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Is effective, efficient and engaging (e)-learning possible? “Unpacking the affordances of technology for (e)-learning conundrum”

Prof. Micheal M van Wyk

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The emergence of the Fourth Industrial Revolution of the twenty-first century brought challenges as well as opportunities for the education sector to accelerate the knowledge economy; a massively impactful paradigm shift. Education is currently experiencing rapid changes and challenges due to the increase of technology-based networked communities. In order for the education sector to be relevant and compatible in this challenging society, schools and institutions of higher learning need to commit to the process of continuous change or become redundant. The question to be answered is: Can technology influence learning and teaching? To be able to address this question meaningfully let us consider the extent to which different aircrafts and their conditions influence the comfort level of their passengers. In much the same way, technology has the potential to influence learning, and different technologies offer different possibilities for rendering the learning experience in ways that can influence learning significantly differently. Arguably, it is not the attributes of technologies alone that can possibly influence learning, but how these unique attributes and the possibilities and opportunities they afford are used to render different types of learning content and learning experiences. Effective, efficient and engaging learning is a product of the synergy between a combination of factors, and which include the possibilities offered by technologies, the optimal use of these attributes and the readiness of the learner. In this keynote address, I am conceptualising and contextualising the “3e-technology” enhancers (effective, efficient and engaging e-learning) for optimal learning. Furthermore, e-learning, m-learning, and distance learning will be discussed in alignment to the affordances of technology. Finally, strategies for optimising technology affordances are provided as a road map for the use of technology.

New Learning Trends Based on Technology: an Opportunity or a Challenge for Technical and Scientific Education?

Francisco Delgado

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Technology has evolving in an accelerated way since computer introduction. Education has been a recipient of that development, boosting innovative trends to improve higher education. These innovations have arisen mainly from Engineering, Science and Design disciplines. Today, that development has created alternative media, resources and providers which are competing with higher Education in technology and science as it is offered in university. Thus, teachers’ training and innovation in educative technology is mandatory because they should to lead education into a more efficient and functional models based on knowledge and technology. This work summarizes some emergent educative trends arisen from technical areas and their criticisms as an outlook of those contemporary proposals and their future impact in society.

Reasonable adjustments that promote quality differentiated teaching practice in special education maths classrooms

Dr. Bronwyn Ewing

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Developed in concert with twelve special schools (Prep to Year 12) in Queensland, this paper regarding reasonable adjustments that promotes quality differentiated teaching practice in special education maths classrooms; represents the knowledge and expertise of fifty teachers in special education. Survey responses and empirical evidence suggest that three conclusions are warranted: 1) That a focus on reasonable adjustments which is highly individualised, comprehensive and on-going, needs to be strengthened to positively affect student learning and progression; 2) Neither assessment of student learning in mathematics or failure to respond to the results is sufficient for making judgements about students' learning; and 3) special education teachers do require strong knowledge and skill with differentiating their teaching practice to ensure that students access the curriculum at appropriate year levels.

Keywords: mathematics education, reasonable adjustment, special education, differentiation

Meditation, Mindfulness, and Critical Thinking: Individual Characteristics in Online Higher Education

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Eighty-one percent of employers and 79% of college students believe that critical thinking is an important learning outcome related to obtaining a job and advancing in a career in the 21st century. However, improvement in critical thinking skills at higher education institutions was relatively small, suggesting that teaching methods for facilitating critical thinking at higher education might be ineffective. The problem was that the effectiveness of using meditation on improving higher education students' critical thinking skills has not been examined yet. Thus, the challenge of improving critical thinking in online education demands creative approaches. This study examined the relationship of gender, ethnicity, age, and education to the influence of meditation and mindfulness on critical thinking. Thirty respondents completed the survey instrument, 25 females (83%) and five males (17%). The respondents' ages ranged from 18-70, with a mean of 29 to 39 age span categories. Most respondents were White/Caucasian (65%), followed by Multiple Ethnicities/Other (20%), and Black/African Americans (15%). An analysis of variance was conducted on the measures of critical thinking after engaging in meditation and mindfulness. The analysis resulted in a significant main effect for meditation and mindfulness.

Keywords: spirituality education, critical thinking, meditation and mindfulness, diversity

How Computer Simulations Affect the Development of Diagnostic Clinical Skills of the Arabian Gulf University Medical Students?

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The present study aimed to explore how computer simulation software is used in teaching clinical skills and assess the impact of utilizing the computer simulation DxR clinical software in developing Arabian Gulf University 4th year students' diagnostic and clinical skills. The study was conducted on a sample of 157 medical students who were studying the Multi-System Integration Unit (Unit IX) at the College of Medicine and Medical Sciences during the second semester of the academic year 2015/2016. An experimental research method with quasi experimental design, time-series type with pre and posttest was adopted. The content of the study unit was composed of 6 instructional problems of which three problems were taught conventionally (i.e., without the use of the DxR clinical software), then, the students diagnostic skills were assessed by the end of the third week. The other three problems were taught using the DxR clinical software via the Blackboard Learning Management System. By the end of the sixth week, a post assessment of the students' diagnostic skills was administrated again. With regards to medical diagnostic skills assessed by DxR software, results revealed statistically significant differences between the pre and post assessment and were in favor of the post application. Therefore, it could be concluded that the DxR computer simulation was effective in enhancing clinical skills learning outcomes of medical students.

Keywords: *Computer simulation, application software, DxR clinician, medical diagnosis, and medical diagnostic skills.*

English Learners' Perception of Autonomy in Blended Programs

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Blended Learning has been in the limelight in recent years. According to Hubackova et al (2011), blended learning is considered a combined teaching, i.e. a combination of standard face-to-face teaching with e-learning. Autonomy, on the other hand, is closely linked to learners' level of motivation which plays an integral role in the effectiveness of learning. The current study aims to investigate the effect of blended learning on EFL learners' perception of autonomy. 60 tertiary-level students were included in the study. A questionnaire with 20 items was given to students at the end of the semester. Upon implementing Blended Learning for one semester, the analyses of questionnaires revealed that students found the program motivating, and they believed they were more independent.

Keywords: *autonomy, blended, EFL, technology*

Words with Multiple Meanings and their Collocates

Dr. Joshua Antle

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This presentation will present a dictionary study focusing on frequently occurring nouns which have multiple meanings and their corresponding collocations. Words with multiple meanings are especially problematic for English language learners. Additionally, the lexical items under investigation in this study are highly frequent in both spoken and written English making them of particular importance for learners wanting to reach a high proficiency level. The New General Service List was used to determine the most frequently occurring nouns which have different meaning senses depending upon the context in which they are used. The British National Corpus was used to determine the most frequent adjectives which are used with the target noun and to determine the meaning sense for the entire collocation. The results indicate that the adjective used with the noun limits the number of meaning senses. The pedagogical implications of these findings should influence how material designers treat these nouns when designing texts and exercises. Additionally, teachers concerned with developing their students' productive vocabulary knowledge along with the students' depth of vocabulary knowledge will find these findings useful. The target audience for this presentation is teachers who develop their own material and who want to improve their student's productive abilities with these highly frequent lexical items.

Keywords: *Collocations, corpus, frequency*

Students' engagement with mobile learning through social media: the Algerian Case.

