



## 4<sup>th</sup> WCCES Symposium (Virtually through Zoom)

18-20 November 2021

*Theme: Values Education and Emotional Learning: Broader Implications for Holistic Curriculum & Schooling during and beyond the COVID-19 Pandemic*

**Co-conveners:**

- Ali Mazrui Center for Higher Education Studies (AMCHES), University of Johannesburg, South Africa
- Association Francophone d'Éducation Comparée (AFEC), 38<sup>th</sup> International Conference
- China Comparative Education Society (CCES)
- Comparative and International Education Society - USA (CIES)
- Comparative and International Education Society of Canada (CIESC)
- Council on Comparative Education in Kazakhstan (CCEK)
- Czech Pedagogical Society - Comparative Education Section (CPS-CES)
- Global Africa Comparative and International Education Society (Global Africa CIES), 5<sup>th</sup> International Conference
- The Gulf Comparative Education Society (GCES)
- Indian Ocean Comparative Education Society (IOCES), 7<sup>th</sup> International Conference
- Israel Comparative Education Society (ICES)
- Japan Comparative Education Society (JCES)
- Mondial Association for Peace by Comparative Education (MaPE), 2<sup>nd</sup> International Conference
- Nederlandstalig Genootschap voor de Vergelijkende studie (Dutch Speaking Society of Comparative Education) (NGVO)
- Oceania Comparative and International Education Society (OCIES)
- Portuguese Society of Education Sciences - Section of Comparative Education (SPCE-SEC), 4<sup>th</sup> Conference
- Sociedade Brasileira de Educação Comparada (SBEC)
- Sociedad Uruguaya de Educación Comparada y Internacional (SUECI)



**Hosted by: Cornell University, USA**

Co-sponsored by:

- Mario Einaudi Center for International Studies
- The College of Arts and Sciences
- Africana Studies and Research Center
- Institute for African Development (IAD)

Co-hosted by:

**UNESCO International Bureau of Education  
Switzerland**





## PROGRAM OVERVIEW

**Note: All times mentioned are Eastern Standard Time (EST), USA. Please click on a time to see the equivalent time in your respective time zones. Likewise, specific Zoom links have been inserted as hyperlinks in the Plenaries, Parallel Sessions/ Highlighted Panels/ Special Sessions throughout this document. You can enter/exit anytime a Zoom Breakout Room of your choice as mentioned against each of them.**

### Day 1: Thursday, 18 November 2021

Time (EST)	<a href="#">Plenary</a>				
<a href="#">08:00-08:20</a> a.m.	Welcome by WCCES President Professor N'Dri T. Assie-Lumumba, Cornell University, USA				
<a href="#">08:20-08:40</a> a.m.	Opening address by Professor Rachel Beatty Riedl, Director, Mario Einaudi Center for International Studies, Cornell University, USA				
<a href="#">08:40-08:50</a> a.m.	Welcome by Dr. Yao Ydo, Director, UNESCO International Bureau of Education, Switzerland				
<a href="#">08:50-09:30</a> a.m.	Keynote Address by Professor Fons Trompenaars, Vrije University Amsterdam, the Netherlands Title: "We Shall Overcome: Role of educational dilemmas created by different values. How to bring these values together for better education?"				
<a href="#">09:30-09:45</a> a.m.	Break				
	<a href="#">Parallel Sessions/ Highlighted Panels</a>				
<a href="#">09:45-11:15</a> a.m.	Parallel Session 1 (Zoom Breakout Room 1)	Parallel Session 2 (Zoom Breakout Room 2)	Parallel Session 3 (Zoom Breakout Room 3)	Parallel Session 4 (Zoom Breakout Room 4)	Parallel Session 5 (Zoom Breakout Room 5)
<a href="#">11:15-11:30</a> a.m.	Break				
<a href="#">11:30</a> a.m.- <a href="#">1:00</a> p.m.	Highlighted Panel 1 (Zoom Breakout Room 1)	Highlighted Panel 3 (Zoom Breakout Room 2)		Highlighted Panel 4 (Zoom Breakout Room 3)	Highlighted Panel 5 (Zoom Breakout Room 4)

Time (EST)	<a href="#">Parallel Sessions</a>				
<a href="#">09:30-11:00</a> p.m.	Parallel Session 6 (Zoom Breakout Room 1)	Parallel Session 7 (Zoom Breakout Room 2)	Parallel Session 8 (Zoom Breakout Room 3)	Parallel Session 9 (Zoom Breakout Room 4)	Parallel Session 10 (Zoom Breakout Room 5)
<a href="#">11:00-11:15</a> p.m.	Break				
<a href="#">11:15</a> p.m.- <a href="#">12:45</a> a.m.	Parallel Session 11 (Zoom Breakout Room 1)	Parallel Session 12 (Zoom Breakout Room 2)	Parallel Session 13 (Zoom Breakout Room 3)	Parallel Session 14 (Zoom Breakout Room 4)	Parallel Session 15 (Zoom Breakout Room 5)
<b>End of Day 1</b>					



**Day 2: Friday, 19 November 2021**

Time (EST)	Highlighted Panels		
04:00-05:30 a.m.	Highlighted Panel 17 (5:00-8:00 a.m. EST) (Zoom Breakout Room 3)	Highlighted Panel 6, #1 (Zoom Breakout Room 1)	Highlighted Panel 7 (Zoom Breakout Room 2)
05:30-05:45 a.m.		Break	
05:45-07:15 a.m.		Highlighted Panel 6, #2 (Zoom Breakout Room 1)	
07:15-08:00 a.m.			

Time (EST)	Parallel Sessions/ Highlighted Panels						
08:00-09:30 a.m.	Highlighted Panel 8 (Zoom Breakout Room 1)	Parallel Session 16 (Zoom Breakout Room 2)	Parallel Session 17 (Zoom Breakout Room 3)	Parallel Session 18 (Zoom Breakout Room 4)	Parallel Session 19 (Zoom Breakout Room 5)	Parallel Session 20 (Zoom Breakout Room 6)	
09:30-09:45 a.m.	Break						
09:45-11:15 a.m.	Special Panel 1: WCCES Book 2 (Zoom Breakout Room 1)	Highlighted Panel 9 (Zoom Breakout Room 2)	Parallel Session 21 (Zoom Breakout Room 3)	Parallel Session 22 (Zoom Breakout Room 4)	Parallel Session 23 (Zoom Breakout Room 5)	Parallel Session 24 (Zoom Breakout Room 6)	Parallel Session 25 (Zoom Breakout Room 7)
11:15-11:30 a.m.	Break						
11:30 a.m.-1:00 p.m.	Highlighted Panel 2 (Zoom Breakout Room 1)		Highlighted Panel 12 (Zoom Breakout Room 2)		Highlighted Panel 13 (Zoom Breakout Room 3)	Highlighted Panel 14 (Zoom Breakout Room 4)	

Time (EST)	Parallel Sessions/ Highlighted Panels					
09:30-11:00 p.m.	Parallel Session 26 (Zoom Breakout Room 1)	Parallel Session 27 (Zoom Breakout Room 2)	Highlighted Panel 10 (Zoom Breakout Room 3)	Highlighted Panel 15 (Zoom Breakout Room 4)	Highlighted Panel 16 (Zoom Breakout Room 5)	Special Panel 2: WCCES Book 2 (Zoom Breakout Room 6)
<b>End of Day 2</b>						



**Day 3: Saturday, 20 November 2021**

<b>Time (EST)</b>	<b><u>Highlighted Panel</u></b>
<u>06:30-08:00</u> a.m.	Highlighted Panel 11

<b>Time (EST)</b>	<b><u>Plenary</u></b>
<u>08:00-09:30</u> a.m.	Cinematic Space: Documentary Viewing & Discussion
<u>09:30 -10:00</u> a.m.	Concluding Session



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## DAY 1: THURSDAY, 18 NOVEMBER 2021

