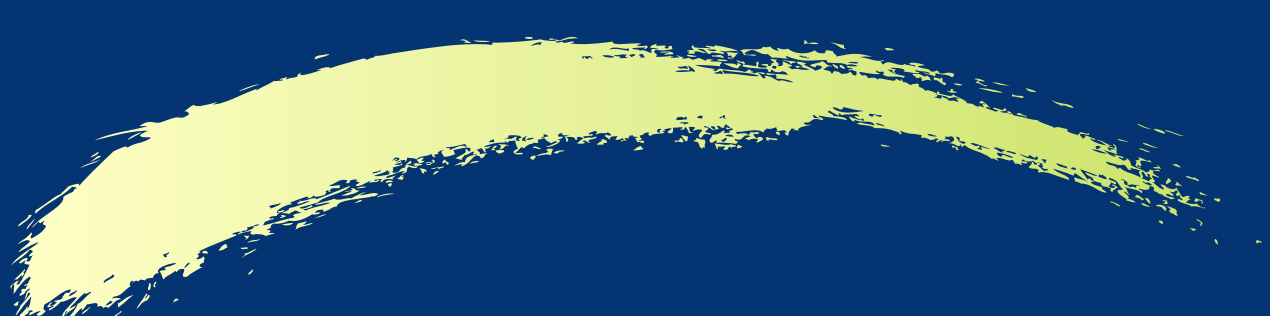




2021 International Conference on Teaching Profession



**July 2, 2021
Online**

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大會緣起

Introduction

壹、目的

本次論壇旨在提供教學專業國際發展相關研究人員、學校教師進行理論與教學實務對話，共享教學專業國際發展研究成果，藉以促進學術交流、提升教學與研究的相關知能。

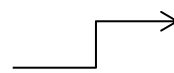
貳、研討會主題

本次論壇為「教學專業國際論壇」，論壇將以全英語進行，邀請國立臺中教育大學的王如哲校長與義守大學語文學院的 Anna Lin 副院長以演講為本論壇拉開序幕，演講題目分別為” Innovative Development of Teacher Education and Comparative Performance of Educational Research in Taiwan”及” Changes and the Role of Teachers in Distance Learning”，緊接著由國際學生進行論文發表。本次論壇預期透過線上問答與交流，達到經驗分享與增進教育知能之成效，並得以激盪出更多元的教育觀點、培育更多具國際視野的學術人才。

參、論壇時間與連結

日期：中華民國 110 年 7 月 2 日(星期五)

線上會議連結：<https://meet.google.com/mtu-mjwv-ehz>



肆、主辦單位

國立嘉義大學教學專業國際碩士學位學程

伍、協辦單位

國立中山大學教育與人類發展研究全英語學位學程

陸、舉辦形式

專題演講、論文發表

柒、參加對象

全國大專院校相關科系之專家學者、研究生，與各方對此論壇有興趣者。連同工作人員及與會來賓名額共計 100 人，額滿為止。

大會議程

Agenda

◆ 中文版

時間	事項
09:00	會議開始
09:00-09:10	開幕式 國立嘉義大學師範學院 黃月純院長 國立嘉義大學教學專業國際碩士學位學程 楊正誠執行長 國立中山大學教育與人類發展研究全英語學位學程 鄭雯主任
09:10-09:50	線上演講 I 主持人：國立嘉義大學師範學院 黃月純院長 演講主題：: Innovative Development of Teacher Education and Comparative Performance of Educational Research in Taiwan 演講人：國立臺中教育大學 王如哲校長
09:50-10:00	休息
10:00-10:40	線上演講 II 主持人：國立嘉義大學特殊教育學系 陳明聰教授 演講主題：Changes and the Role of Teachers in Distance Learning 演講人：義守大學語文學院 Anna Lin (林許淑謙)副院長
10:40-10:50	休息
10:50-12:00	發表場次 I (15 分鐘發表) 主持人：國立中山大學教育與人類發展研究全英語學位學程 鄭雯主任 (10 分鐘問答) 講評人：國立嘉義大學教學專業國際碩士學位學程 楊正誠執行長 1. ICT Usage Differ among Students?An Empirical Study of Two Universities in Taiwan ◎Presenter：Kristina Shintauli Simanjuntak, NCIU 2. Lecturer Professional Development in English-medium Instruction

