complete a piece, the composer needs diversity of music abilities organized and bring to the extent. Different contents of composition changes with different level of learning. So, the students have to try varied skills of composing in every single level to take up a challenge. There will be an anxiety to push them up to study new skills, and boredom to push them up to higher challenge (Chen, 2011).

A: "When teacher give me homework that is too difficult, I have to analyze and practice more to come over with it. Once I clearly understand the assigned project, a sense of thrill overwhelms me." B: "I often appears to be somewhat struggled when trying to expand a piece since my teacher asked me to. Sometimes I feel like it's nothing fun about composing." C: "There're often several melodies come across my mind, but it's not always that easy as people may imagine, to write them down specifically."

(2) Action-Awareness Merging
Creating is a process growing out of nothing, and imprinting on the bones and inscribe on the memory. Of flow experience, the individual cares a lot of process, concentrates to arise joy.

Therefore, flow experience will be triggered (Tsui, 2010).

A: "When I'm composing, sometimes it's like a stream of music flowing endlessly. Playing out loud the music and writing them down with notes... That feels awesome. However, there're times it takes efforts but nothing comes in return. What's more, that's what always happens!" B: "It depends. If I'm writing something really tricky or I just go no idea, it is such a suffering. As I'm composing music other than the homework teacher gives me, it happens with pleasant feelings as if I've got superpower!" A: "It's quite tiring to compose using twelve-tone serial! Certainly difficult not only to confirm the serial all kind of diversity and combination, but also, to express music. It really sucks."

(3) Clear Goals

One will become more creative when one knows the goal and owns the autonomy of one's work (Wang, 2008). However, the composer absolutely knows the goal because he has to do so to reach the effect of music by using comprehensive concept of harmony, texture and form. The three participants all stated that there were no clearer goal to complete a piece in their mind, in which were the idea, harmony, texture and form. A: "I know exactly what I'm going to be writing, especially when it comes to twelve-tone serials. I know better what measurement should be taken and of what form the music should be like." C: "As for Sonata form, it cannot be clearer for me that the most important thing is the interlude connecting two subjects. It has to be modulated by using sequences; it must be continuous modulation and sequences." B: "I know when it comes to ternary, the contrast of tonality, rhythm and texture between part B and A must be highlighted."

(4) Unambiguous Feedback

The relationship between the creator and the product is somehow like that of animating life. In the composing process, continuous elaboration is required for writers, composers, painters and sculptors to complete the work and the object and subject come into one. C: "Every time I finish a tonal bridge of modulation, I feel like it's so much closer to the completion of one work. At these moments, composing makes me happier than ever." B: "It is quite satisfying and pleasant to be there, to know how I can actually get them like skills about contrasting and effects that contraries bring about." A: "Different measurements for composing give me different challenges, and they make my music a diverse vitality."

(5) Concentration on Task at Hand

Csikszentmihalyi (1996) considered that the moment he focused on one spot, he excluded disturbances. The researcher found out that the participants are still not able to reach to the state. A: "Days in college issued absolutely busy. Welcoming the freshmen, Socializing, having meals with relatives and so on, also there're far more things to deal with. For instance catching on other

subjects, class businesses, relationship and stuffs, these keep me entirely from focus. B" Unless it's at midnight and quiet, I can only be at ease and compose." C: "I certainly hope myself can stay calm and focused. But, it's just noisy, in the dorm."

(6) Sense of Control
Composing is a process with continuous elaboration, originality and problem solving and every single adjustment, elaboration, and strategy is closely bound to the maturity and art value of music. It is found that students in senior high school seem not to be in that state of self-control. C" In the composing process, I keep revising harmonies and counterpoints. However, it often make me stuck on the half way and don't know how to go on. B: "Composing is usually about some ideas striking my mind. Sometimes, even, going step by step is all I can do. No one can foresee what new idea is going to bump into mind next." A: "Situations and emotions that are not alike give rise to new feelings. There're also brand-new musical ideas bumping out. Sometimes I certainly don't know how to filter the needed ones. There're times I get no idea what to do."

(7) Loss of Self-Consciousness and Transformation of Time
Csikszentmihalyi (1998) believed that one would ignore outer environment, get rid of his mind temporarily and misconceive time while falling into creating. The researcher consider that all participants had similar experiences, but it might not remain for a long time for their capabilities and skills of composing. C: "I once or twice experienced the situation. I was so into it that I forgot to eat. Haha. That was smoothly without a hitch. Ideas kept flowing. That feels awesome." A: "I don't feel that while writing 12-tone music, hahaha." B: "It once came to me while writing freely, but as for serious ones, I didn't feel that."

(8) Autoletic Experience
The researcher found that some deep joy come to the participants' mind when works were finished. It is a feeling of satisfying of work and affirmation of oneself (Sayler, 2009). A: "Couldn't believe that I can complete such work like twelve-tone serial. It's truly not that easy. It's joyful. And it feels awesome, too. "B" The only thing I need to do is to know well the techniques of counterpoint, so that I can realize what ternary form is. Oh it's actually like this how to compose music. I get it finally and it's not difficult at all!" C:" To compose in ternary form is quite hard but I still make it. Feel like I'm some kinda...good."

Through this research, researcher considered that the features presented while participants were in the process of composing were correspondent to most of Csikszentmihalyi's theory, especially to "clear goals", "loss of self-consciousness", "transformation of time", and "autoletic experience", but not to "concentration on task at hand" and "sense of control".

Moneta and Csikszentmihalyi (1996) stated that "skill" and "challenge" were the most important factors that there would be a balanced to initiate flow status. Otherwise, when those two factors mentioned above were in a balance, such as "challenge" runs over "skill", one would feel anxious.

For example, when the participants were asked that "***What would you do when you suffer difficulties while composing or were lake of compositional technique to bring out your ideas?***" A: "When teacher give me homework that is too difficult, I have to analyze and practice more to come over with it. Once I clearly understand the assigned project, a sense of thrill overwhelms me." B: "I often appears to be somewhat struggled when trying to expand a piece since my teacher asked me to. Sometimes I feel like it's nothing fun about composing." C: "There're often several melodies come across my mind, but it's not always that easy as people may imagine, to write them down specifically."

When the participants were asked that ***"How do you feel when the music was or nor put out?"*** A: "When I'm composing, sometimes it's like a stream of music flowing endlessly. Playing out loud the music and writing them down with notes... That feels awesome. However, there're times it takes efforts but nothing comes in return. What's more, that's what always happens!" B: "It depends. If I'm writing something really tricky or I just go no idea, it is such a suffering. As I'm composing music other than the homework teacher gives me, it happens with pleasant feelings as if I've got superpower!" A: "It's quite tiring to compose using twelve-tone serial! Certainly difficult not only to confirm the serial all kind of diversity and combination, but also, to express music. It really sucks."

To sum up, it has to be a balance between "skill" and "challenge" that flow experience, stated by Csikszentmihalyi, initiates and further action-awareness merges, ignores external un-related affairs. One gets into a status of "selflessness", feel the transformation of time. It is called flow experience (Csikszentmihalyi, 1993). C: "I once or twice experienced the situation. I was so into it that I forgot to eat. Haha. That was smoothly without a hitch. Ideas kept flowing. That feels awesome."

When it comes to the last stage of flow experience, also the end of behavior, one may experience a deep joy or internal feedback, and finish autoletic experience (Lefevre, 1988). A: "Couldn't believe that I can complete such work like twelve-tone serial. It's truly not that easy. It's joyful. And it feels awesome, too. C" To compose in ternary form is quite hard but I still make it. Feel like I'm some kinda...good."

4. Conclusion

The purpose of this study is "to explore the presentative style of flow experience under

composing situation and whether the features of flow experience under composing situation will correspond to those stated by Csikszentmihalyi". According to the result and discussion of this research, the researcher put forward the conclusions below.