### A. PLENARY (08:00-09:30 a.m. EST)

<b>Chair</b>	<b>WCCES President Professor N'Dri T. Assié-Lumumba</b> <i>Cornell University, USA</i>
<u>08:00-08:20</u> a.m.	Welcome by <b>WCCES President Professor N'Dri T. Assie-Lumumba</b> , <i>Cornell University, USA</i>
<u>08:20-08:40</u> a.m.	Opening address by <b>Professor Rachel Beatty Riedl</b> , <i>Director, Mario Einaudi Center for International Studies, Cornell University, USA</i>
<u>08:40-08:50</u> a.m.	Welcome by <b>Dr. Yao Ydo</b> , <i>Director, UNESCO International Bureau of Education, Switzerland</i>
<u>08:50-09:30</u> a.m.	Keynote by <b>Professor Fons Trompenaars</b> , <i>Vrije University Amsterdam, the Netherlands</i> <b>Title: “We Shall Overcome: Role of educational dilemmas created by different values. How to bring these values together for better education?”</b>

**Zoom Link for DAY 1 Plenary (Please note that a separate Zoom invite is given below for Day 1 Parallel Sessions and Highlighted Panels)**

<https://cornell.zoom.us/j/94717515135?pwd=WXQwL1o1YXVqOGYwZzNOblhpVmpYQTog>

Passcode: 635378

Or One tap mobile :

US: +12532158782,,94717515135# or +13017158592,,94717515135#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 346 248 7799 or +1 470 250 9358 or +1 470 381 2552 or +1





602 753 0140 or +1 646 518 9805 or +1 646 876 9923 or +1 651 372 8299 or +1 669 219 2599 or +1 669 900 6833 or +1 720 928 9299 or +1 786 635 1003 or +1 971 247 1195

Webinar ID: 947 1751 5135

International numbers available: <https://cornell.zoom.us/j/94717515135>

Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

149.137.68.253 (Mexico)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 947 1751 5135

Passcode: 635378

SIP: 94717515135@zoomcrc.com

Passcode: 635378



**Zoom Link for DAY 1 Parallel Sessions and Highlighted Panels (Please note that a separate Zoom invite is given above for Day1 Plenary)**

<https://cornell.zoom.us/j/97231179598?pwd=d2l6bFhQNXI3VXRMRlhaS3ZtS2ZpQT09>

Meeting ID: 972 3117 9598

Passcode: 734467

One tap mobile

+13126266799,,97231179598# US (Chicago)

+13462487799,,97231179598# US (Houston)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 346 248 7799 US (Houston)

+1 470 250 9358 US (Atlanta)

+1 470 381 2552 US (Atlanta)

+1 602 753 0140 US (Phoenix)

+1 646 518 9805 US (New York)

+1 646 876 9923 US (New York)

+1 651 372 8299 US (Minnesota)

+1 669 219 2599 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 720 928 9299 US (Denver)

+1 786 635 1003 US (Miami)

+1 971 247 1195 US (Portland)



+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Washington DC)

Meeting ID: 972 3117 9598

Find your local number: <https://cornell.zoom.us/j/97231179598>

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162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

149.137.68.253 (Mexico)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 972 3117 9598

Passcode: 734467



**A. PARALLEL SESSION 1 (09:45-11:15 a.m. EST)**

<b>Educational Equity and Moral Compass during COVID-19 Pandemic</b> <b>Chair: Karen Biraimah, University of Central Florida, USA</b>		
Abstract Number	Name	Title
3	Lee Smith, <i>University of Alberta, Canada</i>	This just doesn't feel right to me!": Following one's own moral compass during the pandemic
7	Karen Biraimah, <i>University of Central Florida, USA</i> and Agreement Jotia	Achieving Greater Educational Equity within American and South African Schools: Attempts to Move Beyond Segregation and Apartheid
8	Ruchi Saini, <i>University of Maryland, College Park, USA</i>	COVID-19, CARE WORK & ONLINE TEACHING: VOICES OF FOUR FEMALE SCHOOL TEACHERS FROM INDIA
11	Virginia Gomes, <i>University of Maryland College of Education, USA</i>	Coping with COVID: The Experiences of Students from a Cooperative Learning School in Rural Brazil During the Covid -19 Pandemic

**B. PARALLEL SESSION 2 (09:45-11:15 a.m. EST)**

<b>Alternative Approaches to Values Education, Emotional Learning, Holistic Curriculum and Peacebuilding</b> <b>Chair: Zehavit Gross, Bar Ilan University, Israel</b>		
Abstract Number	Name	Title
13	Ashwani Kumar, <i>Mount Saint Vincent University, Canada</i>	Values Education, Emotional Learning, and Holistic Curriculum: Reflections on an Alternative School



25	Maria Sara De Lima Dias and Paula Caldas Brognoli <i>FEDERAL TECHNOLOGICAL UNIVERSITY OF PARANÁ (UTFPR) Brazil</i>	TEACHING WORK IN THE PANDEMIC: EMOTIONAL BUILDINGS AND LEARNINGS
41	Najme Kishani Farahan <i>Ontario Institute for Studies in Education, Toronto, Canada</i>	Connecting individual to collective: Youths' learning experiences of implicit peacebuilding agency capabilities in transforming social conflicts in Iran
160	Zehavit Gross, Bar Ilan University, Israel	Spiritual resilience as a resource for dealing with Challenging Circumstances and the COVID-19 crisis

**C. PARALLEL SESSION 3 (09:45-11:15 a.m. EST)**

<b>Literacy, Social Emotional Learning and Decolonization</b>		
<b>Chair: Amanda Fiore, University of Maryland, USA</b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
43	Lisa Wright <i>University of Southern Mississippi, USA</i>	Filling Gaps in Abstinence-Only Sex Education: A Proposal to Combine Comprehensive Sex Education with Social Emotional Learning
52	Jonathon Geiger and Tommie Killen <i>University of Southern Mississippi, USA</i>	Great Questions and Emotional Learning are Integral to Making Good Students
53	Elnaz Safarha, Uttara Balakrishnan, Daniel Zaas and Jessica Li <i>University of Maryland, College Park USA, IMPAQ International</i>	Revisiting the Schooling Inputs Debate: Evidence from Two Early Grade Literacy Interventions in Lao PDR



55	Fernanda Kalil and Anamaria Welp <i>Universidade Federal do Rio Grande do Sul (UFRGS) Brazil</i>	Decolonial English teaching in southern Brazil: The construction of a syllabus through a translanguaging lens
56	Amanda Fiore, <i>University of Maryland, USA</i>	How the Peace Corps Challenges and (Re)produces Coloniality

#### D. PARALLEL SESSION 4 (09:45–11:15 a.m. EST)

Revisiting University Mission, Curricula and Teacher Education through the Lens of Ubuntu, Decolonization and Values Chair: Joel Mukwedeяa, <i>University of Toronto, Canada</i>		
Abstract Number	Name	Title
61	Seungah Lee <i>Stanford University, USA</i>	The global race towards a “world class” university? An examination of university mission statements worldwide
66	Vongaishe Changamire and Lemlem Kebede <i>World Vision, Canada</i>	Re-conceptualizing values-based and emotional education for vulnerable youths in Latin and Caribbean regions through blended pedagogical approaches: A multi country evaluation on World Vison’s Youth Ready curriculum
72	Andrés Valencia <i>Universidad del Valle, Colombia</i>	Is It Possible to Decolonize English as a Foreign Language Teacher Education?
74	Joel Mukwedeяa, <i>The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), Canada</i>	UBUNTU - EDUCATION FOR SUSTAINABILITY
75	Olukayode Apata and Daniel Paintsil <i>The University of Southern Mississippi, USA</i>	Relationship between Adolescence Social Emotional Learning and Diet



**E. PARALLEL SESSION 5 (09:45-11:15 a.m. EST)**

<b>Families, Teachers and Teaching Processes during COVID-19</b> <b>Chair: Zaira Navarrete-Cazales, Universidad Nacional Autónoma de México</b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
93	Peggy Kong, Xiaoran Yu, Anu Sachdev, Xinwei Zhang and Nino Dzotsenidze  <i>Drexel University, Lehigh University, East Stroudsburg University, Kessler Foundation, Independent Scholar, United States</i>	Nurturing body and mind: Understanding Asian families in the United States during the COVID-19 pandemic
95	Anju Saigal and Peggy Kong  <i>Center for Equity and Quality in Universal Education, India &amp; Drexel University, USA</i>	Sustaining student learning in India through quality teacher support during the COVID-19 pandemic.
107	Zaira Navarrete-Cazales, Armando Alcántara Santuario and Francy Yarmid Peralta-Marín <i>Universidad Nacional Autónoma de México</i>	Constructive impact for conducting degree processes during the Covid-19 pandemic: the case of the Universidad Nacional Autónoma de México



