

Editorial

The September/October 2024 JIRSEA Issue has consistently resulted in 60% of papers being declined or withdrawn due to relevance to JIRSEA's focus on Higher Education issues or Institutional Research and those that do not meet the "sound scientifically grounded" research requirements of JIRSEA. Of the 40 papers that went through the Preliminary Reviews with revisions and re-submitted, 6 papers were rejected with 2 withdrawals. Of the remaining 32 papers that underwent the Double-Blind Review, only 16 papers (with an acceptance rate of 40%) were accepted for this issue publication after the rigorous and stringent vetting process, with 2 non-follow-ups. The papers continued to come from diverse geographic areas covering Taiwan, Malaysia, Indonesia, Thailand, Vietnam, Korea, the Philippines, China, the United Kingdom, USA, Iran and Jordan.

In this issue, we have the first paper from the Philippines dealing with LGBTQ+ issues related to learning English with another paper from Thailand dealing with Enhancing EFL Academic Writing through AI and Peer-assisted Learning. Many of the papers dealt with instruction, covering key areas like Factors Influencing Teachers' Innovative Teaching Efficacy and Effectiveness of Problem-based Learning on Students' Creative Thinking and Ethics, Values, and the Promotion of Life Skills among University Students. This issue also included topics covering Motivating Reasons behind Individual Switching Behavior on Nonformal Education Platforms, Communication and Connection in Solving Differential Equations, Teacher reviewing Student Anxiety and Engagement in the Classroom, and the Effectiveness of Peer Teaching Methods in Mindfulness Training to Enhance Student Mindfulness. In the hybrid learning environment, two of the research include looking at the Digital Inequalities Among Different Groups in Higher Education and Hybrid Learning at Higher Education Institutions and specifically, Students' Learning Experiences and Cognitive Outcomes in Online Learning Environment. In the curriculum design, implementation, and evaluation, some areas discussed were Designing and Implementing the Undergraduate Capstone Project in the Information Technology Program, Developing a Vocational Internship Program Evaluation Instrument, Evaluating an ESL Textbooks Evaluation Questionnaire using Rasch Analysis and Validation of Scores on the Online Homework Expectancy Value Cost Scale.

As part of its initiative to recognize the Best and Outstanding papers, the Best Paper from Vietnam looks at techniques by engineering students to expand their linguistic range. The Outstanding Paper from Thailand looked at the pre-service teachers' growth mindset. At the same time, the other Outstanding Paper from Vietnam explored the lived experiences that focus on the motivations, advantages, and barriers encountered by these learners in their EFL learning journey of a specific cohort.

This issue represents a very diverse set of research from various regions from the Middle East to Asia, with most still representing the core South East Asian regions. This positive response has continued to drive the JIRSEA into a more expansive coverage, making it an important source for those who do not have much opportunity in ranked journals. JIRSEA continues to thrive and strive for great and better access and availability to well-developed and researched papers from Asia.

The key synopses of these 19 papers are as follows:

- **Article 1 – Chiu-Yao Ting** of *China Medical University*, **Wet-Ting Hsu**, **Chin-Ling Ho**, and **Tao-Ming Cheng**, all from *Chaoyang University of Technology*, and **Hsing-Yu Hou** of *National Taichung University of Science and Technology, Taiwan, R.O.C.*, constructed a model of teachers' innovative teaching efficacy encompassing four key dimensions: "Understanding of innovative concepts," "Application of teaching methods," "Creating a teaching atmosphere," and "Implementation of diverse assessments" that explores the differences in innovative teaching efficacy among teachers from various backgrounds at a science and technology university in Taiwan. The study found that teachers who have applied for innovative teaching-related projects within the previous 3 years, particularly those who are female, aged 41–50 years, with 6 to 10 years of teaching experience, and who hold the rank of professor, exhibit a higher perception of their teaching efficacy. Moreover, educators who applied for innovative teaching projects within this timeframe demonstrated significantly higher overall teaching efficacy. This study proposes the potential to significantly enhance the teaching efficacy of faculty members in Taiwanese universities, thereby substantially improving educational quality.
- **Article 2 – Yee Ling Lee** and **R. Tharani Ramasamy**, both of *Taylor's University, Selangor, Malaysia*, action research aimed to investigate the challenges faced by postgraduate students and the types of scaffolds they needed during hybrid learning involving 78 postgraduate students from a private higher education institution in Selangor, Malaysia. The quantitative results showed that the students only faced a few challenges regarding the course content, teaching methods, assessment, learning resources, and personal issues, with the qualitative data revealing various challenges during hybrid lessons, indicating that they needed both fixed and adaptive scaffolds to support their learning. Based on the results from the baseline study, the researchers designed synergistic scaffolds, which consist of fixed and adaptive scaffolds to support student learning.
- **Article 3 – Li Lu**, **Siti Salina Mustakim**, and **Mohd Mokhtar Muhamad**, all from *Universiti Putra Malaysia, Malaysia*, focus on a meta-analysis to dissect the effect size of PBL on students' creative thinking by synthesizing cross-experimental effects and comprehensively analyzing variables, with the purpose of verifying whether PBL significantly improves students' creative thinking compared to conventional methods, and what moderating variables account for the differences in effect sizes across studies. The finding of this study showed that the overall effect size of the 15 studies is 1.240, $p < 0.05$, which is a high-level effect size, indicating that PBL can significantly improve students' creative thinking than the conventional method. The subgroup analyses also revealed that the improvement of students' creative thinking in PBL was not affected by the experimental measurements, teaching methods, or the size of the sample but varied significantly across different education stages and subjects.
- **Article 4 – Yoel Zakhary Indraputra** and **Rifelly Dewi Astuti**, both from the *University of Indonesia, Jakarta, Indonesia*, explored the drivers of users' intentions to switch to performance on nonformal education platforms using Covariance-based structural equation modeling. The study's results showed an indirect influence of