(1) There is Actually Flow Experience Initiating While Composing

Flow experience is a series of moving process of the interaction of individual challenge and skill (Chen, 2011). The results show that the initiation of three participants' flow experience corresponds to Csikszentmihalyi's theory, that is one will feel anxious or bored when there is not a balance between skill and challenge one faces. However the flow experience arises after a series of accommodation of mental and progression of skills. Jackson and Csikszentmihalyi (1999) both stressed that the goal guided one's activity and provide concentration. In the moving process, if the criterion is upgrade to increase difficulties, it can stimulate composers to promote the skills of creating music for better self-control and focus on work in order to eliminate anxiety, and get the flow experience again.

However, more researches need to be done to explore whether the factor of individual mature affects the presentation of flow experience. It is not hard to find that the progression of composing skill usually does not correspond to the goal not be not because the lack of capability but the insufficient of experience and age that cause the creators hands tied. Under this situation, creating usually falls down and one cannot be able to maintain flow experience.

(2) The Presentation of Flow Experience While Composing Corresponds to that of Csikszentmihalyi

The presentation of flow experience while composing corresponds to that of Csikszentmihalyi, such as challenge-skills balance, action-awareness merging, clear goals, unambiguous feedback, loss of self-consciousness, transformation of time and autoletic experience. Among above, loss of self-consciousness, transformation of time and autoletic experience are extremely obvious when the goal is highly compatible to what one feels interested and one is capable.

5. Limit and Suggestion

The research is limited to the lack of composing experience, other courses, interpersonal relationship or the quality of dorm and etc. which cause diverted from composing. Furthermore, composing, what the ancient composers can put all effort in, is not the only subject they learn and they are still in the level of pupil that not be able to good on the skill of composing. That is the reason why sense of control, one of the features of flow experience, is not so obvious like others.

Besides, other scholars consider the relationship between creativity and physiology and lobectomy, which is concerned about the mature and age, plays the key role in creative thinking.

Therefore, there is no discussion of whether the presenting of participants is effected by nervous physiology.

So, some suggestions are put forward to be the further research:

1. Taking "the mature of participants" for the variable to discuss the difference among different ages.
2. Combining nervous physiology and flow experience to discuss the relationship between the operation of brain and flow experience.

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ICEPAS-0018
Using MOOC as Blended Learning Activity for Music

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Abstract
Vocational Training Council (VTC) officially began implementing blended learning practices with self-developed Massive Open Online Course (MOOC) in 2015. It involves and engages students in face-to-face learning in classroom and an online learning experience. By practicing in MOOC, learners could access well-structured online course content without time and space limit, and it could motivate self-paced and flexible learning. In 2016, we developed a MOOC for the music module "Music Arrangement Basics" and applied it as a blended learning activity in the course. The aim of this MOOC is to demonstrate hands-on practice and techniques of arranging different parts or elements in a piece of music. The objective of this case study examines the effectiveness of MOOC as a blended activity and feedback of the blended learning experience from the perspectives of both teachers and students. By conducting questionnaires and focus group interview with teachers and students, this study showed positive feedback from both teachers and students of using MOOC as blended and flexible learning. Based on the challenges identified, future directions are discussed in this paper.

Keywords: blending learning, Massive Open Online Course (MOOC), music, vocational and professional education and training (VPET)

1. Background/ Objectives and Goals
Blended learning is a teaching methodology that combines traditional classroom teaching with online learning and independent study in order to create a hybrid learning environment. This new teaching approach aims at engaging learners in learning and increasing autonomy in their study. This paper discusses a pilot study of using MOOC on "Music Arrangement Basics" as a blended learning activity at Hong Kong Design Institute (HKDI), a member institution of one of the largest Vocational and Professional Education and Training (VPET) institutions in Hong Kong. The aim of this MOOC is to demonstrate hands-on practice and techniques of arranging different parts or elements in composing a piece of music. The current study is to examine the effectiveness of MOOC as a blended activity from the perception of teachers and students.

1.1 Definitions of Blended Learning
"Blended learning" has been in use for more than 20 years, and its meaning has been changing over time. It was first used in the corporate realm to refer to a course that was specially designed

for workers to allow them to both continue working and study. In the education world, however, it has a much broader range of definitions. Blended learning is defined as "the integrated combination of traditional learning with web based on-line approaches" (Oliver and Trigwell, 2005:17). This is a combination of face-to-face and online teaching where traditional learning means classroom teaching or face-to-face teaching and the online component usually involves learning through technologies such as Moodle. Blended learning can also be merely a combination of technologies; that is, combining "media and tools employed in an e-learning environment" (Sharma, p456). This approach is usually used in distance teaching courses with no face-to-face lessons. Communication between the learner and e-tutor may occur through technologies such as forums, email, etc. When teaching involves a "combination of a number of pedagogic approaches, irrespective of the learning technology used" (Sharma, p456), this is defined as a combination of methodologies. To illustrate, a course can be designed using "transmission" and "constructivist" approaches. The transmission perspective is the effective delivery of content from Point A (teacher) to Point B (learner). This is a teacher-centered approach in which the teacher dispenses knowledge and the learner takes in and stores the information received. Constructivism, on the other hand, is the idea that new knowledge is built or "constructed" upon the existing knowledge of learners. Despite the absence of technologies in this example, this is considered "blended". Based on these definitions, there is a convergence pointing that blended learning is a teaching methodology that combines traditional classroom teaching with (or without) online learning tools and independent study in order to create a hybrid learning environment.

1.2 Overview of Learning Theories

Before delving into the model of blended learning in the subsequent section, we begin with examining its underlying learning theories. As illustrated in Figure 1, 3 learning theories are the roots of the blended learning model. Behaviourism was a dominant theory of learning in the 1960s. Skinner (1968) explains that "learning is a process of 'conditioning' in an environment of stimulus, reward and punishment". This theory proposed that reinforcement (both positive and negative) increased the likelihood that a certain behaviour would happen again. On the contrary, positive and negative punishment decreased the probability of the antecedent behaviour. In this sense, learning is defined as a change in behaviour in the learner, with positive being the application of stimulus and negative as the withholding of a stimulus.

Behaviourism was later replaced by the cognitivist viewpoint. Proposed by Gagné, Clark, Merrill, Bloom, and Keller, cognitivism focuses on the inner mental activities of the learner. In contrast to the behaviourists, cognitivists believed that people were not "programmed animals" like Pavlov's Dogs[31] that responded only to environmental stimuli. It focused on mental processes

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[31] Pavlov's dog is a classical conditioning, in which dogs were used in Pavlov's experiments. It refers to a learning

such as thinking, memory, knowing, and problem-solving. This theory viewed knowledge as a symbolic, mental constructions in the learner's mind; (Wilhelmsen et al, 1998) it was concerned with how information is processed by the learners. This approach viewed learners as active who organized knowledge acquired previously, found relationships and linked new information to old (Cognitive Theories of Learning, n.d.). According to Ertmer and Newby (1993), "learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge" (p. 58). The cognitivists believed that the learner is changed by encouraging him to use appropriate learning strategies (Ertmer & Newby, 1993, p. 59).

Constructivism is considered a branch of cognitivism but it distinguishes itself from the traditional cognitive theory in a number of ways. Constructivists such as Piaget, Vygosky, and Keller believe that "the mind filters input from the world to produce its own unique reality" (Jonassen, 1991a). Additionally, they conceive learning as a mental activity where learners construct knowledge as well as meaning for themselves as they gain new information. Instead of *acquiring* meanings or *transferring* knowledge into their memories, learners *create* or *build* their own interpretations based on their personal experience and interactions. As a result, there are many possible meanings being drawn from an experience. There is not a predetermined, correct meaning. In order to get a clear picture of the learning within the learners, we have to examine their actual experience (Bednar et al., 1991).