31	<p>Ilda Maria Poças, Ana Grilo, Carina Silva, Ana Pinto Homem, Carolina Rodrigues, Carina Gomes, Inês Francisco, Inês Silva, Mariana Dragão and Patrícia Nogueira</p> <p><i>Universidade Lusófona de Humanidades e Tecnologias de Lisboa, Portugal</i></p>	<p>Ensino presencial versus ensino a distância – percepção dos estudantes de uma escola de saúde</p>
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**F. HIGHLIGHTED PANEL 1 (11:30 a.m.-1:00 p.m. EST)**

Abstract Number	Name	Title
9	<p>Emnet Tadesse Woldegiorgis, <i>Ali Mazrui Centre for Higher Education Studies (AMCHES), the University of Johannesburg, South Africa</i>                      Shireen Motala, <i>DST/NRF South African Research Chair in Teaching and Learning (PSET), University of Johannesburg, South Africa</i>                      Logan Govender, <i>Ali Mazrui Centre for Higher Education Studies (AMCHES), the University of Johannesburg, South Africa</i></p>	<p>The Intellectual Legacy of Professor Michael Cross</p>





	<p>Phefumula Nyoni, <i>Ali Mazrui Centre for Higher Education Studies (AMCHES), the University of Johannesburg, South Africa</i>                  and Sibonokuhle Ndlovu, <i>Ali Mazrui Centre for Higher Education Studies (AMCHES), the University of Johannesburg, South Africa</i></p>	
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**G. HIGHLIGHTED PANEL 3 (11:30 a.m.-1:00 p.m. EST)**

Abstract Number	Name	Title
35	Ashwani Kumar, <i>Mount Saint Vincent University, Canada</i> James Caron, <i>Mount Saint Vincent University, Canada</i> Dudett Kumar, <i>Saint Francis Xavier, Canada</i> and Laurie Cook, <i>Acadia University, Canada</i>	Holistic Ways of Leading Academic Life

**H. HIGHLIGHTED PANEL 4 (11:30 a.m.-1:00 p.m. EST)**

Abstract Number	Name	Title
40	Juan Carlos Rodriguez Camacho, <i>University of New Brunswick/NESST-Smithsonian Science Education Centre, Canada</i> Carol O'Donnel, <i>Smithsonian Science Education Center, USA</i> and Angie Fitzgerald, <i>University of Southern Queensland/Mirboo North Secondary College, Australia</i>	The Pedagogy of Mangroves and Rhizomatic Learning for STEM <sub>4</sub> SDG



## I. HIGHLIGHTED PANEL 5 (11:30 a.m.-1:00 p.m. EST)

Abstract Number	Name	Title
147	Dan Wagner, <i>Univ of Pennsylvania, USA</i> Rob Gruijers, <i>Cambridge University, UK</i> Matthew Jukes, <i>RTI International, UK</i> Alejandro Ganimian, <i>New York University, USA</i> Brooks Bowden, <i>GSE, Univ of Pennsylvania, USA</i>	Cognitive vs. Socio-emotional learning: What impact in international educational development?

## J. PARALLEL SESSION 6 (09:30-11:00 p.m. EST)

Transforming Educational Institutions with Approaches for Ethics, Values, Character and Intercultural Knowledge Chair: Patricia Ong, <i>University of Waikato, New Zealand</i>		
Abstract Number	Name	Title
5	Patricia Ong <i>University of Waikato, New Zealand</i>	Philosophical and Model Approaches for Ethics, Values and Character Education
27	Karena Menzie-Ballantyne and Miriam Ham <i>CQUniversity, Australia</i>	Nurturing our students, nurturing our planet: why Global Citizenship Education and Socio-Emotional Learning are complementary not competing agenda
33	Syanne Helly, <i>SMA Cita Hati Christian School, Indonesia</i>	Epistemology as a Tool to Change Students' Intercultural Knowledge and Competence
86	Ying-Syuan Huang, <i>UNU-IAS, Japan</i>	Learning for transforming higher education institutions



**K. PARALLEL SESSION 7 (09:30-11:00 p.m. EST)**

<b>Spaces for Emotional and Cognitive Balance in the Times of COVID-19</b> <b>Chair: Kabini Sanga, <i>Herenga Waka Victoria University of Wellington, New Zealand</i></b>		
Abstract Number	Name	Title
4	Dulani Kuruppu, <i>General Sir John Kotelawala Defence University, Sri Lanka</i>	CASE STUDY ON ROLE OF UNIVERSITY LIBRARIES: AS A PLACE TO ENGAGE, INSPIRE AND EMPOWER YOUTH IN ACHIEVING SDG -4
23	Kabini Sanga and Martyn Reynolds, <i>Herenga Waka Victoria University of Wellington, New Zealand</i>	Safe spaces in dangerous times: Framing in Oceania oralities research
48	Ekaterina Mishustina, <i>ECNU, China</i>	The importance of maintaining an emotional and cognitive balance: reflection on Social Emotional



		Learning in the light of new post-COVID era with a growing focus on Online Learning
63	<p>Kana Hamatani, <i>Osaka Shoin Women's University, Japan</i></p> <p>Matthias Proske, <i>The University of Cologne, Germany</i></p> <p>Roland Wolfgang, <i>The University of Bonn, Germany</i></p> <p>Henke and Takeshi Inoue, <i>Tokyo City University, Japan</i></p>	A Comparative Analysis of Values Education and Emotional Learning of "Recognition of Diversity" in Germany and Japan : Focusing on the School Subjects of Practical Philosophy in North Rhine-Westphalia and Citizenship in Shinagawa Ward
78	<p>Xiangyuan Feng, <i>University of Groningen, Netherlands</i></p> <p>Kun He, <i>University of Groningen, Netherlands</i></p> <p>and Jingzhou Sun, <i>Communication University of China, China</i></p>	Involution of Asian young generations during the pandemic and post-pandemic: insights from students in Chinese, Korean, and Japanese universities



**L. PARALLEL SESSION 8 (09:30-11:00 p.m. EST)**

<b>The Humane Factor in the Wholesome Development of Children and Global Citizenship</b> <b>Chair: Swaleha Sindhi, <i>Indian Ocean Comparative Education Society</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
12	Swaleha Sindhi, <i>Indian Ocean Comparative Education Society, India</i> Adfer Rashid Shah, <i>Jamia Millia Islamia, New Delhi, India</i>	Rethinking the Efficacy of Humane Factor in Online Education: Concerns and Challenges in Indian Context
19	Vinita Shrouty, <i>Research Scholar, SNDT University, Mumbai, India.</i>  Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i>  Nivedita Deshmukh, <i>Shree Maa Gayatri English School, Akola, India.</i>	The role of parents in Children's online education : Our Experiences



20	<p>Sneha Gogte, <i>Discovery Science Exploratory, Hyderabad, India.</i>                  Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i></p> <p>Nivedita Deshmukh, <i>Shree Maa Gayatri English School, Akola, India.</i></p> <p>Vinita Shrouty, <i>Research Scholar, SNDT University, Mumbai, India.</i></p> <p>Vishvanath Gogte, <i>Discovery Science Exploratory, Hyderabad, India.</i></p>	<p>Impact of Online Participatory Teaching Learning Program for Wholesome Development of Middle School Children of Semi-Urban School.</p>
37	<p>Van Nguyen, <i>Sophia University, Vietnam</i></p>	<p>Citizenship Education in World Risk Society: an Evolutionary perspective</p>