(EMI) Programs: Responding the Meso and Micro Level Policy Gap at Higher Education Institution

◎Presenter : Syariful Muttaqin, NSYSU

3.A Study of Teachers' Competence in Indonesia

◎Presenter : Annisa Syauqina Kadar, NCYU

12:00-13:00

Lunch Time

13:00-14:30

發表場次 II

(15 分鐘發表)

主持人：國立嘉義大學教育行政與政策發展研究所 張宇樑教授

(10 分鐘問答)

講評人：國立中山大學師資培育中心 湯家偉副教授

1. The Mediating Effect of Self-Esteem on the Relationship between Passive Social Network Usage and Subjective Well-Being

◎Presenter : Nguyen Duc Nhan, NSYSU

2. A Study of the Door-to-door Student Recruitment Strategy in Taiwan

◎Presenter : Chia-Lin Tsai, NCYU

3. Teacher Education for Sustainable Development (TESD): Disclosing ESD Competence of Pre-service English Teacher in Higher Education

◎Presenter : Jepri Ali Saiful, NSYSU

4.A Critical Incident Technique of Aggressive Dating Behavior: A Perspective comparison between high school students and college student's victimization in Indonesia

◎Presenter : Yuyun Agus Riani, NSYSU

14:30-14:40

會議閉幕

◆ English

Time	Content
09:00	Start of the Conference
09:00-09:10	Opening Address Dean Yueh-Chun Huang (黃月純), NCYU Professor Jason Yang (楊正誠), NCYU Professor Wen Cheng (鄭雯), NSYSU
09:10-09:50	Online Lecture I Session Chair: Dean Yueh-Chun Huang (黃月純), NCYU Lecture Title: Innovative Development of Teacher Education and Comparative Performance of Educational Research in Taiwan Speaker: President Ru-Jer Wang (王如哲) (NTCU)
09:50-10:00	Break
10:00-10:40	Online Lecture II Session Chair: Prof. Ming-Chung Chen (陳明聰), NCYU Lecture Title: Changes and the Role of Teachers in Distance Learning Speaker: Prof. Anna Lin (林許淑謙), ISU
10:40-10:50	Break
10:50-12:00 (15mins present) (10mins Q&A)	Session I Session Chair: Professor Wen Cheng (鄭雯), NSYSU Discussant: Professor Jason Yang (楊正誠), NCYU 1. ICT Usage Differ among Students? An Empirical Study of Two Universities in Taiwan ©Presenter : Kristina Shintauli Simanjuntak, NCYU 2. Lecturer Professional Development in English-medium Instruction (EMI) Programs: Responding the Meso and Micro Level Policy Gap at Higher Education Institution

©Presenter : Syariful Muttaqin, NSYSU

3.A Study of Teachers' Competence in Indonesia

©Presenter : Annisa Syauqina Kadar, NCIYU

12:00-13:00

Lunch Time

13:00-14:30

Session II

(15mins

Session Chair: Professor Yu-Liang Chang (張宇樑), NCIYU

present)

Discussant: Professor Chia-Wei Tang (湯家偉), NSYSU

(10mins Q&A)

1. The Mediating Effect of Self-Esteem on the Relationship between Passive Social Network Usage and Subjective Well-Being

©Presenter : Nguyen Duc Nhan, NSYSU

2. A Study of the Door-to-door Student Recruitment Strategy in Taiwan

©Presenter : Chia-Lin Tsai, NCIYU

3. Teacher Education for Sustainable Development (TESD): Disclosing ESD Competence of Pre-service English Teacher in Higher Education

©Presenter : Jepri Ali Saiful, NSYSU

4. A Critical Incident Technique of Aggressive Dating Behavior: A Perspective comparison between high school students and college student's victimization in Indonesia