1.3 Model of Blended Learning

"People are not single-method learners!" as stated Elliott Masie, one of the world's most influential learning expert. This claim suggested that the number of teaching methods used in classroom had an impact on the performance of learners. Some people may do better with one particular method of learning while others with a mix of different modalities. The question is: what are the combination of modalities and the proportion of each modality so an "optimum blend" can be created to contribute to effective learning? As in the case of business, "[t]he importance of a blended approach to learning is that it ensures the widest possible impact of a learning experience and thus ensures… that the organization optimizes productivity and delivers value to its customers" (Julian and Boone, 2001). If this notion is applied in the educational context, educators will have to experiment with different teaching methods and create a mix of these methods to optimize learners' performance (that is, productivity in the business sense) and deliver the skills learners have to master in the context in which they are to perform (i.e. delivers value to its customers).

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procedure in which food (as a potent stimulus) is paired with a bell (neutral stimulus) to produce a response (salivation). Before conditioning, the dog salivated when it saw food whereas the dog gave no response when it was presented with a bell. During conditioning, a response was triggered when both food and a bell were used. After conditioning, the dog would salivate when it saw the bell. After the dog had successfully learned the association between the food and the bell, a new behavior had been learned. The response that the dog was triggered is called a conditioned response and the bell became a conditioned stimulus. https://www.simplypsychology.org/pavlov.html

Baking a cake is probably a good analogy for creating a blending classroom. It is about selecting the right ingredients and using the correct proportion to create a "mix" that will turn out to be a fluffy and delicious cake. When applying a blend of the learning theories discussed in the previous section (see Figure 1), Carman (2005) suggested five key ingredients for making a "blended learning" cake:

1) **Live Events**: Live, synchronous events led by instructors are a main "ingredient" in blended learning. As the theorist John Keller stated, live event helps capture the *attention* of the audience, and it helps to demonstrate the *relevance* between the training and a specific situation. The *confidence* of learners can be boosted when the instructor makes the classroom expectations clear and provides learners sufficient time for practicing their skills. All these elements bring together *satisfaction* of the learners.

2) **Online Content**: Self-paced, asynchronous events are another key component to enrich learning experiences.

3) **Collaboration**: Collaboration with peers adds a significant value to a learning environment that is already empowered by live events and self-paced learning. Humans are naturally social creatures so they "develop new understandings and knowledge through social interactions with a community of others" (Brown (1998)).

4) **Assessment**: Measuring learners' knowledge is the most crucial element to ensure the effectiveness of learning transfer. Pre-assessments may be designed to determine prior knowledge while post-assessments can be used to evaluate the effects of all other learning modalities.

5) **Reference Materials**: Performance support materials are important in blended learning as they promote "learning retention and transfer".
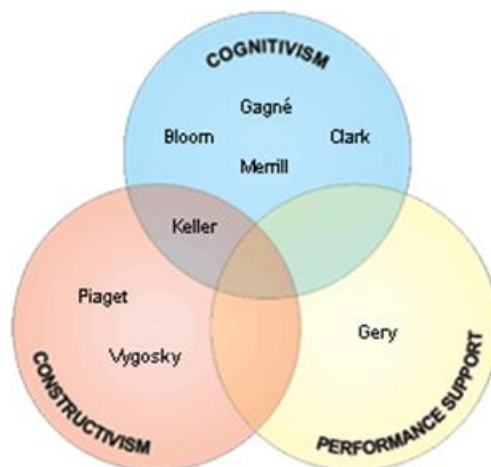

Figure 1: A Blend of Learning Theories

Having studied the five main ingredients to design a successful blending classroom, we will examine how these elements are being applied to the present study. The pilot study of this paper is about using MOOC as blended learning element in a music class. We will begin by outlining

the advantages of learning with MOOC, and the following sections will illustrate the methods used in the study, followed by its findings. In the subsequent section, we will further discuss whether the MOOC component created a good blend.

1.4 Significance of Learning with MOOC

Massive Open Online Course (MOOC) is a structured online course which is opened to public. New York Times named 2012 "the year of MOOC" due to the spring up of MOOC collaborations between MOOC providers and renowned universities. It presents a new learning approach with various learning purposes for self-study, distance learning, and life-long learners. It could enhance professional skills, pursue personal interest or develop learning network.

One of the significant impacts is the change of the relationship between learners and teachers. In the traditional formal learning spaces, teachers took the leading role of the learning process and learners needed to follow the pace of teaching. While in the MOOC, teachers become the facilitators in the online learning environment and learners owned the initiative to control the learning paces. Teachers and learners are needed to adapt the changes from the traditional learning approach, environment and tools to the virtual spaces and advanced technologies.

2. Methodology of the Study

The prevalence of blended learning is growing in higher education whereas its use in vocational education is relatively scarce. In this pilot study, a series of mini-MOOCs on "Music Arrangement Basics" was developed and was launched to the first year of Music students in the third semester of the 2015 to 2016 academic year. The research involved both face-to-face communication and mini-MOOCs which accounted for roughly 18% of the entire module. The MOOC was created to illustrate theories and techniques of arranging a song with short videos, revision exercises and quizzes (see Figure 2). The present study attempts to investigate whether this novel teaching and learning approach can contribute to learner performance in the vocational context. The research involved 198 participants from CDM who were enrolled in the Higher Diploma in Digital Music and Media. The pilot study involved two groups of participants: teachers who were delivering the module at the time as well as learners who were registered for the module. At the end of the module, learners were required to finish a post-course survey to understand their opinions on the new learning approach. Teachers were asked to complete a post-course survey on the unconventional teaching approach. Moreover, a focus group of learners was formed and interviewed to study their perception and the effectiveness of the method.
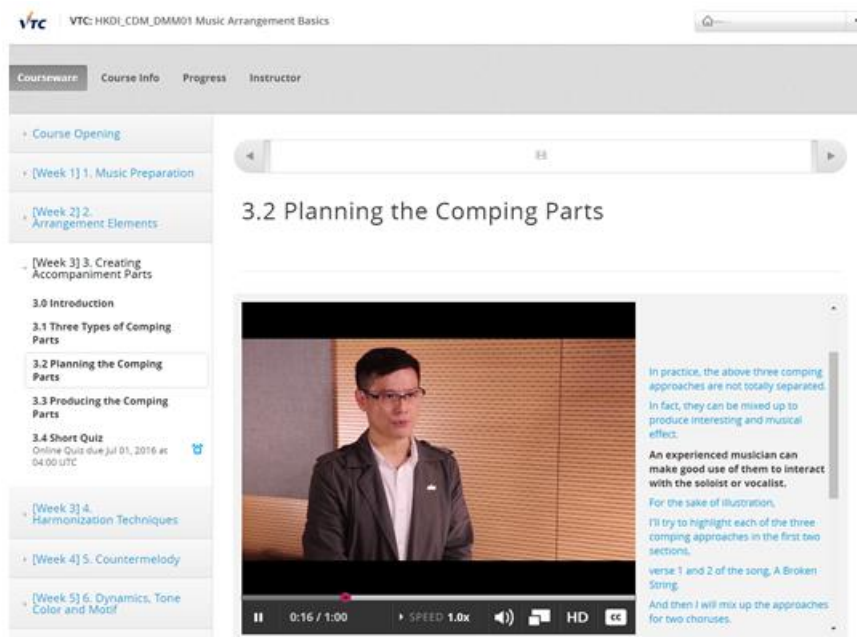
Figure 2: The MOOC platform with instructional video

3. Findings of the Study

A myriad of research studies demonstrated that blended learning techniques improve classroom performance, increase learner support and improve retention mostly in higher education. Blended learning was incorporated into a music module in vocational education in light of its advantages. It was revealed that findings of the questionnaire from teachers, learners and feedback from learners were satisfactory.

3.1 Feedback from Teachers

From the teacher's perspective, they were convinced to adopt MOOC in their teaching and it benefited students' learning. MOOC facilitated the delivery of difficult concepts. It provided a better way to teach theories, demonstrate practical skills and disseminate subject knowledge to a large group of students. It could better engage students in self-direct learning. Additionally, MOOC allowed all-time accessibility. Self-paced learning was greatly encouraged as a result. Learners were able to revisit content without time and space constraints.