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Information and communication technology is becoming prevalent in everyone's activity and its use is growing exponentially for the potential that it offers in every sphere of life including education. Digital technology has sparked the creative incorporation of social media into learning and teaching processes. It is also becoming the choice of students for expanding their learning beyond the classroom. It provides a variety of tools and services to promote students' engagement with mobile learning. With the G3 ubiquity and the advent of G4 in Algeria and the widespread use of mobile devices especially Smart phones and tablets, there is a greater likelihood that mobile learning (m-learning) will become part of Algerian students' practices. Until recently, we have equated social networking with entertainment. The purpose of this study is to report how social media ties in with students' learning and increasing opportunities for engagement with m-learning. The author seeks to advance the academic validity of social media in two ways: i. exploring students' engagement with social media, ii. Making its use in m-learning explicit. A five point Likert scale questionnaire was administered to 140 students in the institute of library & documentation sciences. Results showed evidence of use of social networks by all respondents for learning. The study did not explicitly establish that participants use that these are used for formal and in class instruction.

Keywords: *social media, mobile learning, students, Algeria*

Achievement Needs Time: The Influence of Reflecting Power on Motivation

Michaela Brohm-Badry, Dominic Vogt

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Academic achievement, learning and academic success are strongly influenced by achievement motivation, experience of flow (incl. reflecting power) and social factors. The aim of this study was, to explore, how achievement motivation interacts with experience of flow, reflecting power and social competences.

The interactions were assessed by self-assessment data of 654 students (age 10 to 19, 50,8 % female), by a validated questionnaire (FLM, Petermann/Winkel) as well as by a questioner concerning the social self-regulation (FASK, Kanning).

We analyzed possible associations by multilevel analysis. The results show, that different aspects of achievement motivation are significantly associated with Flow and different aspects of social competences – especially high levels of achievement motivation were predicted by strong flow experiences and high reflecting power ($p < 0,001$). Beyond that students of middle and high grades showed strong associations between self-regulation and high levels of persistency and diligence ($p < 0,002$) as well as low levels of fear of success ($p = 0,001$) and fear of failure ($p < 0,001$).

Flow experience and reflecting power predict different aspects of achievement motivation. When trying to foster students' achievement motivation, teachers should take that into account and provide students time for flow experiences and time to reflect on learning contents, their own learning progress and themselves. Achievement needs time.

Selecting a Learning Management System: Recent Trends in Design and Functionality

David L. Brooks

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A learning management system (LMS), such as Moodle, Blackboard, Google Classroom, Haiku, Litmos, and a host of new LMS products, can make a useful and flexible choice for teachers who want to communicate with their students in an active, collaborative on-line environment, manage the distribution of course materials, such as lectures, readings, audio-visual media and course handouts, and for collecting and grading student work. This presentation will compare the advantages and disadvantages of using several of the major learning management systems, and explore improved features in the newest lineup of LMS now offered. First of all, a learning management system (LMS) is network software that helps teachers manage students, teaching activities, homework, quizzes, grades, discussions, and resources across the Internet to any computer with a browser. Whereas a course authoring system is more like a putting a textbook on-line, learning management systems such as Moodle, Google Classroom and Haiku, are integrated instructional environments where students and teachers share materials and engage in thoughtful dialogue. The presentation will examine the core components of an effective LMS and provide guidelines for choosing the best LMS that matches a teacher's needs, expectations, and time-allotment.

Keywords: *learning management system, LMS, comparison,*

Impact of Social Media on Adolescents

Mr. Chandan Kumar

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This paper intends to what social media is and how it translates to adolescents. Internet provides benefits in the areas of cognitive and social development and present risks as well as opportunities for adolescents' growth and development. Using social media web sites is among the most common activity of today's adolescents. Any web site that allows social interaction is considered a social media site. Internet also provide benefits in the area of intellectual, emotional development and also present risks as well as opportunities to teenagers and children's development in functional and societal challenges. Social media offers today's youths a portal for entertainment and communication. As society becomes more needful on the World Wide Web, the risk of internet addiction of teens is diagnosed with several emotional and social phobias. Psychologists and childhood educators are in a unique position to help families understand these sites and to encourage healthy use and desire parents to monitor for potential problems like cyberbullying, Facebook depression, sexting and exposure to inappropriate content.

Keywords: *Internet, Social media, Adolescents, Cyberbullying.*

Incorporating 21st century socio-emotional skills to the professional education students through Miniempresa Project as a simulation tool

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The need to develop competencies has motivated the study of new teaching methodologies. Prepare young people for academic and professional success presupposes establishing conditions for the development of these capacities, including acquiring and mastering strategies that make them possible, breaking with traditional and inefficient teaching methods. The simulation can be conceived as an alternative of teaching, since it is presented as a tool to stimulate cognitive and socio-emotional aspects, recognized for their relevance in the labor market by companies and organizations worldwide, through the contributions and proofs that Neuroscience has facilitated. In this sense, the work presents the simulation of a business environment, denominated Miniempresa Project, developed with 90 students of the management discipline of technical high school level at Federal Institute of Education, Science and Technology, Rio Grande Campus, involving the simulation through the startup and operation of a company of student character, which in this case was the school's own canteen, that was closed. At the end of the project, the students individually answered a questionnaire about their development, considering the big five factors model (agreeableness, surgency, conscientiousness, neuroticism and openness) whose results indicate, through the recognition of the participants, that this technique assisted in the acquisition of socio-emotional skill, thus presenting itself as a possible tool for organizational learning in the training of the entrepreneurial professional of the 21st century.

Keywords: *simulation, teaching and learning, socio-emotional skills, neuroscience.*

Exploring Instructional Leadership in the Preparation of History Teacher-trainees

Dr. Charles Adabo Oppong

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Scholars and practitioners agree that instructional leadership (IL) can be one of the most valuable gears in the preparation of student-teachers in recent time. Often, instructional leadership as an educational leadership focuses on the core responsibility of the school, namely teaching and learning, counseling, mentoring, among others. There is, thus, a general belief that the quality of instructional leadership contributes significantly towards the preparation of student-teachers. This paper, therefore, investigated the role history instructional leadership plays in the preparation of student-teachers with specific reference to schools in the Kumasi Metropolis in Ghana. Two research objectives guided the study: to examine the role history instructional leaders play in the preparation of history student-teachers; and to provide a model for effective practice of instructional leadership in the preparation of history student-teachers. The study drew on qualitative data generated from interviews and focus group discussions. The informants for this study were senior high school heads of history departments and history student-teachers in the University of Cape Coast who have completed their teaching practice in senior high schools. In relation to research objective one, the study established that history instructional leaders played their role by providing orientation, supervised student-teachers, and acted as mentors. Addressing objective two, the study revealed that a model for effective practice of instructional leadership should include professional development, responsibility, motivation, supervision, orientation and mentorship.

Keywords: *Instructional leadership, student-teachers*

Using a Single Google Sheet for Classroom Management and Collaborative Learning

Tanya Erdelyi

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Among some of the key issues in education, classroom management and collaborative learning are at the top of the list. These often include finding easy ways that encourage students to submit homework, finding ways to share information with students digitally, or managing and promoting group activities and projects. With the current increase in technological software and applications, managing the classroom and promoting collaborative learning has become easier. However, some of the available software and applications tend to be overly cumbersome and not altogether user-friendly. The following presentation is based on a qualitative study on the effects of extending the classroom community with online tools. The focus of this presentation is on promoting collaborative learning, while managing the class, with a single, easy to set up and use Google Sheet. Both the benefits and drawbacks of using an online tool perceived by the student interviewees from the study will be discussed, along with tips for teachers on how to implement this approach in their own classrooms.