©Presenter : Yuyun Agus Riani, NSYSU

14:30-14:40

Conference Close

議事規則

Rules of the procedure

◆ 中文版

1. 各場次主持人發言 5 分鐘。
2. 每人發表時間 15 分鐘。
3. 發表時間終止前 2 分鐘響鈴 1 聲，發表時間終止時響鈴 2 聲。
4. 發表結束後進行線上問答 5 分鐘。
5. 上述規則，主持人可以視情況進行調整。

◆ English

1. The host of each session can speak for 5 minutes.
2. Each presentation time is 15 minutes.
3. The bell will ring once at the last 2 mins, twice at the last 1 min.
4. After the presentation, there will be a Q&A for 5 minutes.
5. The above rules can be adjusted by the host according to the situation.

專題演講

Keynote Speeches



- **Speaker** : President Ru-Jer Wang
- **Lecture Title:** Innovative Development of Teacher Education and Comparative Performance of Educational Research in Taiwan
- **Introduction** : Mr. Wang Ru-Jer, the president of NTCU, is the doctor of philosophy in Manchester University, UK. He specializes in Educational Administration, Comparative Education, Higher Education, Knowledge Economy and Education, and Educational Knowledge Management.

- **Speaker** : Associate Dean Anna Warangkana Lin
- **Lecture Title:** Changes and the Role of Teachers in Distance Learning
- **Introduction** : Prof. Anna Warangkana Lin, the associate dean of College of Language Arts of I-Shou University, is the doctor of University of Hong Kong, SAR, China. Her recent research interests are Internationalization in Higher Education, Cultural approach in Higher Education Development, Comparative and International Education, School improvement, Professional Learning Communities(PLCs), Social Network Analysis, Teacher Leadership, School Improvement.



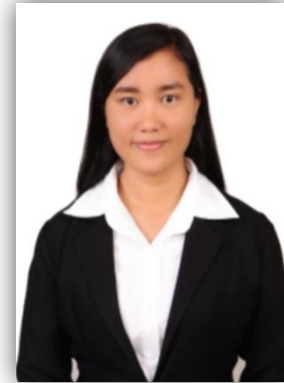
論文發表

Paper Presentation

ICT Usage Differ among Students? An Empirical Study of Two Universities in Taiwan

- ◆ Presenter : Kristina Shintauli Simanjuntak

My name is Kristina Shintauli Simanjuntak, an Indonesian student who is now on the second year of master's degree at National Chiayi University, Taiwan, after graduating bachelor degree from HKBP Nommensen University, Indonesia in 2018.



I have interested and concerned on the English teaching and learning since I was in undergraduate, teaching Elementary and Junior High School students in Indonesia. During taking my master's degree in 2020, I was teaching ESL in Junior High School students in Taiwan. Recently, I concern about the teaching and learning of Higher Education level which related to the ICT integration to the pandemic of Covid-19 for lots of school closures around the world.

- ◆ Abstracts :

This study is conducted in National University in Chiayi, they are National Chiayi University (NCYU) and Chung Cheng University (CCU), to survey the undergraduate, master and doctoral degree students experiences toward the integration of the Information and Communication Technology (ICT) in the teaching and learning activities, such as using hardware and software of the ICT and the atmosphere they experienced when integrating ICT with their academic activities.

The study is coming from the technological developments of 21st century are propagating and impacting all aspects in all fields, such as Science and Technology, Social, Economics, Agriculture, Politics, Sports, Culture, Arts and even Education fields. Educational could be equipped, enriched, even changed to be better by ICT. The digital competence of teachers and teacher education chances to learn digital competence have

roles in adjusting to online teaching during COVID-19 school closures. Through technology, teachers and students can access a certain material well more than a book has provided efficiently and effectively. ICT does not only change teaching and learning processes but also improves teachers in delivering knowledge to act as co-creators of knowledge itself, as coaches, as mentors, and as evaluators. The digitally well educated teachers are able to integrate them into the instructional designs. ICT is also used for administrative affairs, such as student registration, grades, courses' time tables, and staff evaluation.