**M. PARALLEL SESSION 9 (09:30-11:00 p.m. EST)**

<p><b>Curriculum and Teachers in the COVID-19 Era</b></p> <p><b>Chair: Pushpa Vitharana, <i>University of Peradeniya, Sri Lanka</i></b></p>		
Abstract Number	Name	Title
34	Pushpa Vitharana, <i>University of Peradeniya, Sri Lanka</i>	Undergraduates' Perception on Implementation of Teaching Practicum Component
38	<p>Sandhya Thakur, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i></p> <p>Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i></p> <p>Vinita Shrouthy, <i>Research Scholar, SNDT University, Mumbai, India.</i></p> <p>Nivedita Deshmukh, <i>Shree Maa Gayatri English School, Akot, India.</i></p>	Collaboration between Educators, Teachers, Students, and Parents for Learning by Project Based Learning during Pandemic period



89	Sarbari Dutta, Gauri Hardikar, Seema Negi, Abhilasha Singh, Shunila Chauhan, Varsha Damle, Madhura Mohadikar and Rama Bhide  <i>Alpha School of Life Skills, India</i>	Developing a Holistic Curriculum for Augmenting Life Skills of the Alpha Generation
152	H.M.Nalini Dhammika Kumari and Preethi Karunathilaka  <i>Hapitigam National College of Education, Mirigama, Sri Lanka</i>	Unlocking Teacher Educators professional development in Covid 19 Era
161	Jagpreet Kaur.  <i>Punjabi University, India</i>	A life skills intervention for prevention of alcohol and drug abuse





**N. PARALLEL SESSION 10 (09:30-11:00 p.m. EST)**

<b>Role and Importance of Indigenous Cultures in Education</b>		
<b>Chair: Narendra D. Deshmukh, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
29	Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i>  Anuprita B Deshmukh, <i>P R Patil College of Education, Amravati, India.</i>	Implementation of TSPCK Framework in Designing Micro Teaching Lesson Plan
49	Sneha Gogte, <i>Discovery Science Exploratory, Hyderabad, India.</i> Vishvanath Gogte, <i>Discovery Science Exploratory, Hyderabad, India.</i>  Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i>	National and Cultural Festivals at School an Enrichment Booster for Emotional Development/Bonding of a Child: Indian Perspective.



	<p>Sandhya Thakur, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i></p> <p>Vinita Shrouthy, <i>Research Scholar, SNDT University, Mumbai, India.</i></p> <p>Nivedita Deshmukh, <i>Shree Maa Gayatri English School, Akot, India.</i></p>	
62	Kanishka Bedi, <i>Indian Ocean Comparative Education Society, India</i>	Virtuous Versus Demonic Life: How the Legacy of Colonial Education System Continues to Erase the Soul of India
73	H.M.R.K.N. Priyanthi, <i>Teacher Centre, Ampara, Sri Lanka</i> and P.R.K.A. Vitharana, <i>University of Peradeniya, Sri Lanka</i>	Teachers' Views on Professional Development for STEM Education
77	Poorna Perera, Prabath Withanage and Thanuja Witharana <i>Ministry of Education, Sri Lanka</i>	Adaptability to a Unexpected Transition to Online Learning: understanding the societal acceptance and perceptions



**O. PARALLEL SESSION 11 (11:15 p.m.-12:45 a.m. EST)**

<b>Exploring the Perceptions of Values, Soft skills and Co-curricular activities in Education</b> <b>Chair: Pushpa Vitharana, <i>University of Peradeniya, Sri Lanka</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
14	Dulani Kuruppu, <i>General Sir John Kotelawala Defence University, Sri Lanka</i>	Role of university academics to meet Sustainable Development Goals (SDGs) in Higher Education
96	Sybil Thomas, <i>University of Mumbai, India</i> Cecilia D'Costa, <i>University of Mumbai, India</i> Farrah Kerawalla, <i>University of Mumbai, India</i> Gauri Hardikar, <i>Indian Ocean Comparative Education Society, India</i> and Anjali Kale, <i>University of Mumbai, India</i>	Values in Education: Exploring Perceptions of the Urban Youth on Going through an Intervention Program



97	H.M.Nalini Dhammika Kumari, <i>Hapitigam National College of education ,Mirigama, Sri Lanka</i> and Pushpa Vitharana, <i>University of Peradeniya, Sri Lanka</i>	A Study on Soft Skills Development of Prospective Teachers in Primary Education
139	Preethi Karunathilaka <i>Hapitigam National College of Education, Mirigama, Sri Lanka</i> and Pushpamala Jayamaha, <i>Zonal Education office, Sri Lanka</i>	Case study; Parental involvement for maintaining home - school environment in Covid 19 Pandemic era
140	Preethi Karunathilaka <i>Hapitigam National College of Education, Mirigama, Sri Lanka</i>	The study on the contribution of virtual co-curricular activities for enhancing social interaction during Covid -19 Pandemic era



**P. PARALLEL SESSION 12 (11:15 p.m.-12:45 a.m. EST)**

<b>Perspectives in Teacher Development</b>		
<b>Chair: Dr. Mousumi Mukherjee, <i>Indian Ocean Comparative Education Society, India</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
119	Rasika Kalupahanage <i>Zonal Education office, Sri Lanka</i>	The effect of the science teacher's technology adaptation during Covid 19 Pandemic
121	Dr.Sujeewa Polgampala, <i>Siyane National College of Education, Sri Lanka</i> and Jayani Gurunada, <i>Pasdunrata National College of Education, Sri Lanka</i>	Blended Learning in Pre-Service Teacher Education Programmes in Two National Colleges of Education



122	Nanda Wanniarachchi <i>Freelance Educationist, Sri Lanka</i>	Humanistic application embedded in new curriculum of secondary education in Sri Lanka
123	M. V. K. Mallawa <i>Siyane National College of Education, Sri Lanka</i>	Development of Teacher Leadership Skills in Prospective Teachers during Pre-Service Teacher Education
127	Thanuja Perera <i>Wayamba National College of Education-Bingiriya, Sri Lanka</i>	Improving Emotional intelligence of teachers during the covid-19 pandemic situation in Sri Lanka



**Q. PARALLEL SESSION 13 (11:15 p.m.-12:45 a.m. EST)**

<b>Impact of COVID 19 Pandemic on Teachers and Learners</b>		
<b>Chair: Narendra D. Deshmukh, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
128	Biyagama Chamanthi <i>Zonal Education Office, Theldeniya, Sri Lanka</i>	Acquiring Skills via Knowledge vs. Acquiring Knowledge via Skills
129	Gayani Amarasinghe <i>Professional Development Centre for Teachers, Kalubowila, Sri Lanka</i>	Continuous professional development of teachers during the period of covid-19 pandemic
131	Jamila Meera Mohideen <i>University of Peradeniya, Sri Lanka</i>	Academic and emotional effects of online learning during the COVID-19 pandemic on science students
142	Nikita N. Deshmukh,	The Impact of COVID-19 Pandemic on the Academic Performance of Veterinary Students



	<p><i>Post Graduate Institute of Veterinary and Animal Sciences, Akola, India</i></p> <p>Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i></p>	
<p>151</p>	<p>Diksha Sood, <i>Soka University, Japan</i></p>	<p>Arts-Based Peace Education in Refugee Settings: A holistic healing of refugees' learning in the camps through participatory arts</p>





**R. PARALLEL SESSION 14 (11:15 p.m.-12:45 a.m. EST)**

<b>Stakeholder Perspectives in Education - Listening to the Voices of Learners, Parents and Teachers</b> <b>Chair: Sucharita V., NIEPA, India</b>		
Abstract Number	Name	Title
16	Sucharita V., <i>NIEPA, India</i>	REVISITING EDUCATION DURING PANDEMIC TIMES – RESPONSE TO CHANGE AND ITS IMPLICATIONS
30	Radhika G. Deshmukh, <i>Shri Shivaji Science College, Amravati, India</i> and Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i>	Use of Online Physics Tools in Higher Education during the Coronavirus Pandemic: Indian Students' Perspective
42	Khin Phyu Phyu Thet, <i>Hiroshima University, Myanmar.</i>	A Study on Teachers' Teaching Practices and Parental Support for First Graders' Reading Skills of the Myanmar Language
69	Somrita Sengupta, <i>Presidency University, Kolkata, India</i>	Children With Special Needs as Centers of Inclusion: Voices, Positions and Experiences
82	Tulika Mehra, <i>Soka University, Japan</i>	Holistic Education for 21st Century Life Skills



