Editorial Notes:

We are delighted to publish the third issue of the Journal of Ethnic and Cultural Studies (JECS), a refereed international journal. As an interdisciplinary academic journal, JECS publishes philosophical, theoretical, and empirical research from all disciplines dealing with ethnicity, identity, culture and multicultural education. Concerned primarily with critical reviews of current research, JECS provides a space for debate regarding concepts and the questions they raise that have potential to influence in a formative manner ethnic and cultural studies. We believe JECS will make a solid contribution to the field of social science and stimulate needed scholarly debate. It will meet the expectations of varied audiences and endure to stimulate new and exciting research in its field. The seventh volume and second issue has eleven excellent papers from all around the world. We are indebted to our colleagues who have contributed to this issue and to all who support the journal by serving on the editorial boards. We also thank to our anonymous reviewers who have kindly devoted their time and expertise to make this issue possible.

Focus and Scope:

Journal of Ethnic and Cultural Studies (JECS) welcomes original research articles and book reviews for its next issue. The JECS is a biannual and peer-reviewed journal published in April, August, and December. Papers for the publication in the JECS are selected through a precise peer-review process to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by the submitting manuscripts that illustrate empirical research, projects, theoretical papers, original surveys, and book reviews dealing with the issues of ethnicity and culture from a wide range of disciplines in Social Sciences and Humanities.

Publication Ethics and Malpractice Statement

JECS publishes original and rigorous research findings and does not tolerate any kind of academic dishonesty or misconduct. All manuscripts submitted to JECS should be original works of scholarship. JECS does not tolerate any sort of data fabrication and falsification, plagiarism, and improper author contribution. JECS adheres to the Publication Ethics and Malpractice Statement to ensure high-quality publications, public trust in research findings, and that people receive credit for their ideas.

Contact Information:

Hasan Aydin (Editor-in-Chief) Florida Gulf Coast University Fort Myers, FL, United States

Website: www.ejecs.org, E-Mail: info@ejecs.org
Editors-in-Chief

Hasan Aydin
Florida Gulf Coast University, USA

Book Review Editors

Christian Faltis, The Ohio State University, United States
Uzeyir Ogurlu, Harvard University, Cambridge, Massachusetts, United States

International Editorial Advisory Board

James A. Banks, University of Washington, United States
Paul C. Gorski, George Mason University, United States
Hugh Starkey, University College London Institute of Education, United Kingdom
Sonia Nieto, University of Massachusetts, United States
Genava Gay, University of Washington, United States
Walter C. Parker, University of Washington, United States
Bashir Bashir, The Open University of Israel, Israel
Audrey Osler, Buskerud and Vestfold University College, Norway
Angela M. Banks, William and Mary Law School, United States
Ilhan Kaya, Yildiz Technical University, Turkey
Lynn M. Burlbaw, Texas A&M University, United States
Francois Victor Tochon, University of Wisconsin - Madison, United States
Handel Wright, The University of British Columbia, Canada
Kamran Matin, Sussex University, United Kingdom
Reva Joshee, Ontario Institute for Studies in Education, University of Toronto, Canada
Heribert Adam, University of Cape Town, South Africa
Nektaria Palaiologou, School of Education University of Western Macedonia, Greece
Tao Wang, East China Normal University, China
Julia Eksner, Frankfurt University of Applied Sciences, Germany
Géraldine Bozec, University of Nice Sophia Antipolis, France
Wing-Wah Law, University of Hong Kong, China
Yun Kyung Cha, Hanyang University in Seoul, South Korea
Rahil Ismail, Nanyang Technological University, Singapore
Bassel Akar, Notre Dame University-Louaize, Lebanon
Rania Al-Nakib, Gulf University for Science and Technology, Kuwait
Douglas Verrangia Corrêa da Silva, Universidade Federal de Sao Carlos, Brazil
Cherry McGee Banks, University of Washington, United States
Barney Warf, University of Kansas, United States
Serafin M. Coronel-Molina, Indiana University, United States
Jennifer Mahon, The University of Nevada, United States
Ahmet Basal, Yildiz Technical University, Turkey
Lindsey Peterson, Mississippi State University, United States
Elavie Ndura, George Mason University, United States
Mokter Hossain, University of Alabama, United States
Ismail Hakki Yigit, Mississippi State University, United States
Barzoo Eliassi, Linnaeus University, Sweden
Stephen Lafer, The University of Nevada, Reno, United States

Journal of Ethnic and Cultural Studies
Volume 7, Number 2, August 2020

Contents

Original Manuscript

Technological and Pedagogical Models: Analysis of Factors and Measurement of Learning Outcomes in Education

Ratnawati Susanto, Reza Rachmadullah, and Widarto Rachbini

Detected Difficulties in Argumentative Writing: The Case of Culturally and Linguistically Saudi Backgrounded Students

Burhan Ozfidan, Connie Mitchell

Dance and Socio-Cybernetics: The Dance event of “K’na” As A Shaping Component of The Cultural Identity Amongst the Arvanites of Neo Cheimonio Evros, Greece

Eleni Filippidou, Maria Koutsouba

Boundaries Through the Prism of Post-secondary and Professional Orientation: The Views of Young Québec Adults of Immigrant Background

Fahimeh Darchinian, Marie-Odile Magnan
Demystifying Americanness: The Model Minority Myth and The Black-Korean Relationship

Se-Hyoun Yi, William T. Hoston

The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period:
A Case Study in Indonesia

Rasmitadila Rasmitadila, Rusi Rusmiati Aliyyah, Reza Rachmadtullah, Achmad Samsudin, Ernawulan Syaodih, Muhammad Nurtanto, and Anna Riana Suryanti Tambunan

Identifying The Key Contributory Factors Behind Ethno-national Conflict

Shyamal Kataria

AfroBoriqua Mothering: Teaching/Learning Blackness in a Bay Area AfroPuerto Rican Community of Practice

Krista L Cortes

Inclusive STEM High School Factors Influencing Ethnic Minority Students’ STEM Preparation

Ali Bicer, Yujin Lee, and Celal Perihan

From the Traumas of the Caribbean to a Revival of Resistant Literature: A West Indian Discourse

Nayera Mohammed Hassan

Teachers’ personal theories of teaching: managing cultural diversity in mainstream public primary schools in Greece

Vassiliki Papadopoulou, Kyriaki Theodosiadou, and Nektaria Palaiologou