The purposes of this study are investigating students' experiences on using hardware of ICT, investigating students' experiences on using software of ICT, investigating students' perspectives on perceiving ICT atmosphere, and investigating the statistical differences of using hardware of ICT, using software of ICT, and ICT atmosphere perceived by NCYU and CCU students with different background variables. The study will be done in quantitative method that to survey the perspectives of integrating ICT in the teaching and learning process of both International and local students' different background such as gender, nationality, living area, school area, level of study, major and grade of study.

The dimensions of the study are using hardware of ICT, using software of ICT, and perceiving atmosphere of ICT (included Teaching, learning, and administrative affairs). The results showed that female students were more integrated with ICT in the administrative affairs than male students; the students who live in Campus are more integrating with ICT to use hardware of ICT; the postgraduate (masters and Ph.D) students integrated the hardware of ICT, and perceived atmosphere of ICT in the teaching and learning activities mostly; first graders integrated with ICT rather than other graders in the learning activities. Contrary, the nationalities, campus location and majors of the students did not have any significant differences at all.

Keywords: ICT, Hardware of ICT, Software of ICT, the atmosphere of Using ICT.

Lecturer Professional Development in English-medium Instruction (EMI) Programs: Responding the Meso and Micro Level Policy Gap at Higher Education Institution

◆ Presenter : Syariful Muttaqin

I am Syariful Muttaqin from Indonesia. Currently I am in my second year of my Doctoral degree in the International Graduate Program of Education and Human Development (IGPEHD), National Sun Yat-sen University, Kaohsiung Taiwan. I have been teaching at Universitas Brawijaya, Malang Indonesia since 2003. I got my bachelor in English language education from Indonesia in 1998, and Masters degree in TESOL studies from the University of Queensland, Australia in 2008. My teaching areas are in second language acquisition, Introduction to linguistics, and Intercultural communication. My research interests and publications are in English-medium instruction (EMI), language learning strategies, and learning autonomy. I have presented in some conferences, like ASIA TEFL, Indonesian TEFLIN Conference, and AERA. My future ambition is doing more research in the field of EMI or bilingual education as more universities have applied this model in coping with the increasing demand of internationalization.



◆ Abstracts :

Despite the increasing number of English-medium instruction (EMI) practices in higher education institutions (HEIs) in non-English speaking (NES) countries, a wide gap has been widely revealed in literatures for lack of supports for both students and lecturers. The latter side has been seen as playing pivotal role towards EMI implementation towards achieving both content and language objectives. Meso and micro level policy should be given more priority as both lecturers and students are the forerunners in what many believed to be “ambitious” instructional approach at HEIs

despite their linguistic and pedagogical limitations. This presentation will delve (1) the challenges and opportunities in delivering content using English by lecturers, especially in Indonesian context, (2) the urgency of lecturer professional development (LPD) in EMI programs, and (3) proposed models of lecturer professional development that integrates university resources and lecturers' peer and self-models to maximize students' gain in EMI programs. Further recommendations for research inquiry will be proposed to assess how LPD can fill the meso and micro level gap that is prevalent in most EMI practices.

Keywords: English-medium instruction, meso and micro policy, lecture professional development.

A Study of Teachers' Competence in Indonesia

- ◆ Presenter : Annisa Syauqina Kadar

My name is Annisa S Kadar. I am a master student of Global Master Program of Teaching Profession in National Chiayi University (NCYU), Taiwan. In my bachelor degree, I was majoring English education in State University of Makassar where my teaching life experiences were started. I started my teaching career when I was in 3rd semester of bachelor degree (2014) in all school level, elementary, junior and senior high school. I taught English in cram school, private school and public school. Until I found NCYU to pursue my study in teaching profession. During my master study, I was teaching in Open University of Taiwan as a part time online teacher. I was also working as a part time English teacher in one of Junior High School in Chiayi, Taiwan. Studying more about education and teacher system in GMPTP motivated me to work on a research about teachers in Indonesia. So that, recently, I work on “A study of teachers’ competence in Indonesia” in order to find the teachers perception about the Indonesian Government’s roles in the teachers’ competence.