Keywords: *Classroom management, Collaborative learning*

Blended Learning in Training and Adult Education – Key Characteristics and Challenges

Dr. Zan Chen

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Training and Adult Education is critical to Singapore's effort to compete in the global economy and respond to its major economic and social challenges. iN.LEARN 2020, a key SkillsFuture initiative was introduced to catalyse the adoption of blended learning, through the use of technology-enabled learning and workplace learning, to enhance learning accessibility and relevancy. This paper reports a nationwide survey that investigates the training and adult education landscape in Singapore. The findings provide baseline information of the current status and characteristics of blended learning in training and adult education, in terms of the learning modes across different industries, skills domain and training programmes, use of learning technologies, the readiness as well as challenges in adopting blended learning. This study is expected to provide evidence on how government initiatives such as iN.LEARN2020 inform training programme offerings and forms of delivery. It also provide implications to training organisations and adult educators to review their current programmes and skills, and to better implement and enhance their blended learning initiatives and the forms of collaborative activity that may be required. It is also expected to inform training and adult education specialists in the design and development of blended learning innovation/programmes.

Keywords: *blended learning, learning technology, training and adult education, challenges*

Convergent and Divergent Thinking among School Students

Dr. Aruna Chauhan

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Thinking is a reaction to stimuli and it strengthens an individual's opinions, belief system, and attitude. Two types of thinking as convergent and divergent are identified and contributed by Joy Paul Guilford. If we simplify it in a lay man's language, convergent thinking can be named as intelligence and divergent thinking as creativity of any individual. In the present study, it an endeavour is made to find out a relationship between convergent and divergent thinking. The researcher has further investigated bearing of variables like locale, types of institution and sex. The study has employed descriptive survey method. A sample of 400 school students of Punjab State has taken by using stratified random sampling technique. To measure convergent thinking, verbal group test of R.K Tandon and for divergent thinking Baquer Mehdi verbal tests have been used. For analysis of the acquired data, Mean, Standard Deviation, t and r statistics have been used. One of the main objectives of the study is to identify the convergent and divergent thinking among school students and study to bearing of locale, types of institution and sex on convergent and divergent thinking. The major finding of the study is that there is significant relationship between convergent and divergent thinking and locale; types of institution and sex affect convergent and divergent thinking.

Keywords: *Divergent Thinking, Convergent Thinking, Ethnicity, Locale.*

New Trends in Students and Teachers Relationships on University Campuses in Cameroon: Situation and Challenges

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In Cameroon, the implementation of the Bachelor-Master-Doctorate system, which has been on for about ten years now, has drastically changed the nature of the relationships between students and teachers. The huge distance which used to exist between the learner and the teacher at university level has considerably reduced. The conflicting relationships between the two partners are becoming more and more positive. Because of the nature of the new tasks and roles that the new system entails, with the help of the ICTs, Cameroonian students can now call / write to have appointments with their lecturers without any fear, even out of opening days and hours. Teachers do the same. This new situation leads to new attitudes, behaviours, ways of thinking, and new challenges. From a sociological frame, this paper analyses the new trends in students and teachers relationships on Cameroonian university campuses and the new challenges that they involve.

Keywords: *educational system, relationships, tasks, roles, ICTs, positive, challenges*

Students' Sense of Community and Self-perceived Learning in a Science General Education Course

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Addressing crucial factors involved in students' classroom engagement and academic achievement has long been an important issue of tertiary educators. Research suggested that the sense of being part of a learning community is related to learners' motivation to learn and their engagement in school activities. In 2000, Garrison, Anderson and Archer created the community of inquiry (Co-I) framework in order to guide the design of a deep and meaningful educational experience. It emphasizes on three key elements: social presence, cognitive presence and teaching presence. It suggested that the design of learning activity should aim to facilitate these key elements in order to sustain a good community of learners to achieve the academic goal. The primary goal of this study is to examine the relationship between social presence, which means students' sense of community, and their self-perceived learning. The study was conducted in a compulsory science general education course in The Chinese University of Hong Kong. The lesson design of this course is basically cohered with the Co-I framework. Students' social presence was measured by an established Co-I survey and correlational studies were performed to investigate if there is any relationship with students' perceived learning outcomes attainment. The analysis would give insight on the role students' sense of community in contributing a meaningful learning experience.

Keywords: *sense of community, self-perceived learning, science education, general education*

Assessment of Current Research Trends in Distance Teaching & Training in the Light of Educational Technology Theory: A Case Study on the Arabian Gulf University Master Students' Thesis (2004/2005- 2014/2015)

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The present study aimed to assess research trends and orientations in distance teaching and training in the light of the educational technology theory. A number of 94 master theses carried out in the Distance Teaching & Training Program at the Arabian Gulf University were surveyed. Such theses were completed by 44 male and 50 female master students coming from the Gulf Cooperation Council over a period that extended between the academic year 2004/2005 and 2014/2015. Results of data analysis revealed that: out of 94 theses 37 focused on the field of learning design or training environment in general and design of instructional software in particular; 22 focused on the field of development of instructional materials; 9 focused on the field of training; 5 theses focused on the field of evaluation and one thesis focused on the field of instructional needs assessment. Moreover, discussions of other issues addressed in the study were reported. Educational implications of this preliminary assessment of master degree research theses addressed by graduate students in the Distance Teaching & Training Program were discussed.

Keywords: *Research trends in distance teaching and training, educational technology theory, continuous assessment, distance teaching and training, instructional resources,*

Integration of Virtual World Technology and Robotics in a Distance Education Course

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The University of Maine offers an interdisciplinary course to undergraduate and graduate students designed around the annual PopTech conference held in Camden, Maine. PopTech features nationally-recognized experts from business, technology, the arts and academia around an annual theme. The course utilizes instructors across disciplines and two universities to teach segments around their fields of study. The goals for this study were to assess the educational benefits of three course components: (1) participation/attendance at the conference, (2) the use of virtual technology as an immersive, collaborative experience and (3) the benefits of telepresence robotic technology in student and faculty collaboration across universities. Fifteen questions were presented to the students. 50% of students participated in the anonymous survey. The questions were categorized into 3 areas: 1) impact of conference attendance on learning outcomes, 2) the value of virtual world and 3D modeling technology and 3) the use of telepresence robot technology. The results indicated 1) attendance at the conference was beneficial for networking and interaction with fellow students and faculty, 2) virtual environments are valuable for student and faculty interaction and as a tool for building and sharing 3D models and 3) using a telepresence robot to remotely visit a university robotics lab was useful and resulted in an improved understanding of robotics technology. Overall, 100% of the participants would recommend the PopTech course to other students.

Keywords: *robotics, virtual worlds, online education*

Teaching STEM Online: Challenges and Solutions

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There are many challenges involved in creating high-quality learning materials for STEM courses, from display to grading to accessibility. This session will discuss the challenges, progress and current technologies. The University of Waterloo has been offering online mathematics courses since 2003 to over 21,000 students and open education resources that have been visited hundreds of thousands of times. Maplesoft is an education solution provider with 30 years of experience helping educators to implement technology in their courses. Together they understand the challenges and have made great progress in overcoming a number of them.

Keywords: *Online Education, Online STEM Courseware, Interactive Online Content, Courseware Technology*

Fostering Teachers' Professional Development through MOOCs

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Continuous professional development of teachers is a must for every educational system. By doing this, they will update knowledge in their area / will learn new ways/methods of teaching and will enlarge their professional community. Due to the evolution of the current society, digital skills have become an important element in the educational environment, and their development and integration in teaching and learning should be a priority for each level of education. Nowadays, MOOCs are on a hype for educational systems, being one of the most discussed and debated topics. Still controversial, MOOCs gain day by day more formal recognition from important higher education institutions, well-recognized worldwide. As MOOCs are part of the online and distance learning ecosystem, three essential factors are associated with them: online access, digital skills to know how to work in the online learning environment, and the capacity for self-regulated learning. We admit there is a need for more practical studies and explorative research, especially applied to the Romanian context, but still we consider MOOCs as a good match/opportunity for the professional development of Romanian teachers. Therefore, through this paper, we are analyzing current aspects of Romanian teachers' training, but we are also investigating their needs regarding professional improvement, presenting how MOOCs could be a solution for their current development needs. Moreover, we will address the necessity for changing the Romanian educational MOOC policies, but also further topics to be explored.