**S. PARALLEL SESSION 15 (11:15 p.m.-12:45 a.m. EST)**

<b>Online Learning : Opportunities and Challenges</b> <b>Chair: Sakunthala Yatigamma, <i>University of Peradeniya, Sri Lanka</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
15	Hiroshi Ota, <i>Hitotsubashi University, Japan</i>  Yukiko Shimmi <i>Tohoku University, Japan,</i>  and Akinari Hoshino, <i>Nagoya University, Japan.</i>	International Education and ICT During and Post COVID-19: Japan's Experiences and Perspectives
133	Shyama Dehideniya, <i>Postgraduate Institute of Humanities and Social Sciences, University of Peradeniya, Sri Lanka</i>	Online STEM Based Science Teaching –Learning Experience: Benefits and Challenges



	and Sakunthala Yatigammana, <i>University of Peradeniya, Sri Lanka</i>	
136	Viyanga Iddamalgoda, <i>Zonal Education Office, Hatton, Sri Lanka</i>	ADAPTING TO ONLINE TEACHING EFFECTIVELY
138	B.W.Ganga Dilhani <i>Ministry of Education, Sri Lanka</i>	Enjoyable learning through online for a first grader during the Covid-19 pandemic; A case study
143	Nivedita Deshmukh, <i>Shree Maa Gayatri English School, Akot, India.</i>  Sneha Gogte, <i>Discovery Science Exploratory, Hyderabad, India.</i>  Narendra D. Deshmukh, <i>Homi Bhabha Centre for Science Education, TIFR, Mumbai, India.</i>	Study of the Positive Effects of Value Inclusion and Emotional Development in Students' Learning Process.



## **DAY 2: FRIDAY, 19 NOVEMBER 2021**

### **Zoom Link for Day 2 Parallel Sessions/ Highlighted Panels**

<https://cornell.zoom.us/j/93128623456?pwd=RWR3WWViallvNXdnbTlPeGZMd29oUTo9>

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213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

149.137.68.253 (Mexico)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 931 2862 3456

Passcode: 375046



## A. HIGHLIGHTED PANEL 6 (04:00–07:15 a.m. EST)

Abstract Number	Name	Title
N.A.	Yohei Sekiguchi, <i>Kio University, Japan</i> Akemi Ashida, <i>Waseda University, Japan</i> Yuto Kitamura, <i>The University of Tokyo, Japan</i> Jing Liu, <i>Tohoku University, Japan</i> Miki Sugimura, <i>Sophia University, Japan</i> Baocun Liu, <i>Beijing Normal University, China</i> Jonghyeok Yoon, <i>Korean Educational Development Institute, South Korea</i> Jae Park, <i>The Education University of Hong Kong, China</i> Virgilio Manzano, <i>Urdaneta City University, The Philippines</i> Tang Thi Thuy, <i>VNU University of Education, Vietnam</i> Vishalache Balakrishnan, <i>University of Malaya, Malaysia</i> Yuji Utsumi, <i>Nagoya University, Japan</i> Kazou Kuroda, <i>Waseda University, Japan</i>	Expected roles of comparative education academic societies in Asia: past, present, and future prospects



## B. HIGHLIGHTED PANEL 7 (04:00-05:30 a.m. EST)

Abstract Number	Name	Title
141	Regis Malet, <i>AFEC, Bordeaux, France</i> Filippo Pirone, <i>Université Paris Est Créteil, France</i> Romain Delès, <i>Université de Bordeaux, France</i> Ines Dussel, <i>Departemento de Investigaciones Educativas, Mexico</i> Elisabeth Hultqvist, <i>University of Uppsala, Sweden</i>	Les mutations dans les systèmes éducatifs liées à la pandémie de Covid-19 : le cas de la France, du Mexique et de la Suède

## C. HIGHLIGHTED PANEL 17 (5:00-8:00 a.m. EST)

Abstract Number	Name	Title
N.A.	Yuzhuo Cai, <i>Tampere University, Finland</i> Jun Teng, <i>Beijing Normal University, China</i> Jiao Cheng, <i>Southern China Normal University, China</i> Wenqan Qian, <i>China</i> Gaoming Zheng, <i>Tongji University, China</i> Baocun Liu, <i>Beijing Normal University, China</i> Yu Huang, <i>Beijing Normal University, China</i> Ruichang Ding, <i>Beijing Normal University, China</i> Yiyun Hu, <i>Beijing Normal University, China</i>	Addressing global challenges in education development with respect to SDGs: Reforms and practices in Chinese and Finnish education



#### D. HIGHLIGHTED PANEL 8 (08:00–09:30 a.m. EST)

Abstract Number	Name	Title
105	Noah Sobe, <i>UNESCO, France</i> Sobhi Tawil, <i>UNESCO, France</i> Miki Sugimura, <i>Sophia University, Japan</i> Tamas Kozma, <i>Hungarian Pedagogical Society – Comparative Education Section (HPS-CES), Hungary</i> Miri Yemini, <i>Tel Aviv University, Israel</i> Kabini Sanga, <i>Te Herenga Waka Victoria University of Wellington, New Zealand,</i> Cristian Perez Centeno, <i>Universidad Nacional de Tres de Febrero, Argentina</i>	UNESCO's Futures of Education global report: Reimagining our futures together: a new social contract for education





## E. PARALLEL SESSION 16 (08:00–09:30 a.m. EST)

<b>Global Citizenship , Values and Social Emotional Learning</b> <b>Chair: Zaira Navarrete-Cazales, <i>Universidad Nacional Autónoma de México, Mexico</i></b>		
Abstract Number	Name	Title
108	Kuixi Du and Luann Crenshaw <i>University of Southern Mississippi, USA</i>	Social Emotional Learning(SEL) development of Rural left-behind Children in China: Structural Equation Modeling Analysis
109	Zaira Navarrete-Cazales, Armando Alcántara Santuario and Francly Yarmid Peralta-Marín <i>Universidad Nacional Autónoma de México, Mexico</i>	Comparative analysis of the degree program at the Faculty of Philosophy and Letters of the Universidad Nacional Autónoma de México
111	Héctor Manuel Manzanilla-Granados, <i>Instituto Politécnico Nacional, Mexico</i> Lorena Ocaña-Pérez <i>Universidad Nacional Autónoma de México, Mexico</i> and Zaira Navarrete-Cazales <i>Universidad Nacional Autónoma de México, Mexico</i>	Post-pandemic education in Mexico. Achievements and challenges for the implementation of a Hybrid model
117	Joanna Mok <i>University of Maryland, College Park, USA</i>	I Hear You: Poetry as a means to cultivate social emotional skills and inculcate universal values in human beings
159	Carlos Alberto Torres <i>University of California Los Angeles, USA</i>	Seeking Moral High Ground. Global Citizenship Education and The Quest for a Global Planetarian Ethics



## F. PARALLEL SESSION 17 (08:00–09:30 a.m. EST)

<b>Education for Children in the Times of COVID-19</b>		
<b>Chair:</b> Dilsa Estela Muñoz Muñoz, <i>Universidad Católica de Manizales, Colombia</i>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
18	María Angeles Abellán-López, <i>Universitat de València</i> , Spain and Gonzalo Pardo-Beneyto, <i>Instituto Mediterráneo de Estudios de Protocolo y Relaciones Institucionales. Spain.</i>	La infancia como sujeto político. Una lectura de los presupuestos participativos infantiles como escuelas de ciudadanía. Childhood as a political subject. A reading of children's participatory budgets as citizenship schools
90	Josefina Castellero, Danni Morell and Mirna Riold <i>Universidade Óscar Ribas, Angola; Universidad Ciego de Ávila, Cuba</i>	Gestión emocional para el desarrollo de competencias investigativas en el profesorado universitario angolano
103	Patricia Ducoing-Watty and Ileana Rojas-Moreno <i>UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO, Mexico</i>	Estudio comparado sobre marcos normativos y educación en valores en América Latina
130	Carmen Albana Sanz Rodriguez <i>Bambú, Uruguay</i>	Trabajo descriptivo en 38 centros uruguayos. Implementación de la Educación Emocional
148	Dilsa Estela Muñoz Muñoz <i>Universidad Católica de Manizales, Colombia</i>	La pandemia Covid-19 en la educación rural de Colombia