- ◆ Abstracts :

In Indonesia, education is mainly the responsibility of the Ministry of Education, and at the same time the Ministry of Religious Affairs also plays a very important role in supervising schools. The government faces numerous challenges in improving the quality of its educational system, especially when endeavors target the quality of schoolteachers. Teachers’ competence in Indonesia is addressed in Indonesia Constitution No. 14 Year 2005.

According to Article 8, teachers have to meet a variety of requirements to become qualified, including passing the academic qualification examination, possessing the

necessary competences, acquiring a teaching certificate, having decent mental and physical health, and being willing to accomplish educational missions. Although the government has adopted a certificate system for evaluating teachers' competence, the adequacy of the competences and criteria listed on the certificate have never been reviewed by scholars, nor had the weight set (different levels of importance) for each requested competence. Therefore, this research aims to identify the most important competences that teachers should possess and to calculate the relative weight of each competence. The research questions are as follows:

1. What is the relative importance of each competence that teachers in Indonesia should possess?
2. What is the level of competency of teachers in Indonesia?
3. Are there significant variations in the perception of the importance of competences and competency level among teachers from different backgrounds?

A self-developed analytic hierarchy process questionnaire was administered to 443 teachers in Indonesia, of which 216 responses received were valid. The research results indicated that the competence of the self-assessment of progress needs was the most important competence that teachers should possess, followed by the possession of good subject knowledge and the ability to manage students' discipline. Accordingly, it is important for the government to ensure that teachers are doing well in these three competences. However, research participants indicated that they are not doing well in the competence of self-assessment of progress needs and the competence of students' discipline; therefore, it is crucial for the government to focus more on improving these two competences. Moreover, when the researcher compared the importance of the competence and the actual possession of the competence at the criterion level, the results indicated that the competence criteria that gained higher importance scores were not well possessed by teachers. The professional competence and pedagogical competence are the two most important criteria, but teachers self-evaluated them with the lowest scores. Therefore, the researcher would further recommend that the government make progress on ensuring teachers possess good competence in these two criteria. Finally, the

participants perceived the competence of student evaluation to be the least important competence that teachers should possess, and teachers also indicated that, in reality, they are least capable in this competence. However, most scholars argued that the competence of properly and adequately evaluating students' achievement is one of the most important competences. As the researcher could not find an adequate explanation for this phenomenon, the researcher would highly recommend that an in-depth qualitative research be conducted in the future.

Keywords: Teachers quality, teachers' competence, AHP

The Mediating Effect of Self-Esteem on the Relationship between Passive Social Network Usage and Subjective Well-Being

◆ Presenter : Nguyen Duc Nhan

My name is Nguyen Duc Nhan, a Vietnamese lecturer. Presently, I am pursuing a doctoral degree in Positive Psychology at National Sun Yat-sen University, where I have gained a great number of opportunities of improving myself as well as discovering my strengths. Vietnam is famous for its diverse culture and beautiful places. I like the environment and the people here in Taiwan. I like playing sports when I have free time. Whenever I am going through tough time. I always remind myself of a quote that mentally motivates me: “go hard or go home”.



◆ Abstracts :

This study aims to examine the relationship between passive social network usage (PSNU) and subjective well-being as well as the mediating effect of self-esteem in this relationship. Participants were asked to fill in the anonymous questionnaires consisting of the relevant variables in the study such as passive social network usage, self-esteem, subjective well-being. The final number of participants were 501 after eliminating two outliers. The results showed that participants' PSNU was negatively associated with their subjective well-being. Besides, self-esteem played a role in mediating the relationship between PSNU and subjective well-being. Moreover, after self-esteem was added in the model, the effect of PSNU on subjective well-being became nonsignificant. Therefore, we could conclude that self-esteem was considered as a full mediator in the relationship between PSNU and subjective well-being. Further, based on social comparison, we explained how users' behavior on social network, specifically PSNU, had an association with subjective well-being via self-esteem. The limitations and implications of the study were also discussed in the current study.