3.2 Feedback from Students

By conducting questionnaires and receiving a total of 149 responses from learners, most of them appreciated and satisfied with the MOOC accessibility, layout & interface and learning content (see Figure 3). Students were generally receptive to the new teaching technique because it was fairly easy to use and provided all-time accessible online platform. The video content was subtitled with trackback function and well-structured with the provision of useful online resources such as e-books, notes and links. Most learners considered the method to be best for lecturing theories. Not only did it encourage autonomy in learning but it was also able to cater

the diversity of learning abilities. Despite of the effectiveness of MOOC, learners found that hands-on exercises and practical skill demonstrations were insufficient, and that instructions were unclear in the usage of the platform. Most of the online assessments were composed of multiple-choice questions as a quick check for newly acquired knowledge by the learners, and there were no questions that could examine extended, in-depth responses from learners. In addition, participants expressed that the scoring system of assessments was confusing.
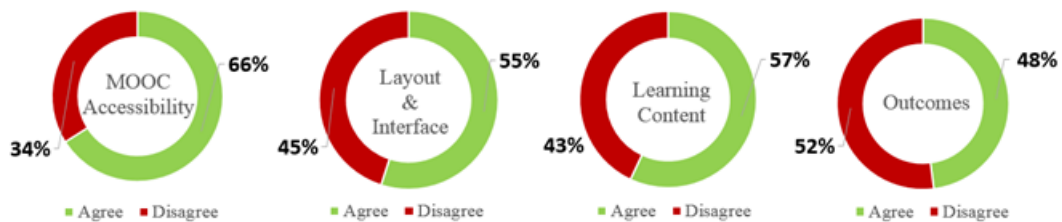

Figure 3: Students' feedback on four main areas in the survey

4. Discussion and Limitations

As this was a pilot run, there are still lots of room for further improvement. To illustrate, it is suggested that the layout be redesigned to increase its user-friendliness and that interactive forums be added to reinforce learning experience and create a learning community. A variety of assessment types should be included (e.g. short questions) to cover not only a basic understanding of the new knowledge but also in-depth understandings. Animation graphics in videos should be incorporated for better demonstrating concepts in 3D perspective. MOOC should be used as a tool to enhance learning experience in class. The concept of the videos should remain focused and its duration should be limited to no longer than 5 minutes to accommodate the short attention span of learners. Clear instructions about the usage of the platform should be provided, and a glossary of module keywords could be added. In general, it is concluded that both teachers and learners preferred a mix of online components and classroom sessions.

Considering the five main ingredients of a blended learning design, a number of inherent implications are revealed in our current study. Live events and online content were included in the design of the course. In fact, live instructor-led events made up of the majority of the blending course while online content accounted for a small proportion of the entire course. There were printable lecture notes and support materials available in the platform to maximize knowledge retention. Assessments were included during and after the viewing of each video. Despite having most of the key components in the mix, the question type was only limited to multiple-choice questions. It was unable to test out profound knowledge acquired by the learners. However, the biggest drawback of the design is missing one of the crucial ingredients – collaboration. This essential element should be taken into account in the future planning of the course in order to create a better blending course and enhance learning experience. It is

questionable as to whether the proportion of each component was divided properly in the study and whether a different distribution of elements would yield better results in the study. These questions might be further investigated in the future research.

5. Conclusion

"Blended learning focuses on optimizing achievement of learning objectives by applying the 'right' personal learning technologies to match the 'right' personal learning style to transfer the 'right' skills to the 'right' person at the 'right' time" Singh (2003). This paper looked at the effectiveness of using MOOC as a blended activity in a music class in a vocational context. Overall, the findings revealed positive feedback from both teachers and learners. The present study will be reviewed and further developed and improved according to the suggestions made by the participants with the aim of promoting learner engagement and academic performance in vocational education.

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A Study on the Major Instrument Flow Experience of Musically Talented and Gifted Students of Education Levels below Senior High School

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Abstract

The purpose of the study was to examine the differences of flow experience on major instrument learning of the musically talented and gifted students of education levels below senior high school in Taiwan. The research adopts the investigation method with a questionnaire in relation to this subject matter. "The Major Instrument Learning Flow Experience Survey of Musically Talent and Gifted Students" was the main research instrument. The participants were 183 musically talented and gifted students. Collected data were analyzed by descriptive statistics, t-test, one-way ANOVA. The main findings of this study were summarized as follows:

1. The status differs from different education levels. Scale of senior high school students belonged to moderate-high degree of flow, and also the sub-scales mostly belonged to moderate-high degree of flow. Scale of junior high school and below belonged to moderate level.

2. The female musically talented and gifted students had significantly higher average score in the "flow experience" full scale than the males. However, male musically talented and gifted students had significantly higher average score in the "clear goals", "loss of self-conscious", and "autotelic experience" sub-scales than female gifted students.

3. In the full scale of "flow experience", the scores of "unambiguous feedback", "sense of control", "loss of self-conscious", and "autotelic experience" sub-scales were in sequence from high to low as follows: senior high, junior high, and elementary school musically talented and gifted students.

4. The result shows that there is no significance difference among divertible educational levels, but a little different among them. There are four sub-scales that the scores rank from high, junior and elementary, and five rank from elementary, junior and high. The other five sub-scales' score ranking from elementary, junior and high are challenge-skills balance, unambiguous feedback, loss of self-consciousness, transformation of time , and autoletic experience.

Keywords: musically talented and gifted students, flow experience

1. Introduction

(1) Context and Motive

United States' psychology Csikszentmihalyi (1975) put forward the theory of "flow experience" and defined as follows: one would feel some kind of experience model, which involved narrowness of conscious and lead he or she get rid of unconcerned sense, and then losing self-conscious, having clear goals, feedback and controlling of the environment when one engaged in some activity (Csikszentmihalyi, 1975). He considered people who was usually fall into the status of flow have characters of self-joy because of their self-motive of goals and better quality of subjective experience.

Flow experience was based on the peak experience and the Theory of self-actualization by Maslow (Lin, 2008), and it was also an integration of motives, characters and subjective experience. Csikszentmihalyi (1975)pointed out that there were nine feelings when someone was experiencing flow, they were challenge-skills balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autoletic experience. There were some researches about the flow experience of professionals like scientist, athletes, chess players, composers, dancers and surgeons. Besides, more documents focused on sports, works, recreations, education, cross-culture, internet, and gifted education.

Csikszentmihalyi, Rathunde and Whalen (1993) took junior school students for participants for a research. They found that one would behave worse than average when one fall into boring. Other research also discussed the major cause of the fail of studying was that students fell bored of learning or the tasks were too easy to get over.

Nishino and Larson (2003) took students from grade 8 to 11 in Japan for participants, and discovered when they were doing something they were interested, especially painting or art, their status of spirit were positive, and they felt relax, satisfying, peaceful and free.

Many other researches mentioned the relationship between learning and flow experience. Csikszentmihalyi and Larson (1984) pointed out that young students felt happier when they were engaged in something interesting than that in school. They also sensed the positive experience, such as happiness, initiative, flowing and creative. Guo (2003) considered that gifted students were capable of rapid learning, good memory, understanding, special thinking, and animating strategies.

Since the theory of flow experience was put forward, there have been lots researches in many aspects except for musical instrument learning. Learning instruments requires highly concentration and enduring no less than other subjects. The fundamentals of instrument learning is a series of challenge-conquer sequence in which one has to spend lots of time to practice and present well. As a composer, also a musically gifted and talented class teacher, I am so eager to

understand whether there are differences of instrument learning flow experience among different educational levels of students.

(2)The Purposes and Issues of Research

Based on the context and motives, the researcher tried to take musically gifted and talented in elementary, junior and senior high school students for the object to research whether there are differences of instrument learning flow experience among different educational levels of students. So, the purpose of this research is "to explore differences of instrument learning flow experience among different educational levels of students."

According to the purpose and motive, the issue to be solved is "whether it is different of instrument learning flow experience among different educational levels of students?"