## G. PARALLEL SESSION 18 (08:00–09:30 a.m. EST)

<b>Emotional Learning and Values Education for Sustainability</b>		
<b>Chair: Aicha Maherzi, <i>Mondial Association for Peace by Comparative Education, France</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
6	Sandrine Simon <i>CeiED Universidade Lusofona, Portugal</i>	Skills and learning outcomes to care for: urban agriculture, food security and social cohesion as catalysts for reforming education for sustainability and resilience.
44	Maria Luiza Rangel, <i>UEG/UnB, Brazil</i> and Remi Castioni, <i>UnB, Brazil</i>	OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL: um olhar para a agenda brasileira à luz da educação comparada
67	Kattie Lussier, <i>McGill University, Canada</i> Moriké Dembele, <i>Université des Lettres et Sciences Humaines de Bamako, Mali</i> Seydou Loua, <i>Université des Lettres et Sciences Humaines de Bamako, Mali</i> Fatoumata Keita, <i>Université des Lettres et Sciences Humaines de Bamako, Mali</i> Mamadou Dia, <i>Université des Lettres et Sciences Humaines de Bamako, Mali</i> Idrissa Soiba Traore	Éducation et agentivité au Mali : Défis et opportunités



	<i>Université des Lettres et Sciences Humaines de Bamako, Mali</i> and Claudia Mitchell, <i>McGill University, Canada</i>	
124	Aicha Maherzi <i>Mondial Association for Peace by Comparative Education, France</i>	ENSEIGNEMENT OFFICIEL DES VALEURS UNIVERSELLES DANS TOUS LES SYSTEMES EDUCATIFS
149	Fouzia Seddaoui <i>UMR EFTS, France</i>	L Éducation aux valeurs comme espace et instrument d'émancipation: l'exemple de lycéens français à l'épreuve de la pandémie.
156	Marie-Noëlle Coulon 3ème symposium WCCES - MAPE, France	L'apport de l'Éducation musicale en temps de pandémie : Une approche pour le développement des compétences émotionnelles à l'école



## H. PARALLEL SESSION 19 (08:00–09:30 a.m. EST)

<b>Social Emotional Learning in the Coronavirus Era</b> <b>Chair: Gertrude Shotte, <i>ISCEST, United Kingdom</i></b>		
Abstract Number	Name	Title
57	Caleb Mackatiani, <i>University of Nairobi, Kenya</i> and Sarah Likoko, <i>Kibabii University, Kenya</i>	Coronavirus Era: Implications for Reconceptualization of Curriculum and Delivery in Kenyan schools
64	Gertrude Shotte, <i>ISCEST, United Kingdom</i> and Steve Azaiki, <i>ISCEST, Nigeria</i>	Rethinking Curriculum Development: The Role of Local and Indigenous Knowledge Systems
87	Zehorit Dadon-Golan <i>Hemdat college of education and Bar Ilan University, Israel</i>	Are we nearing the goal of equity in education? The atypical case of Israel for the years 2008–2018
126	Zehavit Gross <i>Bar Ilan University, Israel</i>	Social Emotional Learning (SEL) , Activist Pedagogy and Intercultural Competence- A Case Study
153	Nagwa Megahed <i>Ain Shams University and Yorkville University, Egypt</i>	Research Paradigms and Universal Values in Comparative and International Education Journal of the Egyptian Society (2017 - 2020)



## I. PARALLEL SESSION 20 (08:00-09:30 a.m. EST)

<b>Critical Storytelling for Social and Emotional Learning</b>		
<b>Chair: Daniel K Gakunga, <i>University of Nairobi, Kenya</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
54	Ali Said Almatari, Iman Almaawali and Moza Almoqbali <i>Ministry of education, Oman</i>	كفاءات التعلم الاجتماعي والعاطفي للمعلمين في مدارس الحلقة الثانية بسلطنة عمان بعد جائحة كورونا
91	Muna Al Kalbani and Hamed Al Ghafiri <i>Arab Open University, Oman</i>	Psychometric Properties of the social and emotional learning scale in Oman
118	Daniel K Gakunga and Betty N Wakwoma <i>University of Nairobi, Kenya</i>	The impact of child labour on boys' and girls' school attendance in public day secondary school education during the COVID-19 Pandemic in Kiminini sub-county, Transzoia County, Kenya.
125	Adaobiagu Obiagu, <i>University of Nigeria, Nigeria</i>	Inclusive critical storytelling pedagogy: A promising strategy for integrating social-emotional learning into curriculum and schooling systems



**J. SPECIAL PANEL 1: WCCES BOOK 2 (09.45–11.15 a.m. EST)**

<b>Histories of WCCES and its Constituent Societies</b>		
<b>Chair: Nina Dey Gupta, <i>Indian Ocean Comparative Education Society (IOCES), India</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
10	Yu-Chih Li, <i>National University of Taina, Taiwan</i> Sheng-Ju Chan <i>National Chung Cheng University, Taiwan</i> and Yu-Wen Chou <i>National Taiwan Normal University, Taiwan</i>	The Development of Chinese Taipei Comparative Education Society
17	Nagwa Megahed <i>Ain Shams University and Yorkville University, Egypt</i>	Egyptian Society (ESCEEA): Mapping Its Research Paradigms in Comparative and International Education (2017 –2020)
22	Ahoud Alasfour <i>College of Basic Education – The Public Authority for Applied Education and Training, Kuwait</i> and Natasha Ridge, <i>Al Qasimi Foundation for Policy Research, RAK, UAE</i>	The Gulf Comparative Education Society (GCES)
36	Nina Dey Gupta,	IOCES – Past, Present, and Future



	<i>Indian Ocean Comparative Education Society (IOCES), India</i> Kanishka Bedi, <i>IOCES, India</i> and Sakunthala Ekanayake, <i>IOCES, Sri Lanka</i>	
65	Zaira Navarrete-Cazales and Marco A. Navarro-Leal <i>Sociedad Mexicana de Educacion Comparada, Mexico</i>	Hacia una genealogía de la Sociedad Mexicana de Educación Comparada

**K. HIGHLIGHTED PANEL 9 (09.45–11.15 a.m. EST)**

<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
70	Sylvia van de Bunt, <i>SERVUS -Vrije Universiteit Amsterdam, Netherlands</i> Sui Lin Goei, <i>Vrije Universiteit Amsterdam, Netherlands</i> Will Thomas, <i>Suffolk Business School, UK</i> Jolanda Holwerda, <i>Lof Academy, Netherlands</i> Claudia Valentijn, <i>Giving Back, Netherlands</i> Esseline van de Sande <i>De Stadscoalitie, Netherlands</i>	We Shall Overcome





## L. PARALLEL SESSION 21 (09.45-11.15 a.m. EST)

<b>COVID-19 Pandemic and its Influence on Education Systems</b> Chair: Susan Kippels, <i>The Gulf Society of Comparative Education, UAE</i>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
2	Susan Kippels <i>The Gulf Society of Comparative Education, UAE</i>	The Rise of Private Schools in the Gulf Cooperation Council Countries: Drivers and Implications
68	Nour Al Okla <i>United Arab Emirates University, UAE</i>	The Influence of Social and Emotional Learning on Undergraduate Learners in the Online Learning Environment
1	Dulani Kuruppu <i>General Sir John Kotelawala Defence University, Sri Lanka</i>	Case study on Broader Implications of online lessons based on students' perception and preference during the COVID-19 pandemic
98	Olga Samsonova <i>JIRACOR, USA</i>	The Change of Education System Due to COVID-19