Keywords: passive social network usage, self-esteem, subjective well-being

A Study of the Door-to-door Student Recruitment Strategy in Taiwan

◆ Presenter : Chia-Lin Tsai (蔡佳霖)

Chia-Lin Tsai is studying in Graduate Institute of Educational Administration and Policy Development at National Chiayi University. She was a student majored in Education and subjected in English teaching during undergraduate, while she gained a four-year full-tuition scholarship sponsored by the Taiwan Government. She participated in Boardless Teachers Plan to Southern Illinois University in 2019.



◆ Abstracts :

Taiwan's dramatically declining birth rate over the past decade has led to a drop in student enrollment, which has threatened the survival of schools, especially private schools. At the same time, the Taiwan government has promoted parental choice in its Compulsory Education Law, giving parents the right to choose specific schools for their children, which has further increased the competition among schools. Many schools could not survive this fiercely competitive educational market and ultimately closed down.

Private vocational schools are facing the most serious challenges of student recruitment. Parents in Taiwan often believe that the quality of public schools is much higher than that of private schools, and they also assume that vocational school students are less competitive than their senior high school counterparts. Accordingly, it is critical for these schools to adopt marketing strategies to face the intense competition in the educational market. Almost all principals perceive door-to-door student recruitment as the most efficient strategy for recruiting students as it enables principals to convey the details of the school situation clearly and cater to parents' and students' needs. Given the importance of the door-to-door strategy, little research has been conducted in this field to guide schools in efficient recruiting results.

Accordingly, this study aims to explore the merits and problems related to door-to-door recruitment and the solutions. Semi-structured interviews were conducted with three private vocational school members responsible for student recruitment, who were selected using convenience sampling. The interview outline was separated into five sections: background, school information, willingness and motivation, implementation process, and solutions to obstacles.

Based on the research results, the major findings are as follows. First, teachers in private vocational schools recognized the decline in student numbers, which was a major issue motivating them to conduct marketing practices. They also assume marketing for schools and the commodification of education are a trend. Second, all interviewees acknowledged that door-to-door recruitment is the most efficient and necessary strategy compared to other marketing methods. Third, door-to-door recruitment strategies have been carried out for decades, and the action plans are well-designed and thoroughly accomplished. Fourth, the major obstacles are many parents refused to be visited and teachers were overwhelmed with the recruiting pressure. Finally, teamwork and experience sharing are crucial in sharpening individual recruiters' marketing competence.

We concluded that door-to-door recruitment is one of the most efficient ways of persuading parents to send their kids to the school; thus, it might be operated by private vocational schools to survive and/or thrive on the market. In addition, a variety of obstacles were identified, and the solutions recommended in this research might be adopted and adapted by schools to further enhance their door-to-door student recruitment results.

Key words: interactive marketing, school marketing, private vocational school, door-to-door recruitment strategy

Teacher Education for Sustainable Development (TESD): Disclosing ESD Competence of Pre-service English Teacher in Higher Education

◆ Presenter : Jepri Ali Saiful

Jepri Ali Saiful, a PhD student in International Graduate Program of Education and Human Development (IGPEHD), National Sun Yat-sen University, Taiwan. He is also an assistant professor in department of English education, Muhammadiyah University of Surabaya, Indonesia. His research interest is Education for Sustainable Development (ESD) in English Education which includes (1) ecocriticism and ecocomposition approach in English learning and teaching, (2) STEM/STEAM/STREAM pedagogical approach in English learning and teaching, (3) ESD competencies, (4) teacher professional development (TPD), and (5) community-based English for business and tourism trainings. Research collaborations are highly welcomed on these five areas. In addition, he is now doing professional work as an international reviewer for international journals indexed by SSCI and Scopus. He can be reached out through his email: jepriali1@gmail.com.