Keywords: *MOOC, professional teacher development, Romania*

Role of Teacher Education in Developing Life Skills

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The teacher is the most important ingredient in the effective teaching and learning and more so the life skills. It is therefore important that teachers are very well prepared to meet this new challenge of teaching life skills. The success of a teacher largely depends on his/her personal context, personal efforts and his/her general personality. These characteristics can be greatly enhanced if a teacher receives specialized training in methods of teaching life skills education programme. The age of 21st Century is an age of information and communication technology and Tremendous Competitions. During 21st century each student must be aware of and must be ready for taking benefits of future opportunities using his knowledge, skills and attitude and be able to adjust himself to various situations around him. National Curriculum Framework (NCF) 2005 has also defined the various objectives of Education as they should have ability of thinking and making ethical decision independently or in different groups. It is also essential to encourage students regarding emotions then only they can survive in this challenging world with satisfaction and success.

Keywords: *teacher education, role of teacher and life skills.*

Capturing Research Data for Technology-Driven Software Engineering Curriculum Development

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A fundamental artifact of any academic research is the data used as the basis of that research effort. A group of researchers, from institutions in multiple territories, has embarked on a research project; aimed at enhancing the teaching of software engineering in four-year undergraduate programs. The research project details a set of workshops, for which the objective is the capture of data that will be the basis of the research effort. The data collection task sought to identify a set of topics that are considered suitable for software engineering education. The topics are derived from the outcome goals of the course/program. The research data from the workshops will be used in the creation of a repository of artifacts that allows for formalized curriculum development, and learning outcome assessment of software engineering education. The aim is to development curricula that are driven by the defined outcomes of the program. This work encapsulates various methodologies that can be viewed as an intermediary between the curriculum and the students' learning outcomes, essentially allowing for a comparison between actual performance and expectations (objectives/goals). The benefits from this work will be immense as the proposed framework standardizes the design, delivery, and assessment of curriculum regardless of location and resource. This proposed system will be available over the Internet to every undergraduate software engineering program.

Keywords: *Software engineering, curriculum, education*

Teacher Talk and Its impact on Students' Participation in Classroom Interaction

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This qualitative study is conducted as a classroom research. Focusing on the interaction in an EFL setting and adopting the assumption that maximizing learner involvement is conducive to second language learning, it explored the ways in which experienced and novice teachers, through their talk, hinder or facilitate learner participation in face-to-face classroom communication. Four teachers (two of whom were experienced having twelve and more years of teaching experience while the other two were inexperienced having two years of teaching experience) were invited to take part in this study. They were asked to make a 45-minute audio-recordings of their lessons. A total of four hours' recordings was then analysed, using a Conversation Analysis (CA) methodology. The results show that teachers need to be made more aware of the importance of appropriate language use in the EFL classroom and understand more fully the qualitative aspects of their use of language in class. As Walsh (2002) points that the more their pedagogic aim and language use in class coincide, the more there are opportunities for students to learn. Practically, the results of the study can be used as an encouragement for teachers of English in order to understand the features of their talk and its appropriacy with their pedagogical goals in their classes.

Keywords: *in-class interaction, teacher talk, students' participation*

Research and development of a teaching pattern for enhanced practical understanding of conceptual knowledge

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The systematic courses and teaching pattern that involve both conceptual knowledge learning and adequate well-designed practice is what we focused on developing for about a decade, to enable our students to gain practical experience with a well understood speculative knowledge which would further guide their vocational capability practicing. We start our research with the specific course design and feasibility. The course goal is refined and specified with two basic principles, which is to ensure both the learning motive and performance. Then we designed the specific courses and teaching pattern which combines both the theory teaching and on-site guided practicing pattern. With fully utilized equipment resource, each and every student get to operate their own machining apparatus and improve their performance. This onsite teaching pattern utilizes manufacturing companies' resources, where students and teaching staff can learn and teach more effectively with a combination of teaching task and manufacturing task. We also developed a digital teaching pattern which allows the learning and teaching process to be extensively covered and quality-ensured, the digital assisting teaching system also enables the further analysis and improvement of teaching and learning performance. The instantaneous evaluation of students overall performance and our teaching work is also the important part of this research. Several surveys have been conducted to prove our newly developed courses and teaching pattern to be effective.

Keywords: *vocational teaching pattern research, digital teaching pattern and evaluation system, on-site enhanced practical experience, company resource utilization, instantaneous evaluation of students' performance.*

Teaching pedagogies in a multi-grade context

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Managing a multi-grade classroom is difficult because there is more than one grade level in the classroom. Teachers need to be skilled in managing instruction to reduce ‘dead time’ during learners are not productively engaged on task. This article aims at exploring pedagogical strategies employed by multi-grade teachers. This study employed the qualitative approach of interpretive description. Participants were teachers and teaching principals in multi-grade contexts who were purposefully selected. Data were collected through semi-structured interviews and observations. Analysis of data was done qualitatively; transcripts of the interviews were coded for themes and categorised for conceptual patterns. Different pedagogical approaches were examined. The study found out that multi-grade teachers employ strategies such as cooperative learning, self-directed learning, peer tutoring, consolidation and routines. Based on the findings of this study, the author argues that multi-grade teaching offers great opportunities for learners to develop holistically; therefore, teachers need to use a repertoire of teaching strategies to ensure that learners are not kept “busy” but the teaching time is used optimally. Learners and teachers in these settings need to be given full support.

Keywords: *Multi-grade, consolidation, routines, peer-tutoring,*

An interactive e-learning environment based on integrating geometry and Pharaonic art to develop visual recognition skills for primary school pupils.

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Despite owning a heritage of arts, history, and culture, how mathematics is still taught in isolation from such a cultural heritage? This question faces the researcher whenever encounters pupils’ reluctance to learn mathematics and plane geometry as they don’t realize its importance or how can it be related to their lives. The matter that led the researcher – in the present study – to review ancient Egyptian arts, which represented in Pharaonic inscriptions that carry geometric shapes and mathematical concepts, which can be integrated into learning context. This integration will give their tasks significance and long-lasting impact and make the learning process interesting at the same time. The study is also intended to use an interactive geometry learning environment in searching for these geometric shapes in the Pharaonic inscriptions. A group of twenty-two primary school pupils participated in the study who was divided into two experimental groups. Both groups studied the geometry concepts using interactive software. While the second group, in addition, uses these techniques in developing the same concepts within the context of related pharaonic inscriptions. The study conducted online and outside the school for a whole semester. The data was collected through an achievement test designed by the researcher. Results have indicated significant differences between the two interventions. These differences were in favor of the second group due to the integration of the interactive learning environment and the Pharaonic inscriptions that bring more fun into the targeted geometric concepts.

Keywords: *e-learning, social media, dynamic geometry software, visualization, primary scholars.*

Instructional effectiveness of accounting lessons: A contingent practical exploration of what works

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This study was undertaken following the search for a more effective strategy of teaching accounting to make the learner a useful accountant for a life time instead of an episodic technical operative. It was undertaken for a semester at the University of Cape Coast, Cape Coast, Ghana. The study involved 141 participants in a regular university EMG 305: Taxation class for third year university students. The researcher applied an innovative strategy which was subsequently evaluated by the students after the expiry of the entire teaching sessions. The study was a mixed methods research which adopted the dominant-less dominant design. The primary method of data collection was qualitative. The data gathered were mainly analysed under themes which were supported with some quantified. The study found that the strategy fostered students' involvement, boosted students' confidence, attentiveness and totality of their learning. The flexible nature of the strategy and positive teacher personality, key attributes of the strategy, made it exemplary. However, the drawbacks noted were over emphasis on trivia and fast-paced lesson delivery.