(3) Definition of Noun

Gifted and Talented Student

According to the 4th article of Special Education Act (2014) in Taiwan, gifted and talented involves aspects in intelligence, scholarship, arts, creativity, leadership and other areas. Students called gifted or talented have to pass the certificating test in some aspect of each educational level.

Flow Experience

Csikszentmihalyi (1975) defined flow experience as a conscious status of concentration and self-actualization, selflessly, and overflowing of thoughts that occurs when one faced challenges. The features of such a status is ignoring of other unrelated sensitivities, concentration of some goal, even temporarily loss of self-consciousness. At the same time, he or she can bring his or her potential to the extent (Lin, 2007).

According to Csikszentmihalyi's explanation and frame, Jackson and Marsh (1996) had developed a scale, called Flow State Scale-II (abbreviated as FSS-II), according to which had Lin (2013) developed a scale of "The Learning Flow Experience Survey of the Gifted Student". Furthermore, the researcher of this study modified that survey above to that for musically gifted and talented student. In this study, so-called flow experience is the score summed up from all sub-scales.

(4) Document Review

Flow Experience

Related researches overseas includes scientists (Perry, 1999; Sawyer, 1992), athletes (Csikszentmihalyi, 1975, 1990), chess players, composers, danced (Csikszentmihalyi, 1975), surgeons, computer learning (Chen, Wigand, & Nilan, 1999), internet (Novak & Hoffman, 1997;

Novak, Hoffman, & Yung, 2000), recreations (Csikszentmihalyi & LeFevre, 198), sports (Jackson, 1992; Kackson & Eklund, 2002) and etc. (Lin, 2013)

Related researches in Taiwan flourished since 2000. There were total 58 papers, including 15 about learning, 13 about athlete, 13 about computer and internet, 6 about creation or creativity, 3 about management, 6 about recreation, 1 about teaching and 1 about gifted education. Almost every paper mentions the origin and the features of flow experience, and some mention the model of "challenge" and "skill".

2. Method

There are 5 parts in this section as follows: the frame, the participants, the tool, the procedure, and the data interpretation and analyzing.

(1) Frame

According to this study, it is the issued to discuss that different independent variables' affect to the presentation of flow experience
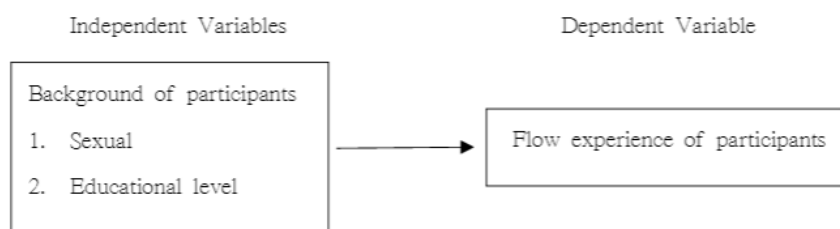

Fig. 1: Structure of research

(2) Participants

There are 183 participants taken for samples by convenience. They, who have passed the certificated evaluation, are all musically gifted and talented. Of these participants, there are 2 independent background variables, the sexual and educational level. The general situation of sample is as follows:

1. Sorted by educational level: 73 from senior high school, 49 form junior high school, and 61 from elementary school.

2. Sorted by Sexual: 18 males and 55 females of the 73 high school students, 9 males and 40 females of the 49 junior high school students, 7 males and 54 females of the elementary school students.

(3) Tool

The tool of this study is "The Major Instruments Learning Flow Experience Survey of Musically Talented and Gifted Students". This survey was modified from Lin's (2013) The Learning Flow Experience Survey of the Gifted Student". Likert Scale is adopted for this survey: "1" for totally

disagree, "2" for disagree, "3" for agree, and "4" for totally agree. There are 21 items, divided into 9 sub-scales, including challenge-skills balance, action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autoletic experience. Besides, it contains 3 invertible items, which are item 7, 9, and 11.

(4) Data Analysis
A. Descriptive Statics
The flow experience of participants was scored and described by *mean and standard deviation.*

B. *t-test*
t-test was used to test the differences in different sexual.

C. One way ANOVA
One-way ANOVA was used to test the differences in different educational level.

3. Result and Discussion
According to the results of survey, there are three parts to be discussed.

(1) Analysis of Description
There are nine sub-scales for challenge-skills balance, including action-awareness merging, clear goals, unambiguous feedback, concentration on task at hand, sense of control, loss of self-consciousness, transformation of time and autoletic experience. Every question is scored from 1 to 4 and to be analyzed by *mean* and *standard deviation.* Researcher divided the results into 3 levels: high, moderate, and low flow experience by the scores. Scores higher than 3.01 is high, 2.01~3.00 is moderate, and lower than 2.00 is low flow experience. The *mean* and *standard deviation* of the sub-scales show that "concentration on task at hand" (m=3.12) belongs to high, and autoletic experience (m =2.98), transformation of time (m =2.88), sense of control (m =2.76), challenge-skills balance (m =2.70), loss of self-consciousness (mean=2.66), unambiguous feedback (m =2.62), clear goals (m =2.59), and action-awareness merging (m =2.32)the rest are moderate. The result shows most students could fall in flow experience when they were engaged in interesting activities, but concentration made them feel higher flow experience.

(2) Discussion the Differences of Divert Background Variables.
A. Differences from sexual
According to the scores of whole scale, the result shows that difference is obvious between sexual, and reach significant level for .05. Males (m=57.14, SD=2.13) feel more flow experience than females (m=49.65, SD=4.45). As for the scores of sub-scales, male's scores of scale "challenge-skills balance", "sense of control", "loss of self-consciousness", and "autoletic

experience" are obviously higher than female's. It means that males are easier to get into flow experience than females, and also sense of control, loss of self-consciousness. Moreover, male participants consider that they get feedback from activities without external factors. But the differences of other sub-scales, such as "action-awareness merging", "clear goals", "unambiguous feedback", "concentration on task at hand", and "transformation of time" are not so obviously. Both males and females have good flow experience when they are learning major instruments. In Lin's (2013) research, male students feel more flow experience on learning math in aspects of "sense of control", "loss of self-consciousness", and "autoletic experience", and on small car racing. But female students feel more flow experience on learning English (Lin, 2013). It appeals that different types of activities cause difference in different sexual. On learning major instrument, the reason why male students feel more flow experience may be caused by internal motive. Male students' internal motive may be stronger than that of females.

B. Differences from educational level

The result shows that there is no significance difference among divertible educational levels, but a little different among them. There are four sub-scales that the scores rank from high, junior and elementary, and five rank from elementary, junior and high.

The four sub-scales' score ranking from high, junior and elementary are action-awareness merging, clear goals, concentration on task at hand, and sense of control.. Score of sub-scale "action-awareness merging" are $m=2.46$ for high school students, $m=2.39$ for junior school students, and $m=2.35$ for elementary school students. It shows that learning instrument for high school students action-awareness merges best. Maybe it is because of the age and mature. Score of sub-scale "clear goals" are $m=2.81$ for high school students, $m=2.78$ for junior school students, and $m=2.74$ for elementary school students. It shows that high school students have the clearest goals. Score of sub-scale "concentration on task at hand" are $m=2.87$ for high school students, $m=2.82$ for junior school students, and $m=2.80$ for elementary school students. It shows that high school students' concentration on task at hand is the best. Score of sub-scale "sense of control" are $m=2.85$ for high school students, $m=2.82$ for junior school students, and $m=2.77$ for elementary school students. It shows that high school students can control better than students of other levels of education.