◆ Abstracts :

When exploring the competence of English pre-service teachers in language teacher education, existing scholarship has mainly assessed achievements rather than sustainability. Consequently, there has been a paucity of knowledge whether the pre-service English teachers have had and been prepared for the knowledge and skills in applying sustainability in their personal and professional lives. To fill up this literature gap, this study was aimed to elicit the current state of pre-service English teachers' sustainable competence by looking at the competence constructs established by English teacher education institutions and assess their sustainability using UNESCO framework

on Education for Sustainable Development (ESD) competence for educators. Qualitative content analysis was employed. Digital texts of English pre-service teachers' competence were the data taken purposively from the websites of three nationally accredited "A" English Education Departments which the departments were belonged to three of 15 best Indonesian universities in 2020. Voyant Tools was used to generate word clouds of general outlooks of teacher competence. Afterwards, thematic content analysis was administered to evaluate major themes in the word clouds using four ESD competence categories: learning to know, to do, to be and to live together. Findings showed that the current state of English pre-service teachers' competence was focused on three areas of development; attitude, knowledge and general skills. The world cloud results demonstrated that leadership and tolerance behaviors were the main attributes of the attitude competence; learning and teaching of English were the center of the knowledge competence; and demonstrating academic, self and social works was the major skill competence. ESD competence viewed the attitude and general competence constructs in line with integrative thinking and practice in holistic approach domain in the aspects of learning to be and to do respectively. However, the knowledge competence construct was found inconsonant with any of ESD competence categories.

Keywords: Education for sustainable development, ESD, teacher competence, teacher education, pre-service English teachers

A Critical Incident Technique of Aggressive Dating Behavior: A Perspective comparison between high school students and college student's victimization in Indonesia

◆ Presenter : Yuyun Agus Riani

My name is Yuyun Agus Riani, I come from Malang, East Java-Indonesia, currently, I pursue my Ph.D. program at National Sun Yat-Sen University-Kaohsiung Taiwan at The Graduate School for Education and Human Development program started in 2019. I graduated from Wageningen University-Netherlands on Master of International Development program by taking Communication, Technology, and Policy for my major study in 2008. Holding a master's degree gives me a chance to become a lecturer at the Communication Science Department – Faculty of Social and Political Science - Brawijaya University-Indonesia from 2009 up to the present. Previously, I was an NGO member which over 10 years of experiences in the coordinator project officer position that deals with issues women, children, and sustainability development.

Having NGO's experiences and study background in developed studies influenced my strong sense of communication science related to social change topics. It led me to research the areas of woman and communication, gender and media studies, gender identity, gender, and violence, and last for communication and behavior change. In addition, in order to broaden my contribution to social change, I also contributed my high involvement in the Center for Disability Studies and Services (CDSS) of University Brawijaya from 2017 up to 2019, particularly dealing with women and disability issues. Recently I conducted interdisciplinary research on communication and human behavior



areas, particularly on aggressive behavior themes.

◆ Abstracts :

Communication among romantic relationship partners may form both face to face and mediated by digital means, these both communication forms found affecting on how the perpetrator against dating partners which could interchangeable either online or offline space. The previous study only focusses on one form dating aggression form either online or offline only, as well as pick one academic level such as high school or college student. However, the present study investigated the victimization on both groups' development stage (adolescent and young adult) in east Java- Indonesia. The dating aggressive behavior was explored into five key issues these are violence contexts (physical aggression, sexual aggression, psychological aggression, monitoring and controlling, digital dating violence) attitude to respond incident, consequences, descriptive norms of dating violence in the Indonesian contexts and lastly interpreting the gender role in dating abuse. By using the Critical Incident Technique (CIT) the study was involving two groups' students (high school and college) in purpose to give participants freely talk about their experiences and to discover comparison. The current finding shows that both groups experiencing most of the sexual abuse and physical abuse forms in both online and offline, high school students responding to break up from their partner while college students deciding to keep their relationship, college students experiencing repeating dating violence more than one time, while adolescent prefer to prevent the perpetration by stopping the relationship. Participants perceive that dating violence has recently become common among love couples, moreover it could against both female and male gender as aggressive behavior is a part of personality trait. Finally, the two groups recommend a dating violence prevention such as self-protective behavior, maintain communication, and more selective in interpersonal relationships.

Keywords: Critical Incident Technique (CIT), aggressive behavior, dating violence, descriptive norms, gender role.



Hosted by

- **Global Master Program of Teaching Profession, National Chiayi University**
- **International Graduate Program of Education and Human Development, National Sun Yat-sen University**