Keywords: *Teaching accounting, accounting lessons, teaching methodology, effective teaching, students' learning*

Teenage EFL Learners' needs analysis: A Greek paradigm.

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Teaching foreign languages is considered to be a complex psycho-pedagogical phenomenon which needs to be examined taking into consideration a variety of factors which influence academic achievement in school context. Hence, illuminating these factors can be realised through needs analysis, which is an integral part of the educational process. The purpose of this paper is to shed light on the needs of a specific target group of secondary education learners in the Greek English Foreign Language context. In this light, an empirical research, based on a questionnaire, was carried out involving thirty two participants, who attend the last grade of compulsory education. The results of the study reveal that students learn English because it provides qualifications opportunities to pursue a career. The role of the family is influential as it encourages students towards this direction. Popular topics to cover are those which reflect the everyday life of students while students learn better when they are actively engaged in the learning process. Teachers should be able to take into consideration the results from a needs analysis. Through these results, teachers become aware of their students' language competence, wants and interests. Thus, they can plan lessons effectively. Moreover, they can select useful material and design activities appropriate to suit their students' developmental needs. In this way, they contribute to their students' language proficiency.

Keywords: *motivation, needs analysis, TESOL, secondary education*

Transformative and Culturally Responsive Mathematics and Science Education Informed by an Understanding of Worldviews

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The focus of my current research addresses the following:

What is true culturally responsive teaching? How do we make the training and teaching of future mathematics and science teachers culturally responsive and transformative? This presentation will redefine culturally responsive teaching; examine how an understanding of different worldviews can inform teaching; and how transformative mathematics and science teaching will positively affect education worldwide. My goal is to change the way educators prepare teacher candidates to meaningfully meet the needs of a diverse student population. The term culturally responsive teaching has been influencing teacher preparation. No amount of “surface level” culturally responsive teaching can fully meet the needs of the growing diversity in the student population. What is true culturally responsive teaching? Why is it imperative to go deeper? Culturally responsive teaching must go beyond acknowledging different cultures, knowing the different holidays, and knowing the “supposedly” different foods. Culturally responsive teaching must be infused with an understanding of the various worldviews, and how they influence teaching, learning, and understanding. This presentation will redefine culturally responsive teaching, while proposing links between understanding different worldviews and teaching strategies. This information and commitment will positively affect mathematics and science teaching and learning, and begin the process of transformative education. This presentation will also provide practical ideas for transformative mathematics and science teaching. This will include teaching in a manner that transforms students from learning mathematics and science to becoming mathematicians and scientists, and from being a student to being a teacher.

Education and change: Why evaluation Matters for Long Term Reforms

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South Africa needs to sustain and enhance the more positive aspects of educational change and innovations. Meaningful changes can never be sustained unless proper evaluation is instituted to support these innovations. Effective evaluations in education help in supporting the theory of change and the challenge in evaluation research is usually the lack in planning research that would inform educational outcomes.

This case study explores the results from a matric intervention programme’s evaluation research. Utilising logic models, the researchers investigated the effects of this programme in bringing about effective learner outcomes. Both qualitative and quantitative approaches were used in collecting data. Drawing on Carol H. Weiss’s framework of evaluation, the researchers found that each of the steps in the matric intervention programme’s plan need to be revisited in order to sustain long term educational reforms and learner achievement.

Keywords: *Logic model; Educational change; Learner outcomes; Intervention programme.*

The Experiences of Mainland Chinese Students Enrolled in a Canadian Master of Education Program

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Across Canada, universities are internationalizing their campus and educational culture, a point reflected by the fact that 82% of Canadian universities rate internationalization as a top priority. The purpose of this paper is to communicate the best and most-challenging aspects of a Masters of Education program, as perceived by international Chinese students at an Atlantic Canadian university. Using phenomenological qualitative research, 21 Mainland Chinese students participated in 15 individual and co-interviews and 2 focus groups. With regard to best features of their MEd experience, data revealed four main themes: the instructors, enhanced English skills, the practical experiences imbued in the program, and critical thinking and life focus. Perceived main challenges were: lack of local friends, English demands and assignments, and the theoretical component of the program. Analyzing the findings, there is a need for instructors to embody culturally-informed pedagogy. For example, when incorporating student-centered pedagogy, instructors must be mindful to clearly explain each learner technique (e.g., what is small group discussions), provide concrete examples whenever possible (e.g., an example of a completed assignment), and incorporate a Chinese context to content material whenever possible (e.g., the topic of Confucianism in a theory course). An implication of the study is that universities must provide embellish their internationalization strategies, including such suggestions as creating international-local student buddy programs and professional development opportunities for instructors teaching international students.

Implementation of Continuous assessment to ensure quality of assessment practices at a TVET college

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The introduction of a new curriculum in the Technical Vocational Education and Training (TVET) colleges in South Africa in 2007, required lecturers to take an outcomes-based approach in their teaching which necessitated continuous assessment. The assessment practices consist of Internal Continuous Assessment (ICASS), Integrated Summative Assessment Tasks (ISAT) and Summative Examination. This study mainly focused on the implementation of ICASS. A qualitative approach, in particular, a case study design was employed to identify strategies to improve quality of ICASS assessment practices at a TVET college. Data were collected through semi-structured interviews and a document analysis, which were analysed thematically. Findings revealed that lecturers were experiencing challenges with regard to implementing continuous assessment. This led to the necessity to identify suitable strategies to improve assessment practices to ensure quality processes. The new curriculum requires a revisit regarding assessment strategies to ensure quality assessment practices at the college.

Keywords: *Internal Continuous Assessment, vocational education, formative assessment,*

Supporting the preparedness of beginning teachers – developing critical thinking in students at the University of Economics, Prague

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Developing university students' critical thinking skills is currently one of the key educational goals. The University of Economics, Prague (UEP), after the social changes of 1989, turned to active teaching methods that stimulate the development of critical thinking. This meant that it provided training for young university teachers, who often aren't educated in pedagogy when they begin teaching. The paper presents the results of the research study based on a self-efficacy scale among participants of the training course for beginning teachers. The survey results for several groups of beginning teachers (N=109) in the years 2013-2016 revealed that beginning teachers perceived as their most underdeveloped pedagogical competencies their readiness to use interactive methods, motivate students, ask various types of questions and to develop students' critical thinking skills. UEP's participation in the European project CRITHINKEDU (2016-1-PT01-KA203-022808) is an initiative, the goal of which is to improve the preparedness of university teachers for developing the critical thinking of UEP students. The paper discusses the results of the first steps of this project, i.e. the identification of the teaching methods that innovative faculty members have found to be effective in their practice of supporting the critical thinking of UEP students. The results were collected by group and individual interviewing of a sample of faculty members (N=16) and by questionnaires from students (N=44).