The other five sub-scales' score ranking from elementary, junior and high are challenge-skills balance, unambiguous feedback, loss of self-consciousness, transformation of time , and autoletic experience. Scores of sub-scale "challenge-skills balance" are $m=2.91$ for elementary school students, $m=2.82$ for junior school students, and $m=2.61$ for high school students. It shows that students of high school face more difficulties on their major instrument learning. Scores of sub-scale "unambiguous feedback" are $m=2.93$ for elementary school students, $m=2.88$ for junior school students, and $m=2.85$ for high school students. It shows that elementary school

students feel feedback easiest. Scores of sub-scale "loss of self-consciousness" are $m=2.78$ for elementary school students, $m=2.74$ for junior school students, and $m=2.69$ for high school students. It shows that elementary school students experienced the most feeling of self-consciousness loss.   Scores of sub-scale "transformation of time" are $m=2.84$ for elementary school students, $m=2.82$ for junior school students, and $m=2.77$ for high school students. It shows that time passing by caused the least awareness for elementary students.   Scores of sub-scale "autoletic experience" is $m=2.75$ for elementary school students, $m=2.69$ for junior school students, and $m=2.67$ for high school students. It shows that elementary school students gain most autoletic experience, but the high schools students least.

4. Conclusion

The purpose of this study is "to explore differences of instrument learning flow experience among different educational levels of students."   According to the result and discussion of this research, the researcher put forward the conclusions below.

(1) There is a significant difference between sexual in some aspects, such as "challenge-skills balance", "sense of control", "loss of self-consciousness" and "autoletic experience", but no significant difference in others. So far, there have not been enough related document to explain the reason male students feel more experience than females in those aspects. It may be caused by the internal motive, but also needed further researches.

(2) There is no significant difference among different educational levels. Although students of different educational level don't show significant difference, there were indeed difference of sub-scales. It shows that the age may be a factor affecting their feeling when they are engaged in learning major instrument. In some aspects, such as "action-awareness",   "merging clear goals", "concentration on task at hand" and "sense of control", students of higher educational level scores more than lower. It means that the four characters need more experience or skills, which increases with age, to achieve. In some aspects, such as "challenge-skills balance", "unambiguous feedback", "loss of self-consciousness", "transformation of time" and "autoletic experience", students of lower educational level scores more than higher. It means that the younger students are, the more satisfied they may feel. There they get unambiguous feedback and autoletic experience. Besides, that they lose their consciousness easier and feel the transformation of time means they may not learn major instrument for purpose, but for fun, just like playing games.

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ICEPAS-0023

Collaboration in Providing Assistive Technology Support for Students with Visual Impairment: Experiences of Special School Teachers in Singapore

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Abstract

Special education teachers and individualized education program team members are often tasked to make appropriate decisions regarding assistive technology (AT) for students with disabilities. Typically, successful AT programs commonly include pre-assessment, technology to problem solving, effective implementation, and systemic evaluation. Each of these issues present different challenges to special education teachers and is often addressed by collaborative effort. Without adequate partnership or team support, the task can be overwhelming. This study reports the collaborative situation regarding AT of a school for the blind in Singapore. A qualitative study, semi-structured interviews regarding practices to provide assistive technology services to students were conducted with four special education teachers from the school, and five specialists from supporting agencies. Despite the general lack of knowledge and structured processes to guide teachers make informed decisions relating to AT selection and training, there was little collaboration with professionals. This study reports on emerging findings on how teachers are collaborating within school staff as well as with key agencies to support their students. Friend and Cook's (1990) 6 characteristics of collaboration is used as a framework to consider the collaborative practices in action. While there was evidence of mutual goals and shared accountability demonstrated within school, the characteristics of collaboration diminished when it came to collaborating with external partners. A major distinction was the apparent absence of parity, shared resources, shared accountability and shared participation. Some recommendations to improve collaboration between teachers and specialists include expanding training; trust; shared vision and funding.

Keywords: assistive technology, collaboration, support agency, visual impairment, special education teachers

Education / Management / Psychology / Society

Wednesday, June 7, 2017   10:00-11:00   Room 311

ISBASS-0020

Correlation between Self-Determination and Quality of Life for Taiwanese College Graduates with Disabilities

Pen-Chiang Chao ｜ *Chung Yuan Christian University*

Yu-Chi Chou ｜ *Chung Yuan Christian University*

ISBASS-0021

The Effect of Salience of Multiple Social Roles on Social Communication

Yu-Jen Chen ｜ *Lingnan University*

ICEPAS-0006

Videogame Addiction as a Predictor of Academic Performance: A Path Analysis Model Including Academic Motivation and School Attachment

Martin Jelínek ｜ *The Czech Academy of Sciences*

Petr Květon ｜ *The Czech Academy of Sciences*

ICEPAS-0007

Is Videogame Addiction Undermining Peer Relations or Poor Peer Relations Encourage Videogame Addiction? A Multigroup Non-Recursive Model in Adolescent Boys and Girls

Petr Květon ｜ *The Czech Academy of Sciences*

Martin Jelínek ｜ *The Czech Academy of Sciences*

ICEPAS-0010

Effect of Direct and Indirect Contact with the Mental Illness on Dangerousness and Social Distance

Mykyung Seo ｜ *Gyeongsang National University*

ICEPAS-0022

Sandrama, the Psychotherapy with Mobility that Confluent with Satir Model

Yee Yen Tham | *Beijing Normal University*

Risheng Zhang | *Beijing Normal University*

ISBASS-0018

Low-Carbon Living: How Green do We Need to Go?

Isaac Ng Ka Chui | *City University of Hong Kong*

Correlation between Self-Determination and Quality of Life for Taiwanese College Graduates with Disabilities

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1. Background/ Objectives and Goals

Research have showed that the self-determination competence of college students with disabilities has a great impact on their transition to postgraduate life. Specifically, self-determination is a key that affects these students' quality of life in the areas of family relationships, career planning, community involvement, personal responsibility and relationships, physical and emotional health, and leisure pursuits. Nevertheless, a number of studies have indicated that compared to their typically developing peers, college students with disabilities usually do not have sufficient self-determination skills (including decision making, choice making, problem solving, goal setting and attainment, self-advocacy & leadership skills, self-management & self-regulation, and self-awareness & self-knowledge) required for successful transition and quality of life. In Taiwan, the number of students with disabilities continuing to receive college education is increasing during the past decade due to the policy change and traditional credentialism. It is indicated that approximately half (48.7%) of Taiwanese high school graduates with disabilities enrolled in college/university in 2014. For this group of students, whether they have possessed knowledge and skills related to self-determination after leaving college is a critical issue required substantial attention. In addition, it remains unclear what is the correlation between the level of self-determination and quality of life for Taiwanese college students with disabilities after leaving school. The present study is conducted as a preliminary research attempting to provide professionals and practitioners better understanding of college graduates with disabilities. Specifically, purpose of this study is to investigate the level of self-determination skills of college students with disabilities after they graduate from school. Furthermore, we also intend to examine the correlation between the level of self-determination and quality of life for this group of graduating students and the prediction of quality of live by using level of self-determination as a predictor.

2. Methods

A convenient sampling method will be used to recruit subjects. The present study plans to recruit a total of 120 graduating college students with disabilities. The recruitment process is scheduled to be between April and May, 2017. Two measurements, the Self-Determination Scale for College Students (SDS-CS) and the World Health Organization Quality of Life-Brief Version (WHOQOL-BREF), will be used for data collection. The SDS-CS was developed by the

researchers of this study. The conceptual framework of the SDS-CS is based on the notion of a functional model of self-determination proposed by Wehmeyer (1999). The 36-item SDS-CS is comprised of four subscales including self-realization, psychological empowerment, self-regulation, and autonomy. Subjects' responses are rated based on a 5-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The overall composite score (i.e., Full Scale) of the SDS-CS ranges from 36 to 180. A higher score refers to a higher level of self-determination. The WHOQOL-BREF originated from the WHOQOL-100 developed by the World Health Organization in 1991. The WHOQOL-BREF aimed at evaluating an individual's quality of life consists of 26 items in six domains (including physical, psychological, social relationship, level of independence, environment, and spirituality/religion/personal) and twenty-four facts. Subjects' responses are rated based on a 5-point Likert-type scale. The overall composite score of the WHOQOL-BREF ranges from 26 to 130. A higher score refers to a better quality of life. Data collected in the present study will be analyzed using varied methods including descriptive statistics, Pearson correlation, and regression analyses.