perceived price and perceived usefulness factors on individuals' switching intentions. By understanding the driving reasons behind the intention to switch to nonformal education platforms, the research was expected to assist education platform providers in developing platform services aligned with user needs.

- **Article 5 – Rivan Gestardi, Subanji, Toto Nusantara, and Muhammad Alfian**, all from *Malang State University, Malang Indonesia*, and **Siti Salina binti Mustakim** from *University Putra Malaysia, Sri Serdang, Malaysia*, evaluated the role of "teacher noticing" in assessing students' anxiety and their involvement in classroom activities through a systematic literature review using the Systematic Literature Review (SLR) protocol refers to the PRISMA approach. Findings highlight the importance of teachers' ability to recognize anxiety indicators, especially in post-COVID-19 distance learning contexts. Effective strategies include using motivational messages, integrating social networks, gamification, and mindfulness programs. Key implications involve developing teacher training programs focused on "noticing," adjusting educational policies to prioritize students' mental well-being, and implementing learning strategies that support student resilience.
- **Article 6 – Jihoe Park, Jang Wan Ko, and Yihyun Jung**, all from *Sungkyunkwan University, Korea*, and **Sume Park** of *Konkuk University, Korea*, analyzed data from the National Assessment of Student Engagement in Learning (NASEL) in Korea to investigate the effect of personal background and learning experiences on the cognitive outcomes of 2,086 university students in the online learning environment. Results of the study showed significant mean differences by major for the variables of university students' learning experience and performance. It also showed that major, grade, learning attitude, challenging learning experiences, interaction with professors, and interaction with campus community members had significant effects on knowledge acquisition, while major, gender, active class participation, learning attitude, thinking activities, challenging learning, interaction with students from different backgrounds, and interaction with campus community members had significant effects on cognitive capacity. These results highlight the need for universities to identify effective teaching and learning methods in the online learning environment and implement appropriate improvement plans.
- **Article 7 – Mateo R. Borbon, Jr.**, of *College of St. Benilde, Philippines*, **Ma. Florecilla C. Cinches** of *Liceo de Cagayan University, Philippines*, and **Ruth Love V. Russell** of *Xavier University-Ateneo de Cagayan, Philippines*, examine digital inequalities in internet competencies among students and educational workers in selected higher education institutions (HEIs) in the northern and southern regions of the Philippines. The study focuses on four dimensions of internet skills: operational, information-navigation, social, and creative skills, and investigates how these skills impact internet usage and tangible outcomes. Results reveal significant differences between students and educational workers. Students demonstrated higher proficiency in creative and social internet skills, while educational workers excelled in information-seeking skills. However, students' lower information-seeking skills were found to hinder their effective use of online resources for academic achievement. Conversely, educational workers' lower creative and social internet skills limited their ability to leverage digital tools for career development. This research highlights the

need for targeted interventions to enhance information-seeking skills among students and creative and social internet skills among educational workers.