Keywords: *University Teachers, Critical Thinking*

Evaluation in Curriculum Theory between Ralph Tyler and William Doll: An Identity Crisis

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This paper presents a critical reading analysis of educational evaluation in curriculum theory as reflected by two conflicting visions in the literature of two well-known curriculum theorists, Ralph Tyler and William Doll. Ralph Tyler's Rationale for curriculum evaluation has been a major influence on curriculum thought for sixty years with its emphasis on behavioral objectives. Contrary to that, William Doll developed a set of guidelines as an alternative to Ralph Tyler's Rationale, the 4R's of Richness, Recursion, relations and Rigor. This new perspective on curriculum evaluation acts as a guide for curricularists to use in such a changing postmodern time. As a result to such conflicting visions and models, curriculum is suffering from what the researcher calls an identity crisis. The paper ends with a discussion of the implications of these two conflicting models on the Saudi curriculum and its evaluation. Among the effects of such conflicting models of curriculum evaluation are the tendency of education to be test-centered, and the spread of standardized regional tests and examinations in Saudi public schools, and the prevalence of quality assurance evaluations in higher education institutions. There is an urging need to develop a curriculum model that best suit the local needs of students and the culture of which the model is intended to be used.

Keywords: curriculum, curriculum evaluation, Ralph Tyler, William Doll.

Using a Grand Strategy Video Game in a Course related to the History and Philosophy of Science

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Needham's Grand Question refers to the question posted by the Historian and Sinologist Joseph Needham - Why modern science had not developed in Chinese civilization or Indian civilization? The study of this question involves one to compare civilizations throughout history on their development on science, technologies, cultures, religions, economics and many other dimensions. This complexity and diversity of background knowledge is a source of difficulties students often found in studying this compulsory science general education course in the Chinese University of Hong Kong, which aims to introduce concepts related to the history and philosophy of science. We believe that this difficulty can be overcome by gamification, which is a new trend in education globally. A popular commercial game called *Civilization*, a grand strategy video game, has been modified so that it simulates the world history and be used as an educational tool for this course. Via this game, students can gain pleasures in the learning process and be engaged to the Needham's grand question with the challenges and uncertainties that it provided. Unlike the traditional classroom teaching, this game can also be more visually and interactively presenting the educational content and demand the students to thoroughly think through it. The adaptation of the game was found to be enjoyable and effective in facilitating students to be more engaged in studying this course.

Keywords: *gamification, history of science, philosophy of science, science education*

The Effect of Drama on Developing EFL Female Students' Communicative Skills

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The present experimental study aims at emphasizing how drama can effectively improve the communicative skills of female students in Saudi Arabia where English is taught as a foreign language (EFL). The study focuses on showing how using drama as a teaching tool provides endless amount of opportunities for Saudi Female students to express themselves and thus develop their communicative skills. Emphasis is laid on showing how role-playing can be used to enable students to overcome the two main factors that often block learning: shyness and fear of using a foreign language. The discussion clarifies the role of the instructor (the researcher) as a supporter in the learning process, and the way of dealing with the study sample (Eighty-two female students at Taiba University). The students' attitudes towards using role-playing as a teaching tool (during the fall semester of 2016 and the spring one of 2017), including the surprising and unexpected results of the experiment, are contained as part and parcel of the findings of the study. The researcher adopts an interdisciplinary approach as a method of research, relating the use of drama as a teaching medium to different disciplines such as education, sociology, and psychology.

Keywords: *Drama, Teaching, Communicative skills, Students*

Predictors of the drop of school marks in secondary school: Evidence for effects of students' socio-demographic background

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Referring to the stage environment fit theory (Eccles & Midgley, 1989), it was examined whether after the transition from primary to secondary school students' school marks would drop. The subjective experience of a drop in school marks usually corresponds with a lowering of the students' self-concept (Skaalvik & Skaalvik, 2002) and motivation (Reeve, 2001). In the present study, I used a representative sample of 2,382 students from Luxembourg (Europe) who switched from primary to secondary school in the school year 2008/2009. It was found with latent growth curve modeling that school marks deteriorated in the main school subjects German, French, and mathematics. The drop of school marks was larger in mathematics than in languages. Moreover, the drop of school marks was partly affected by various socio-demographic variables such as the students' gender, their socio-economic background, and their ethnicity, while controlling for their academic competences. For example, in mathematics the decline of school marks was on average more pronounced for boys than for girls, and more pronounced for non-native students than for native students. The findings stimulate the assumption that certain subgroups of students did not receive the academic and social support in school that they needed.

Keywords: *drop of school marks; secondary school; socio-demographic background; latent growth curve modeling*

Classroom Revolution! Lessons Learnt From Differentiated Teaching

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The level of diversity that prevails in South African classrooms brings along influence from different socio-economic backgrounds as well as innate learning styles and personalities of the learners. In addition, learners come to school from different language origins and different physical conditions for example health, are subjected to the same assessment measures rightfully so as they should be equal to and participate in the same academic space and compete for the same economic opportunities at the end of their schooling years. For them to attain this reality, learners have to be assisted to work with their potential and be assisted reach their optimum performance. Educators have a duty to respond to the kaleidoscope of their learners' differentiated needs preparing them for their positions as future citizens; and without preparation for such performance, any idea of them succeeding in this area can only remain elusive. The debate that ensues draws its stand from the theory of cognitive interests and knowledge constitution as propounded by Habermas (1972) and it is a paper born of conceptual analysis with document analysis and literature review central to data collection. From the results, the author will develop a programme for Teacher development, therefore contributing to the making of the prospective future citizens.

Keywords: *Teachers as facilitators, Improving, future citizens.*

Human Capital Development Interface: Aligning Leaders toward Effective Leadership

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In the face of intensive competitions, Malaysia has experienced that the success of the country is not only determined by educating staff, but also it depends on possessing a large group of skillful leaders and instructors who are able to deal with the world of rapidly changing educational contexts such as universities or higher education institutes. In that respect, learning experience originated from modern approach or traditional teaching-learning methods is determined by capabilities of educational organization which strengthen collaboration, innovation, and continuous learning important to success in a complicated, fast-changing world and developing human capital. More significantly, human capital has emerged as the main theme in leadership research, and effective leadership is an important step in enhancing human capital. Based on the review of recent literature, a relationship between human capital and leadership well documented. However, there is an incomplete understanding of the dynamic nature of this relationship. Thus, the purpose of this applied article is to investigate the effective leadership in the present circumstances of globalization and discusses the efficiency of the three important components in human capital development, such as innovation capabilities, talent optimization, and learning agility for leading educational environment effectively.

Keywords: *Human Capital Development, Innovation Capabilities, learning agility, and Talent Optimization.*

Meaningful Assessment through Reflexive Practice in Higher Education

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This paper examines the relationship between teachers' sense of self (identity) and their assessment practices. Beginning with an exploration of how teachers develop a meaningful sense of identity, the discussion moves to the implications of this development are in terms of assessment practices. Teacher identity in higher education is particularly fraught, since many college and university teachers enter into teaching with no formal pedagogical training; often, this means they rely on the 'apprenticeship of observation,' that is, they teach as they were taught, with little consideration of how assessment relates to their teaching. In postsecondary education, teachers must also negotiate their identity as teachers *as opposed to* practitioners in their discipline. Teachers must reflect on their practice, and in particular, how they have become teachers, what they believe their role is, and what that means for their approaches to assessment. Truly formative assessment is an ongoing, iterative and generative process, and feedback – both to and from the student – is the key to learning through formative assessment. In order to create learning opportunities through formative assessment, teachers need to create space for training students to interpret and apply feedback. Finally, as part of a consciously reflexive practice, teachers need to train themselves to see feedback as an ongoing dialogue, providing information to both student and teacher, developing their practice and their teacher selves along the way.