3. Expected Results/ Conclusion/ Contribution

According to the findings of previous research that examined the self-determination skills of primary and secondary students with disabilities, we speculate that Taiwanese college graduates with disabilities may also demonstrate insufficient self-determination skills required for successful transition and career planning. However, the degree of discrepancy needs to be examined. With respect to the quality of life and its correlation with self-determination of college graduates with disabilities, it is uneasy to come up with reasonable speculations due to the lack of references or evidence-based research. Because self-determination competence plays a crucial role in affecting the quality of life of college graduates with disabilities, it is important to investigate the correlation between the level of self-determination and quality of life and evaluate how well the level of self-determination can predict the quality of life for college graduates with disabilities. Findings of the present study are expected to give researchers and educators an insight into the difficulties that college graduates with disabilities encounter in postgraduate life. Additionally, in consideration of the conceptualization of self-determination and its elements, we assume that college graduates' level of self-determination will predict their quality of life properly. In summary, findings of the present study will enable researchers and practitioners to better understand characteristics as well as the level of self- determination and quality of life for college graduates with disabilities. Implications and suggestions will be provided.

Keywords: College Graduates with Disabilities, Self-Determination, Quality of Life

ISBASS-0021
The Effect of Salience of Multiple Social Roles on Social Communication

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Abstract

Consumers today share many daily consumption experiences online as a way to communicate with others. While these communication may aim to provide some useful information to other people, oftentimes the sharing itself could benefit the consumer themselves. For example, literature in marketing has suggested that consumers engage in word-of-mouth behavior (WOM) to affiliate with others, to signal their knowledge, or to make themselves look better (Hennig-Thurau et al. 2004). These self-relevant goals mentioned above generally requires the presentation of message recipients in order to achieve. In fact, consumer researchers have shown that WOM speaker does show some knowledge about the characteristics of message recipients when crafting their communication channels (Chen and Kirmani 2015). Similarly, when people have an affiliation goal, they alter their message to present a desired image for different audiences (Goffman 1959).

Since audience plays a role in affecting consumers' selection of communication content and channel, it is possible that a general communication decision will be influenced. Specifically, we suspect that in a communication context with multiple audiences, consumers are likely to consider their distinct roles for different audiences. For example, a college student wants to establish an image of hardworking partner to his teammates in a course project, but he also wants to show his commitment to his co-workers from a part-time job. The consideration of multiple social roles may inhibit communication behavior because of perceived role conflict. However, we know little about how may the salience of social roles affect communication behavior.

Our goal in this research is to directly examine 1) whether the number of social roles affect perception of role conflict, and 2) whether perceived role conflict influences social communication.

We conducted 2 experiments and propose a future study. Study 1 aims to show that when people think about their multiple roles, they perceive different role exceptions. We randomly assigned 333 participants to one of the three social roles conditions, multi-dimension, uni-dimension, and a control condition. Before the social role manipulation, we asked participants to describe a fun activity they had recently as the sharing content later. Next, we manipulated number of social roles by asking them to indicate agreement/disagreement with their current social roles.

Specifically, in the uni-dimension condition, we asked 5 questions focusing on their roles as classmates. In the multi-dimensional role conditions, we asked 10 agreement questions to assess their roles across three dimensions, including student, family member, and employee. In the control condition, participants were asked to describe their social roles in an open-ended box. Finally, we measured perceived role expectation and manipulation check questions.

Our social roles manipulation worked as intended. The one-way ANOVA revealed a significant dimension main effect ($F(2, 330) = 8.57$, $p < .01$), and people reported more social roles in the multi-dimensional roles condition (M=4.23) than in the uni-dimensional roles condition (M=3.45; $F(1,330) = 9.04$, $p < .01$). Next, we found support for role expectation ($F(2, 330) = 10.80$, $p < .01$). Specifically, people reported more diverse expectation in the multi-dimension condition (M=4.66) than those in the uni-dimension condition (M=3.32; $F(1,330)=13.09$, $p<.01$). Thus, study 1 shows some initial support to our conceptual model that the number of roles could lead to diverse role expectations.

Study 2 further examine if role expectations could influence perceived role conflict and online sharing behavior. 440 participants were randomly assigned them to four conditions (2: number of social roles X 2: expectation similarity). The idea of having a 2 x 2 design is to attenuate the impact of absolute number of social roles by directly manipulating the driving force of role expectation. Consistent with our prediction, the results showed that, when focusing on dissimilar role expectation, participants reported higher level of role conflict (M = 4.70 vs. M = 4.14; $F(1, 403) = 9.07$, $p < .01$) and found it more difficult to manage their desired image online (M = 3.69 vs. M = 3.11; $F(1, 402) = 9.47$, $p < .01$). However, we did not find support for sharing intention in a 2 x 2 ANOVA (all ps > .37).

A planned study 3 aims to show the intended role effect on sharing behavior. Specifically, we suspect that not every sharing content is affected by role conflict. For example, while a work-family role conflict is common, people should find it comfortable to share happy events regardless of their roles as a family member or a colleague. However, when the sharing content shows conflict of interests among different roles, this sharing may be inhibited. Study 3 attempts to focus on types of sharing content to enrich our understanding of the relationship between number of friends, role expectation, role conflict, sharing content and behavior.

This research is expected to contribute to the literature in word-of-mouth and social media marketing, by considering the multiple-audience communication context. Such a communication context has not been investigated to relate to social role a consumer have. We aim to show an unexpected result that the number of connected friends could backfire social communication intention. Such a finding has substantial managerial implications for social media strategy

planning, especially when a strategy requires the identification of influential person in a social network.

Keywords: roles conflict, word-of-mouth, social media, online communication

Videogame Addiction as a Predictor of Academic Performance: A Path Analysis Model Including Academic Motivation and School Attachment

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1. Background/ Objectives and Goals

The presented study focuses on the relation between videogame addiction and academic performance. Relevant literature suggests that videogame addiction negatively influences academic performance. The goal of the study is to further clarify the mechanisms of the influence through the concepts of school attachment and academic motivation.

2. Methods

The research data were collected using self-report questionnaire administered in school settings. The sample consisted of 527 students (53.3 % females), age 11 - 19 years (m=14.79, sd = 1.75). We postulated path analysis model where the influence of addiction is manifested through school motivation and school attachment, and concurrently addiction moderates the relationship between school motivation (and school attachment, respectively) and academic performance. The model was estimated using Process macro for SPSS. Age and gender was used as covariates.

3. Expected Results/ Conclusion/ Contribution

It was found that videogame addiction influences both academic motivation (β = -0.11) and school attachment (β = -0.21). The outcome variable (school grades) was found to be predicted only by academic motivation (β = -0.38 for average level of addiction). The predictive power of academic motivation was further moderated by the level of addiction (β = 0.09). It can be concluded that videogame addiction decreases academic performance by lowering academic motivation. Further, videogame addiction suppresses the positive influence of academic motivation on performance.

Keywords: videogame addiction, academic performance, academic motivation, school attachment

Is Videogame Addiction Undermining Peer Relations or Poor Peer Relations Encourage Videogame Addiction? A Multigroup Non-Recursive Model in Adolescent Boys and Girls

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1. Background/ Objectives and Goals

The presented study focuses on the relations between videogame addiction and relations among peers. Relevant literature confirms that videogame addiction is connected to the quality of peer relations. Our goal is to further investigate possible mutual influences between the constructs with respect to gender of respondents.

2. Methods

The research sample was collected using self-report questionnaire administered in school settings. The sample consisted of 527 students (53.3 % females), age 11 - 19 years (m=14.79, sd = 1.75). We postulated a multigroup non-recursive model where videogame addiction (measured by Game addiction scale for adolescents and predicted by Social identity as a player, Frequency of playing, and Game engagement) and peer relations are reciprocally interconnected. The model was estimated separately for boys and girls using the Amos software.