**M. PARALLEL SESSION 22 (09.45–11.15 a.m. EST)**

<b>Ubuntu, Storytelling and Multiculturalism in Education</b>		
<b>Chair: Shibao Guo, <i>University of Calgary, Canada</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
145	N. Noor, <i>University of Toronto, Canada</i> and M. Syed, <i>University of Toronto, Canada</i>	Storytelling as a post-COVID-19 "pathway out of a thicket"
146	Peter Oyewole, <i>Kent State University, USA</i>	UTILIZATION OF INFORMATION COMMUNICATION TECHNOLOGY FACILITIES (ICTs) IN EARLY CHILDHOOD EDUCATION TEACHER PREPARATION PROGRAM IN SOUTH WEST NIGERIA
150	Joel Mukwedeya, <i>University of Toronto/Ontario Institute for Studies in Education (OISE), Canada</i>	UBUNTU – ENVIRONMENTAL EDUCATION FOR SUSTAINABILITY
158	Shibao Guo, <i>University of Calgary, Canada</i>	Multiculturalism turns 50: Revisiting multiculturalism at the crossroads of anti-Asian racism during COVID-19 in Canada



**N. PARALLEL SESSION 23 (09.45–11.15 a.m. EST)**

<b>Virtual Education, Social-Emotional Learning and Digital Divide</b>		
<b>Chair: Shiqing Gong, <i>Institute of Development Studies, University of Sussex, United Kingdom</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
21	Maria Inês Corrêa Marques, <i>Universidade Federal da Bahia,Brazil</i> , Erika Chaves, <i>Universidade Federal da Bahia,Brazil</i> and Mariana Giulia Chaves Prates, <i>Universidade Federal da Bahia,Brazil</i>	The constructive impact of the education system in Brazil
45	Shiqing Gong, <i>Institute of Development Studies, University of Sussex,United Kingdom.</i>	Re-Thinking the Digital Divide in China's Rural Education During the Pandemic: A New Perspective Based on the Capability Approach
79	Rena Deitz, <i>New York University,USA</i> and Heddy Lahmann, <i>New York University,USA.</i>	The state of social and emotional learning: What we know about the transfer and effects of SEL
102	Ileana Rojas-Moreno, <i>Universidad Nacional Autónoma De México, Mexico</i> and Zaira Navarrete-Cazales, <i>Universidad Nacional Autónoma De México, Mexico</i>	Advances in the virtualization of education and teaching in times of Pandemic by COVID-19 in Mexico. The case of teaching practice at UNAM



## O. PARALLEL SESSION 24 (09.45-11.15 a.m. EST)

<b>Transnational Education in the Times of COVID-19</b> <b>Chair: Carla Galego, <i>CeiED</i>, Portugal</b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
80	Alexandrino Mpanzo, <i>Pesquisador Independente, Portugal</i> and Luísa Cerdeira, <i>Universidade de Lisboa, Portugal</i>	A influência da regulação educativa transnacional em Angola: breve reflexão sobre os efeitos no financiamento do ensino primário
94	Lucimar Dantas, <i>Lusófona University, CeiED, Portugal</i> , Carla Galego, <i>CeiED, Portugal</i> , Beatriz Koppe, <i>CeiED, Portugal</i> , Everaldo Almeida, <i>CeiED, Portugal</i> , Maria Neves Gonçalves, <i>CeiED, Portugal</i> and José Brás, <i>CeiED, Portugal</i> .	Ensino de língua materna e desenvolvimento de competências. Uma análise comparada de programas de ensino de 6 países
100	Adriane Penteado, <i>Universidade Tecnológica Federal Do Paraná, Brazil</i>	UMA FERRAMENTA PARA ATINGIR VALORES E OBJETIVOS HUMANÍSTICOS NA EDUCAÇÃO SUPERIOR BRASILEIRA: DIÁLOGOS COM A CURRICULARIZAÇÃO DA EXTENSÃO
106	Marta Nogueira, <i>Escola Superior de Educação e Ciências Sociais do Politécnico de Leiria, Portugal</i> and Célia Sousa, <i>Escola Superior de Educação e Ciências Sociais do Politécnico de Leiria, Portugal</i>	A importância das qualificações das pessoas com deficiência para a sua inclusão no mercado de trabalho
116	Marcio Moraes, <i>Universidade de São Paulo - USP, Brazil</i>	Libertar-se em comunhão: o aprendizado da solidariedade como valor



154	Hugo Ferreira, <i>Federal Rural University of Pernambuco, Brazil</i> and Fernando Ilídio Ferreira, <i>University of Minho, Portugal</i>	Through a sociological lens: evaluating a socio-emotional education Program with children and adolescents
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**P. PARALLEL SESSION 25 (09.45-11.15 a.m. EST)**

Abstract Number	Name	Title
104	Tianqi Lu, <i>University of Bath, UK</i>	Intercultural Competence Development through Blended Learning: An ethnographic case study at a UK university during the Covid-19 pandemic
120	Samson Maekele Tsegay, <i>Anglia Ruskin University, UK.</i>	Dictatorship and Populism: The Dual Threat to Global Citizenship
157	Andrew Swindell, <i>UCLA, USA</i> and Wanida Lertvorapreecha, <i>Chiang Mai University, Thailand</i>	Global Citizenship Education in Emergencies: A Comparative Analysis of Curriculum Materials for Displaced Migrant Students in Thailand.



**Q. HIGHLIGHTED PANEL 2 (11:30 a.m.-1:00 p.m. EST)**

Abstract Number	Name	Title
26	Jing Lin, <i>University of Maryland, College Park, USA</i> Tom Culham, <i>Simon Fraser University, Canada</i> Yishin Khoo, <i>University of Windsor, Canada</i> Yifan Sun and Sibonokuhle Ndlovu, <i>Rudolf Steiner University College, Norway</i>	Values Education and Emotional Learning: Inner Work as Pathway to Wisdom and We-Togetherness

**R. HIGHLIGHTED PANEL 12 ((11:30 a.m.-1:00 p.m. EST)**

Abstract Number	Name	Title
83	Juwaeriaah Siddiqui, <i>Carleton University, Canada</i> Martina Dickson, <i>Emirates College for Advanced Education, UAE</i> Priti Verma, <i>Higher Colleges of Technology, UAE</i> and Maryana Alrabadi <i>Abu Dhabi University, UAE</i>	Adjusting to COVID-19 in the GCC: The Learning Mechanisms and Coping Strategies of Language Learners, Academic Parents, Teachers, and Young Children



### S. HIGHLIGHTED PANEL 13 (11:30 a.m.-1:00 p.m. EST)

Abstract Number	Name	Title
88	Kathy Bickmore, <i>OISE/Univeristy of Toronto, Canada</i> Susan Brigham, <i>Mount Saint Vincent University, Canada</i> Vicheth Sen, <i>University of British Columbia, Canada</i> Rita Shelton Deverell, <i>Canada</i> Han Xu, <i>Queen's University, Canada</i> and Melody Viczko, <i>Western University, Canada</i>	Promoting decolonial and anti-oppressive education: Lessons from pre-pandemic research for post-pandemic education practices

### T. HIGHLIGHTED PANEL 14 (11:30 a.m.-1:00 p.m. EST)

Abstract Number	Name	Title
92	Lynette Shultz, <i>University of Alberta, Canada</i> Melody Viczko, <i>Western University, Canada</i> Maria Vamvalis, <i>University of Toronto, Canada</i> Carrie Karsgaard <i>University of Alberta, Canada</i> and Memona Hossain <i>Project Nature Connect, Canada</i>	The Urgency for Education Policy, Research and Practice that Responds to the Climate Crisis