Keywords: *teacher identity, reflexive practice*

A Conceptual Framework for Examining Predictors of Successful E-Learning Adoption in Universities in Uganda

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This study was about a modern way of teaching and learning taking a conceptual perspective. The study was guided by three objectives including: giving an overview of e-learning generations, examining past studies on the adoption and implementation of e-learning and developing a conceptual framework. A multidisciplinary review of various theoretical works from e-learning, psychology, education and management was conducted to develop a conceptual framework that follows a configurational approach. It was observed that majority of the studies did not look at both macro and micro perspectives. Some of the challenges to the adoption and implementation of e-learning include availability of financial support and commitment of school management, and poor infrastructure and personal challenges, respectively. The key constructs included ineffective implementation, university learning environment, human agent and hybrid factors. It was observed that when the university learning environment and the human agent interplay, adoption of e-learning may or may not take place. Determining and measuring the effect of this interplay was found to be challenging. We argue that this can be achieved by adopting a configuration approach. A conceptual framework based on the configuration theory was therefore developed and will be tested in an empirical study.

Keywords: *E-learning Adoption, Predictors, Universities, Uganda, Configurational approach*

Student teachers' views regarding the usefulness of reflective journal writing as an e-Portfolio alternative assessment strategy: an interpretive phenomenological analysis

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The global trend shows that most universities implemented e-Portfolios in most of their undergraduate and postgraduate courses. In this paper, the reflective journal was implemented as one of the Economics Education e-Portfolio activities to investigate the usefulness of reflective journal writing on Post Graduate Certificate of Education (PGCE) student learning to enhance professional growth. For the sake of this paper, the researcher decided to employ an Interpretive Phenomenological Analysis approach. In this case, the researcher pieced together different reflective journal writings on a weekly basis of creating a bricolage of information from the data collected. Several themes were identified: (1) Gratitude for constructive feedback by the mentor teacher to enhance the teaching of Economics. (2) Improving and advancing critical thinking abilities (3) through careful planning of teaching practice to develop a teaching philosophy. (4) Successful monitoring and assessment methods to advance their learning. (5) Rethinking lesson planning and presentation to become a reflective teacher. (6) Mentor and coaching support for teaching Economics Education. (7) Demands and challenges of reflective journal writing. It is suggested that higher education institutions (HEI) use the findings of this exploratory study to inform the implementation of reflective journal writing as an e-Portfolio activity for a teacher education course.

Keywords: *e-Portfolios; Economics Education; Interpretive Phenomenological Analysis;*

Application of Euler's Method for the Solution of Optimal Control Problems

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The fact remains that various authors has worked extensively on finding approximate solutions to continuous optimization problems (i.e. optimal control problems) which has a numerous applications in engineering, social sciences and even management sciences etc. many of this authors constructed control operators which was tested on their own built algorithms to be employed for the solution of this class of problems. But in this paper, we employed a method called Euler Equation which is aimed at taking care of this same class of problems. The authors of this paper desire that, with the derivation of the Euler Equation, one will circumvent the difficulties undergone in constructing any kind of control operators and its application will further improve the result of the existing methods in solving this class of problems.

Keywords: *Control Operator, Euler's Method and Optimal Control Problems*

Standardization Independent Characteristics of learners Test in e-learning system

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The arrival of ICT into education fields and learning processes has reduced face to face communications of individuals. It has created some new challenges in virtual environment, too. A main challenge relates to skills and abilities of learners who should organize themselves in such learning environments. There is a need to a scientific research to know the learner's characteristics and predicting their activities which lead to increase the ability and skills of learners for independent and self-leading learning. The successful learner is someone who has learnt how to learn and is able to recognize their learning needs independently. They also should know their learning path and be able to serve themselves in all times and all places in order to be a life-long learner with required abilities and skills". The present study, based on its subject is an applied research that combines documentary and field studies. The findings of the present research can be summarized as follows:

1- A certain definition was introduced for Independent learner.

Based on above components and preliminary statistical tests, a primary hypothetical model named Characteristics and Skills of Independent Learner (CSILM) was introduced.

Based on results of exploratory factor analysis, two tests were created and normalized in order to measure the characteristics and skills of independent learner in e-learning system: a) the test of measuring independent learner's characteristics (ILCT) in e-learning system and b) the test of measuring independent learner's skills (ILST) in e-learning system.

Keywords: *E-learning, Independent learner, Test*

Examining nursing students' perceptions about using a supplementary multimedia instructional concept-based digital storytelling video for learning!

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Providing supplementary nursing skills videos can be an engaging way to assist students to learn, however, providing instructional and theoretical concept-based digital storytelling videos of important concepts that are essential to nursing to support the rationale behind those skills is imperative to assist, scaffold learning and motivate students to take their studies to the next level for patient safety. This phenomenological qualitative study examined the pedagogical use of a multimedia instructional concept-based digital storytelling (DST) video as a supplementary tool to support learning for Practical Nursing students as part of their nursing *skills lab* preparation by providing theoretical concepts related to an assigned reading module in their textbook. Breaking down foundational textbook concepts and presenting those concepts using various modules of alternating multimedia text, pictures and audio carefully arranged to provide an instructional storytelling experience was a success and proved to be a worthwhile and engaging activity that found first semester Practical Nursing students enjoying it, wanting to learn more, and wanting this experience to be a routine supplementary resource for their lab class. This paper will explore with semester one Practical nursing students their perceptions of engagement related to multimedia instructional concept-based digital storytelling and its effect on their perceived thoughts of learning and engagement defined as focused attention, felt involvement, aesthetics, novelty, durability and usability for this research.

Keywords: *Multimedia, instruction, concept-based, digital storytelling*

The Research on MOOC Application in Art Design General Education

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The core concept of general education in higher education is to foster students' overall quality and ability, educate students to form a right opinion about the life and value, to achieve their own literacy and self-optimization of knowledge. The Core Model and the Distribution Model are the main teaching methods in the general education curriculum. Core Model is common in academy, while Distribution Model is more popular in comprehensive universities as they have a wide range of disciplines. Students are able to expand their knowledge based on the professional education. The key of Distribution Model in general education is to expand the students' breadth of knowledge in a certain field as much as possible. Co-teaching by different background teachers is an effective method in solving the issue. Compared with traditional classroom teaching, the use of internet platform will integrate teacher resources and optimize class hours effectively. Through analyzing Art design science on the MOOC course platform, this research tries to summarize the positive significance of MOOC application in general education.

Keywords: *General education, MOOC, Art Design Science*

Using personal learning experience for professional development: Overcoming obstacles using a modified Action Research cycle

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This presentation describes a method for effectively helping teachers to use their own personal learning experience to inform professional development. While the literature is clear that teachers' learning experience has an impact on their practice, it is also clear that there are significant obstacles to drawing effectively on that resource for in-service professional development. In-service teachers might not have recent learning experiences, might not reflect as teachers on experiences they do have, might not act to change practice following reflection that does occur, or might act without paying sufficient critical attention to the difference between teacher and student learning contexts. In this presentation, a review of that literature is given, and then a solution is outlined. A structured guide has been developed to help teachers avoid these obstacles, based on a modified Action Research pattern, using Narrative Frames to elicit reflection at each stage, and focusing in this case on how the teachers approach homework and self-directed learning. Several case studies will be presented of language teachers in Japanese universities following this guide. The aim is to develop a process which institutional professional development coordinators can adapt, to help teachers draw on critical reflection on personal learning experience, in order to improve their practice while avoiding the obstacles mentioned above.