3. Expected Results/ Conclusion/ Contribution

It was found that videogame addiction is strongly predicted by social identity as a player, frequency of playing and videogame engagement ($R^2_{boys} = 0.50$, $R^2_{girls} = 0.60$). Further, we identified that the directionality of addiction and peer relation depends on the gender of respondents. In boys the quality of peer relations influences the level of videogame addiction ($\beta = -0.22$), while the opposite direction is insignificant ($\beta = -0.04$). In contrast, in girls the quality of peer relations does not influence the level of videogame addiction ($\beta = 0.06$), but the level of videogame addiction influences the quality of peer relations ($\beta = -0.34$).

Keywords: videogame addiction, peer relations, gender

ICEPAS-0010
Effect of Direct and Indirect Contact with the Mental Illness on Dangerousness and Social Distance

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Abstract

Objective: Based on contact hypothesis which proposes that contact with the mental illness is the most effective anti-stigma, this study aims to analyze which form of contact can most effectively decrease the dangerousness and social distance associated with schizophrenia, depression, and alcoholism.

Method: 573 Korean adults (Mage=43.71, SD=13.41; 54.1% male, 45.9% female) were surveyed about randomly assigned vignettes of schizophrenia, depression, and alcoholism. The participants were questioned on the dangerousness and social distance associated with the assigned vignette, as well as direct and indirect contact experience with the mental illness. Two-way ANOVA was used to determine the main effect and interaction effect of types of mental illness and contact experiences have on the two dependent variables (dangerousness and social distance).

Results: The findings show that types of illness have a significant main effect on dangerousness and social distance, but contact type yielded significant main effect only on social distance. Moreover, the two dependent variables have interaction effect on two independent variables (dangerousness and social distance), therefore anti-stigma effect of contact vary according to types of mental illness.

Conclusion: Our findings suggest that appropriate anti-stigma strategies have to be required for each type of mental illness. . For schizophrenia, there are no differences in anti-stigma effects depending on the types of contact experiences. Thus, we can expect comparable anti-stigma effect from indirect contact experiences, such as recovery stories of persons with schizophrenia, documentaries and public service advertisement aimed to raise emphatic concerns on lives of the afflicted. This would be more feasible, since opportunities for direct contact with schizophrenic patients is relatively limited. For alcoholism, however, indirect contact led to significantly higher degree of dangerousness and social distance. Thus, the current media coverage on alcoholism needs to be revised. Previous studies emphasize that contact with alcoholism and the subsequent familiarity does not lead to anti-stigma effect. Since perceived dangerousness and social distance toward alcoholism is more severe than others, it is necessary to combat the stigma by targeting

indirect contact experience, which made up the majority of contact experience with alcoholism. It is crucial to adjust the current media angle from focusing on alcohol-induced problems and criminal activities to encouraging social understanding of their recovery process and abstinence efforts. For depression, perceived dangerousness and social distance is relatively low, and the stigma from the most frequent contact type, personal contact, was the lowest. Thus, it is important for depression to be recognized differently from other types of chronic mental illness with more severe social stigma.

Sandrama, the Psychotherapy with Mobility that Confluent with Satir Model

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1. Background/ Objectives and Goals

This is a psychotherapy method that inspired by FRANCESCA TOSCANI, which written a thesis that give the idea "sandrama" in 1997. In that thesis he was focusing on the treatment for the victims that survived from serious trauma. But unfortunately this thesis didn't provide us photos that can we learn sandrama step by step, besides, this thesis is the only few thesis that talk about the combination on psychodrama and sandtray, the researcher thinks that there is much more possibility within the psychodrama and sandtray, such as we don't know with the usage of Sandrama, is there any possibility to improve one's self esteem. So with the combination of Satir model, Sandtray and psychodrama, the researcher take an action to combine these theory into practical and try to find some possibility for psychotherapy treatment.

2. Methods

In the Sand Play Therapy (Sandtray) session, a standard sandplay that measured 57x72x7(cm) inner dimensions was used in the sand play sessions. The inner wall of the box was blue and half full of clean sand at the beginning of each session. The therapeutic items used(which was those toy) included miniatures of people, animals, plants, buildings, furniture, articles for daily use, vehicles ,food, fruits, stones, and so on. These items were used by the participant to create scenes in the sand plays that represented his or her inner experience or expressions. So with the usage of Sand world, the therapist try to create a world that can provide the client a second chance that to decide if there is any possibility in that specific moment. Which is by the combination of Sand world, the psychodrama, the Satir model, the therapist try to provide a different point of view for the things that has passed long ago, with the wisdom and resources that the client has in the present time, we seek for a better options that the client can do for himself and finally did a great communication within self and the presents.

3. Expected Results/ Conclusion/ Contribution

The researcher expected some significant movement on those Sandtray, which is the adjustment that the client him or herself that made for them self. Here is an example that from Miss Beta, that she has came across all these Sandtray, Sandrama and finally make some changes.

This was the first part that Miss Beta has done, just as you can see there is nothing much inside but the little bear that inside the "cage" that Miss Beta gave herself.

As the researcher mention, that little thing was a cage from the view of the client, so there is action to take by Miss Beta, she used a knife that shows inside this picture and free that bear from the cage.

This is the final result from Miss Beta. Now she can feel free to attach whatever she wants such as accepting sympathy from everything all over her. The dwarf, the kid, the trees ,the house, were all her resource that she might never see if she is still in the cage, with courage she unleash herself out from the cage, and it pays back with all these resources. The researcher thinks that this is exactly the things that describe what do a second chance means for the client. People always make mistake in all kinds of things, but making mistake doesn't means that everything goes wrong, the researcher thinks that the client worth a second chance to choose their life, and sandrama seems to provide a path for this second chance.

Keywords: Satir model, Sandrama, Psychodrama, Sandtray

Low-Carbon Living: How Green do We Need to Go?

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1. Background

This paper will examine the challenges and opportunities offered by Low-carbon urban living in Hong Kong. The key to low-carbon urban living is how buildings, spaces and transport systems…. are planned, designed, constructed, operated and managed...! Unlike many other big cities in the world, Hong Kong is small as it has an area of 1,124 sq.km with a population of about 7.3 million. The average population density is around 6,300 per sq. km. As construction is taking place continuously in Hong Kong, the amount of solid waste and its disposal have become a serious environmental problem, leading to visual pollution, public health hazards, water and air pollution. The sustainability of the regime due to rapid development in this area is a big concern.

2. Objectives

The objective of this study is to look at low-carbon urban living and to assess its strengthens in reviving the city as a living place. Three important research aspects are emphasizing, namely:

1. From Urban Aspect: Is it enough just to have more trees to cool down urban areas? Are there more complex and effective space designs that can be implemented? Should regenerated areas be designed to discourage the use of private cars?

2. Building Aspect: What are the optimal "green" building designs?

3. Economic Aspect: Is there a way to ensure that low-carbon developments are commercially viable, therefore a win-win solution for all parties?

3. Method

The "Low-carbon living" and "sustainability" have been the two big keywords in the field of urban planning and design. By examining the merits and constraints of applying low-carbon strategies for urban living, a comparative case studies among Tokyo, Singapore and Hong Kong (i.e. Case study approach) will be carried. Then what Hong Kong can be learned is analyzed.

4. Contribution

The development for low-carbon technology in our society is being increasingly important to our environment as this technology has been widely adopted in other parts of the world, such as Europe, North America, Germany. Many studies and research revealed that green buildings and low energy consumption can provide different benefits, not only our living condition; ultimately it can affect our next generation. Today, many countries have been threatened by environmental

factors due to global warming, air pollution, urban heat island effect, climate change and greenhouse effect which may eventually lead to the retardation of our economic growth and threaten our health.

This study is expected resulted in compliments from architects, engineers, planners and various government departments in Hong Kong, due to the following contributions to sustainable communities and growing economy:

a. Low-carbon methods have been adopted to be used as an effective methodology to enable green urban living;

b. Improve the visual impact to the human being and provide therapy effect to our environment and city.

Keywords: Low-carbon living; sustainability; planning and regeneration