## U. PARALLEL SESSION 26 (09:30–11:00 p.m. EST)

<b>Love and Values in Curriculum and Education</b> <b>Chair: Enrique Martinez Larrechea, <i>Fundación IUSUR, Uruguay</i></b>		
<b>Abstract Number</b>	<b>Name</b>	<b>Title</b>
101	Zaira Navarrete-Cazales, <i>Universidad Nacional Autónoma de México, Mexico</i> and Ileana Rojas-Moreno, <i>Universidad Nacional Autónoma de México, Mexico</i>	Comparative study on secondary education policies in Latin America. Towards the fulfillment of SDG 4- Education 2030
112	Ileana Rojas-Moreno, <i>Universidad Nacional Autónoma de México, Mexico</i> , Lorena Ocaña-Pérez, <i>Universidad Nacional Autónoma de México, Mexico</i> and Zaira Navarrete-Cazales, <i>Universidad Nacional Autónoma de México, Mexico</i>	The reconceptualization of the basic education curriculum for post-pandemic education in Mexico
114	Yilun Jiang, <i>University of Toronto, Canada</i>	Changing higher education policy at a Canadian faculty of education under the threat of Covid-19
115	Enrique Martinez Larrechea, <i>Fundación IUSUR, Uruguay</i>	Values Education in Comparative Perspective in the Southern Cone
132	Thomas V. O'Brien, <i>University of Southern Mississippi, USA</i>	What's Love Got to Do with It? An Overview of Values-based Education in the United States: Its Obstacles and Potential





## V. PARALLEL SESSION 27 (09:30–11:00 p.m. EST)

Global Citizenship and Education for Sustainable Development		
Chair: Maria Manzon, <i>Sophia University, Japan</i>		
Abstract Number	Name	Title
32	Seiko Moriyama <i>Soka University, Japan</i>	Why People Are Angry About Critical Race Theory : Discourse Analysis of Fox News Media Reports
47	Taro Komatsu <i>Sophia University, Tokyo, Japan</i>	The development of global citizenship through collaborative and equitable international online learning: A case study from Japan
81	Hideki Maruyama <i>Sophia University, Japan</i>	“Deep ESD” in a University: towards learner’s transformation
85	Maria Manzon <i>Sophia University, Japan</i>	Transcending ESD: Comparative religions as an epistemic resource
24	Theresa Papp <i>Sask Polytechnic, Canada</i>	Post-secondary students’ perceptions of learning remotely during and beyond the COVID-19 pandemic in Canada: The impact of compartmentalized education



### W. HIGHLIGHTED PANEL 10 (09:30-11:00 p.m. EST)

Abstract Number	Name	Title
46	Natalie Vinski Ibrahim, <i>University of Maryland, USA</i> Yishin Khoo, <i>University of Windsor, Canada</i> Juliana Platero, <i>Soka University, Japan</i> Lauren Nakasato <i>Waseda University, Japan</i> and Sachi Edwards, <i>Soka University, Japan</i>	Holistic Approaches to Global Citizenship Education: Value-Creation, Sustainable Development, and Contemplative Practice

### X. HIGHLIGHTED PANEL 15 (09:30-11:00 p.m. EST)

Abstract Number	Name	Title
144	Thashika Pillay, <i>Queen's University, Canada</i> Dawit Hiluf Hailu, <i>Bowie State University, USA</i> Mulat Adane Abaye, <i>Community member, Canada</i> Abeba Weldetekle and Genet Welbeyohanes	A shared onto-epistemological understanding of war and justice: The collective resistance of Tigrayans in the diaspora



## Y. HIGHLIGHTED PANEL 16 (09:30-11:00 p.m. EST)

Abstract Number	Name	Title
141	A. Radhakrishnan Nair, Sunitha Ranjan and Gauri Hardikar <i>Indian Association of Life Skills Education (IALSE), India</i>	NEP 2020 and SDG 4: A Comparison through the Life Skills Perspective

## Z. SPECIAL PANEL 2: WCCES BOOK 2 (09:30-11:00 p.m. EST)

WCCES & its Constituent Societies - Past, Present, and Future Chair: Steve Sider, <i>Wilfrid Laurier University, Canada</i>		
Abstract Number	Name	Title
135	N'Dri Assie-Lumumba <i>Cornell University, USA</i>	Global Africa Comparative and International Education Society (Global Africa CIES)
155	Steve Sider <i>Wilfrid Laurier University, Canada</i>	The Last 15 Years of the Comparative and International Education Society of Canada (2007-2022)
110	Maiza Trigo, <i>University of Luxembourg   Universidade de Coimbra</i> Evelise Dias Antunes, <i>Instituto Federal do Paraná, Brazil</i> Juliana Lima,	The case of the Brazilian Journal of Comparative Education



	<p><i>Centro Paula Souza, Brazil</i>                  Eliacir Neves França  <i>Universidade Estadual de Londrina, Brazil</i>                  and Luis Enrique Aguilar  <i>Universidade Estadual de Campinas, Brazil</i></p>	
113	<p>Julie McLaughlin  <i>Queensland University of Technology, Australia</i>                  and Alexandra McCormick,  <i>University of Sydney, Australia</i></p>	<p>Enabling inclusivity of voices and attributing local resilience for embracing educational challenges in Oceania</p>
134	<p>N'Dri Assie-Lumumba  <i>Cornell University, USA</i></p>	<p>Forward-looking Reflection on the WCCES Presidency: 2016-2019 and since 2019</p>



## DAY 3: SATURDAY, 20 NOVEMBER 2021

### A. HIGHLIGHTED PANEL 11 (06:30–08:00 a.m. EST)

Abstract Number	Name	Title
50	Naved Bakali, <i>University of Windsor, Faculty of Education, Canada</i> Nadera Alborno, <i>American University in Dubai, School of Education, UAE</i> Lucy Bailey, <i>Bahrain Teachers' College, Bahrain</i> Samah Gamar, <i>Doha Institute for Graduate Studies, Qatar</i>	Integrating Critical Scholarship in Gulf Cooperation Council (GCC) Teacher Training Programs

**Zoom Link for DAY 3 Highlighted Panel (Please note that a separate Zoom Link is given below for DAY 3 Plenary)**

Topic: Day 3: 4th WCCES Symposium Highlighted Panel

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**B. PLENARY: CINEMATIC SPACE: DOCUMENTARY VIEWING & DISCUSSION & CLOSING (08:00-10:00 a.m. EST)**

<b>Chair</b>	<b>Mr. Hugh McLean</b> <i>Open Society Foundations, London, U.K.</i>
<b>Discussant</b>	<b>Mr. Berni Goldblat, Director of the Film “WALLAY”</b> <b>The WALLAY trailer:</b> <a href="https://youtu.be/iGS86rTweVI">https://youtu.be/iGS86rTweVI</a> Courtesy of Mr. Goldblat, more details for viewing the full movie will be provided soon through email.
<b>Closing</b>	<b>WCCES President Professor N’Dri T. Assie-Lumumba</b>

**Zoom Link for DAY 3 Plenary**

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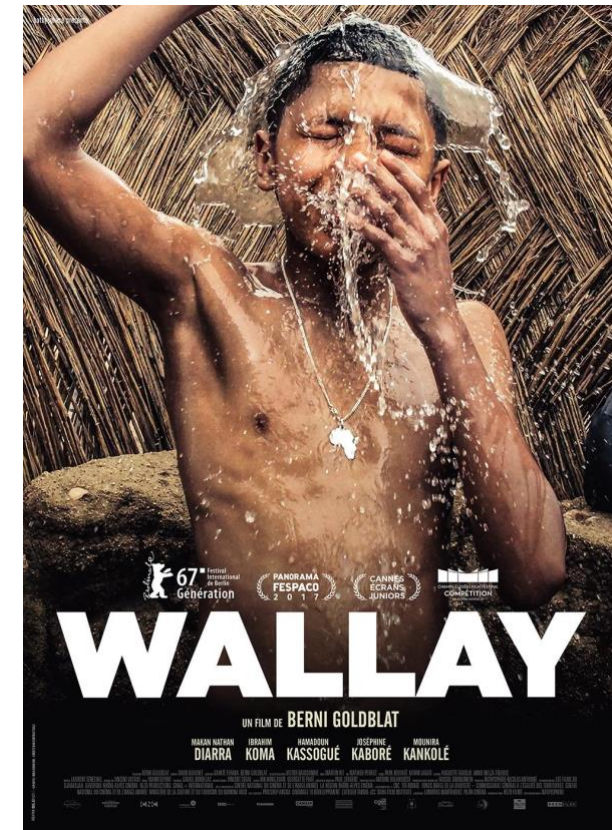
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