- **Article 8** – **Nurliyana Bukhari, Fletchelle Arleen Apoi, and Mohd. Khairudin Kasiran**, from *Universiti Utara Malaysia, Sintok, Malaysia*, and **Mohammad Noman**, from *Wenzhou-Kean University, China*, examine the design and implementation of a capstone project in an undergraduate Information Technology (IT) program at a public university in Malaysia using the 2018 Ornstein and Hunkins' curriculum approaches of content, process, and product that analyzes the perspectives of both faculty and students. Five key themes emerged: Articulation of Objectives, Roles, and Responsibilities (Curriculum Approach: Content); Continuation and Sequence (Curriculum Approach: Process); Integration of Theory and Practice (Curriculum Approach: Process); Responsibility of Learning (Curriculum Approach: Product); and Alignment of Technical Guidance and Supervision (Curriculum Approach: Product). The findings reveal significant gaps in course progression, a mismatch between students' skills and assigned projects, and unclear supervisor roles and responsibilities. These issues hinder students' ability to take responsibility for their learning and fully apply theoretical knowledge in practical settings. Recommendations are provided to improve curriculum design, clarify supervisory roles, and ensure better alignment of capstone projects with students' capabilities.
- **Article 9** – **Yolanda Septiana, Tony Wijaya, Edi Istiyono, and Sukirno**, from *Universitas Negeri Yogyakarta, Yogyakarta, Indonesia* study was intended to develop standardized instruments that can be adopted in the internship program evaluation at the vocational School. Three experts, using the Aiken validity model, assessed the instrument's feasibility. Besides, an empirical validation was conducted by inviting 180 vocational school students. Finally, by using confirmatory factor analysis (CFA), root mean squared error of approximation (RMSEA), Tucker Lewis Index (TLI), and comparative fit index (CFI), this research has generated a reliable instrument consisting of 23 valid items which can be used as a standard in evaluating the internship program effectiveness for vocational School in Indonesia. The results estimate that 23 valid instruments can be used to evaluate the program of accounting field practice in vocational schools.
- **Article 10** – **Geethaletchmi Ponniah, Samah Ali Mohsen Mofreh**, *Universiti Sains Malaysia*, and **Sultan Salem** from *the University of Birmingham* applied the Litz Theory (2005) to evaluate ESL textbooks in Malaysian community colleges through developing and assessing the validation of the questionnaire using the Rasch Model analysis of construct validity and reliability. The questionnaire investigates 123 community college students' perceptions of the ESL textbooks they use in their classrooms in Malaysia. The results of the Rasch Model Analysis reveal that the construct validity in the study shows the uniformity of the instruments in the good category. The study indicates that the items used in this study are related to the material's content. Hence, this questionnaire is valid and reliable to evaluate ESL textbooks in Malaysian community colleges.
- **Article 11** – **Hà T. V. Nguyễn** of *Ton Duc Thang University, Vietnam*, and **Jianzhong Xu** of *Mississippi State University, USA*, validated the Online Homework Expectancy Value Cost Scale (OHEVCS) involving 1,192 college students. Results indicated that the OHEVCS consisted of three distinct yet related subscales: online

homework expectancy, value, and cost. In addition, results indicated no latent mean differences in the OHEVCS over gender (males vs females) and college year (years 1-2 vs years 3-4). Finally, online homework expectancy and value were associated positively with online homework completion and negatively with online homework distraction and procrastination. Online homework cost was associated positively with online homework distraction and procrastination and negatively with online homework completion.

- **Article 12** – **Fateme Moradi** and **Masoumeh Cheraghi**, both from *Islamic Azad University, Tehran, Iran*, and **Zahra Rahimi** from *Allameh Tabataba'i University, Tehran, Iran*, emphasizes the significance of connections and communication in solving differential equation problems, highlighting their impact on meaningful learning. The participants in this study are 30 engineering students from the Islamic Azad University who attended a course on differential equations during the first semester of the 2022-2023 academic year. Over six consecutive weeks, the students were taught how to solve first-order differential equations, and their learning was assessed. The findings revealed that most students struggled to apply previously learned material to differential equations, indicating a deficiency in connecting new concepts with prior knowledge, such as simplifying algebraic expressions and factoring.
- **Article 13** – **Jess V. Mendoza** of the *Philippine Normal University, City of Manila, Philippines*, and **Arceli M. Amarles** of *National University, and Philippine Normal University, City of Manila, Philippines*, explores the motivations and investments in English language learning among Filipino LGBTQ+ students. Through qualitative interviews with 11 self-identified LGBTQ+ individuals, the research reveals how societal pressures influence language learning and identity negotiation. The thematic analysis highlights participants' resilience and ambition in overcoming discrimination and affirming their identities through language proficiency. These findings emphasize the critical need for inclusive educational practices that support and empower LGBTQ+ students. Moreover, the study's insights extend beyond the Philippines, contributing to international discussions on language education and LGBTQ+ inclusion.
- **Article 14** – **Edward Devere Bacon** and **Gessanee Maneerutt**, both from *Rangsit University International College, Pathum Thani, Thailand*, investigate the integration of artificial intelligence (AI), specifically ChatGPT, and peer-assisted learning (PAL) in enhancing academic writing skills among English as a Foreign Language (EFL) learners through a participatory action research design that utilized a mixed-methods approach, combining quantitative and qualitative data collection. The results indicated substantial improvements in writing scores and increased student confidence and engagement. This research provides empirical evidence on the synergistic effects of AI and PAL in EFL pedagogy, offering practical insights for educators.
- **Article 15** – **I Made Dwi H. Suastika**, **Conrad Liab Hendricson Folamauk**, **R. Pasifikus Christa Wijaya**, and **Nicholas Edwin Handoyo**, all from *Universitas Nusa Cendana, Kupang, Indonesia*, determined the effectiveness of peer teaching methods in mindfulness training to enhance student mindfulness through a quasi-experimental with a pre-test-post-test control group design followed by 92 students.

The respondents' mindfulness level was measured using an online Mindfulness Awareness Scale (MAAS) questionnaire at three different measurement times. The data were analyzed using the Repeated Measure ANOVA test. The results indicated that the peer teaching method is effective and influential in increasing mindfulness in the peer tutor group (p-value <.001, $f = 5.0$). The effect size is moderate ($\eta^2p = 0.10$). The results showed that only the peer tutor group had significant results between observations one and 3 (p-value = 0.03). This paper concludes that peer teaching training can increase mindfulness in peer tutor groups. However, there was no significant difference between the peer and control groups.

- **Article 16 – Ahmad AlAhmad, Mohammad Al-Abdallat, Amani Al-Serhan, Marwan Al-Tawil, Hani Ayyoub**, all of *King Abdullah II School of Information Technology Aida Al-Awamleh, Derar Baniyaseen, Hadeel Boshmaf, Yasmeen A. Abu-Taleb, Talal Alqdah*, all of *The University of Jordan, Amman, Jordan* investigates life skills awareness among students at the University of Jordan (UJ) by measuring students' awareness of life skills through a questionnaire distributed to a random sample of 1,224 students enrolled in the Ethics and Human Values course. The analysis focused on differences in life skills awareness based on gender, academic specialization, academic level, and the completion of the Ethics and Human Values course. The results revealed a high overall average score on the life skills scale, indicating a strong level of awareness among UJ students. Statistically significant differences were found between students who had completed the Ethics and Human Values course and those who had not, with the former group exhibiting higher levels of life skills awareness. This study emphasizes the need to develop learning activities, instructional approaches, and assessment methods to promote life skills acquisition. It highlights the importance of expanding curricular and extracurricular opportunities within the university, recognizing that life skills development extends beyond academic pursuits.
- **Article 17 – 24th SEAAIR Conference "Best Paper" of Nguyen Trang Dung** from the *Ho Chi Minh City University of Technology, Vietnam*, conducted a study to identify the most and least commonly used techniques by engineering students to expand their linguistic range. The findings of the 126 students exhibited a preference for employing Cognitive Strategies and expressed a desire to engage in vocabulary acquisition actively. Teachers, students, and curriculum designers can benefit from this study in developing effective methods to enhance vocabulary learning.
- **Article 18 – 24th SEAAIR Conference "Outstanding Paper" of Tanutchaporn Namwat, Chitraporn Boonthanom, and Nanpapat Amborisuth**, all from *Ramkhamhaeng University, Thailand*, researched the exploratory study of components of year 4 pre-service teachers' growth mindset and to study its characteristics of 349 year-4 pre-service teachers in Bangkok, Thailand. The Kaiser-Meyer-Olkin (KMO) analysis of Commitment Leading to Success explained 48.453% of the variance, Challenge as Learning accounting for 7.176%, and Self-Awareness contributing 4.217% of the variance. These findings suggest that pre-service teachers with a Growth Mindset are characterized by a strong commitment to achieving success, a propensity to view challenges as learning opportunities, and a heightened level of self-awareness. The results underscore the importance of incorporating

Growth Mindset development into teacher education programs to foster resilience and adaptability among future educators.

- **Article 19 – 24th SEAAIR Conference "Outstanding Paper"** of **Nguyen Le An Phuong and Nguyen Thi Hoang Bau** from *Danang University of Foreign Language Studies, Vietnam*, seeks to explore the lived experiences that focus on the motivations, advantages, and barriers encountered by these learners in their EFL learning journey of a specific cohort: five adult women, ranging from 26 to 41 years old, who are currently enrolled at the University of Foreign Language Studies (UFLs) in Danang, Vietnam. The findings reveal an interplay of intrinsic and extrinsic motivations among female adult learners. Amidst the demands of work and study, familial responsibilities emerge as both an advantage and barrier to EFL female adult learners. Overcoming these barriers requires concerted support from educational institutions and family networks.

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