Keywords: *in-service teacher education, professional development, reflective practice, Action Research*

Adherence of Techno-ethics among College Going Students

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The students of present era spend considerable amount of time on use of Information and Communication Technology (ICT), tools like electronics screens, smart phones, and laptops have become necessities for all the college students. Students use electronic gadgets to communicate, message, blog, share, discuss, watch, listen and read volumes of information. Nowadays numerous social problems are instinctive due to internet as it has changed the way we see and understand life. A big amount of information is travelling all around the world, the way we use information has lead us to a lot of ethical conflict. The modern scenario is particularly marked by the misuse of technology in various forms and scales. The misuse of technology at global level is very alarming. It is a biggest threat to mankind by mankind themselves. Its implication on our values, ethics, cultures, civilization, humanity and peace is destructive and immoral. The misuse of technology has to be brought to light, its implications have to be made aware in the society, corrective measures need to be suggested and practiced for the creation of better tomorrow. This paper will reconnoiter about the adherence of techno ethics among college going students for the usage of ICT.

Keywords: *- ICT, Techno ethics*

Professional qualification outcomes for students from non-English speaking backgrounds

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Graduates of professional programs need to have excellent communication skills. Anecdotal feedback indicated many international students entering university programs have gaps in one or more of the communication domains. Some are graduating without having achieved the English language requirements needed for professional registration in Australia; consequently, they are unable to gain employment in their field. As part of a larger study, a mixed methods approach was taken to:

- compare university admission requirements in Nursing programs
- determine pre- and post-graduation language scores
- conduct interviews with current students and recent graduates who required language scores to better understand their experiences and concerns
- conduct interviews with Nursing and English-Language faculty

Findings and recommendations: Some international students study abroad and return home to work. Others intend to work in countries other than their home countries. However, many international students or recent immigrants with language requirements intend to remain permanently in Australia.

While some language achievement occurs as a result of academic studies and living in an English speaking country, often it is insufficient to allow for professional registration without additional language support. More disturbing is that some students lose language levels during their university studies. Time post-graduation for language training leads to professional deskilling. Recommendations for integrating language support across the curriculum and between semesters are substantiated.

Keywords: *Nursing; Professional registration; Communication; English language education;*

On Interlingual Subtitling of the Sitcom Friends from the Memetics Perspective

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This paper conducts a qualitative study on interlingual subtitling from the memetics perspective and selects the popular American sitcom *Friends* as a case study. It adopts a descriptive-contrastive methodology for the data analysis. The paper draws an analogy between the process of interlingual subtitling and the four fundamental stages of meme replication and constructs a memetic model of interlingual subtitling to verify the feasibility of applying memetics to interlingual subtitling. The main approaches to successful memes are proposed and the cultural orientation of interlingual subtitling is suggested.

Keywords: *Interlingual Subtitling; Memetics; Meme; Sitcom; Friends*

The Case for Automated Students' Assessment Scoring

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More than 25 years of development effort has resulted in an application which scores students' schoolwork. Not just "true or false" or "multiple choice" questions; but opened ended questions (allowing for misspelling as specified by the instructor), and mathematical equations and expressions. The idea is to score all students' schoolwork. At the end of the marking period, related applications apply the grading rubric to students' earned scores and calculate students' grades. Throughout the process, the instructor is in complete control of how the application performs its tasks, through a customer friendly interface. The system performs all the mundane tasks of scoring students' school work, calculating grades, organizing lessons (including organizing lessons by state standards); and making lessons and related resources easily retrievable. This thereby frees instructors to focus on students' achievement. The software provides near real-time assessment of students' mastery of study materials, and it identifies areas of weaknesses for individual students and the student population using the application. An instructor may review previous classes' performance when preparing for class and may adjust their lessons accordingly. Also while teaching the lesson, instructors may perform an assessment at any time and instantaneously review students' comprehension. Intuitively, knowing what and where a problem exist guides in its correction. This eliminates the need to reteach a lesson days or weeks after a lesson's conclusion.

Keywords: *automate, scoring, assessment, achievement*

Gender, Linguistic and Technological barriers to learning in rural India

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Education of its vulnerable sections is the key for raising social capital for a society. United Nations' objective of 'Sustainable Development Goal 4' is to ensure inclusive and equitable quality education by 2030, which promotes lifelong learning opportunities for all. However it is observed that India will be fifty years behind in achieving its universal education goal. This study explores the barriers to learning in rural India due to gender inequality, linguistic issues and lack of access to technology. The study was conducted in two provinces of North India to explore the barriers faced by rural students. The study used purposive sampling and snowball sampling technique, and collected data from 50 students (25 boys and 25 girls), and their parents and teachers. The results of the study highlighted multiple barriers to learning related to gender, language and technology. Gender inequality due to strongly defined gender roles adversely impacts access to primary and secondary education for the girls. Usage of English as medium of instruction for the students who don't understand or speak fluent English makes the learning process difficult, resulting into increased dropout rates. Unstable or no access to computers and internet creates a significant barrier to access learning resources, and to participate in the schooling system. These research findings reveal why India would lag behind in achieving its universal education goal by 2030.

Keywords: *Universal Education, Learning Challenges, Gender Inequality, Language and Technology*

Toward a Mobile Application that Supports Directed Reflection on Experiential Learning Activities

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EASEL (Education through Application Supported Experiential Learning) is a mobile application that facilitates directed reflection before, during, and after experiential learning activities. Students receive prompts based on their GPS location, the time of day, or a combination of these. They can then respond to the prompts using text input, images, voice recording, or video.

Responses to prompts capture students' perception in real-time. This mitigates the tendency of recalled memory to change after time has passed. Also, metacognition is increased because students have the opportunity to reflect on their experience as it is happening.

In this presentation, we provide an overview of EASEL and its pertinent features. We describe the iterative design and testing process that led to its development. Finally, we share the results of a pilot study which found both students and faculties are very likely to adopt EASEL because they find it to be valuable in courses that incorporate experiential learning.

Keywords: *Educational Technology, Mobile Application, Experiential Learning*

The use of apps as complementary tools in teaching English as a foreign language at a public school in Brazil

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This research is part of an ongoing project that intends to raise students' motivation into learning English as a foreign language and to improve their linguistic skills by encouraging them to use applications, such as Duolingo and Menrise. The objective of this presentation is to share the partial results of this ongoing project I have been developing with high school students of a public school in Brazil. The concept of mobile learning underlying this project is understood as a learning process that occurs supported by the use of mobile devices, having as its fundamental characteristics the portability of the devices and the mobility of the users, who could be geographically distant or involved in formal educational settings, such as the classroom (MOURA, 2010: 3). This ability to extend space and time of learning beyond the classroom presented by mobile devices can help Brazilian teachers to overcome some challenges faced in public schools, such as the limited amount of time for English at the curriculum, the differences in proficiency level among the students and the lack of internet connection available at school. As a partial result, I can point out that having Duolingo and Menrise replacing traditional homework has helped to overcome the students' lack of interest in studying English outside the school. I hope this presentation is also able to contribute to the reflection on the possibilities and difficulties of using educational applications for pedagogical purposes.

Primary School Students' School Adjustment and Peer Relations

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The purpose of this research is to analyze whether the aggressive with peers, prosocial with peers, excluded by peers, asocial with peers, hyperactive-distractible, and anxious-fearful of primary school students predict their school adjustment. The participants of this study were 99 classroom teachers for 270 primary school students. 126 of the students are woman and 21,5% of them attending first grade, 34,1% of them second grade, 24,4% of them third grade and 20% of them fourth grade. School Adjustment Teacher Rated Form and Child Behavior Scale were used to collect data. Firstly, it was examined if the data meet the assumptions and conditions that are required for regression analysis and it has been seen that assumptions were met. Regression analysis' results indicated that prosocial with peers ($\beta = -.539$, $t = -10.464$, $p < .001$) hyperactive-distractible ($\beta = .306$, $t = 6.099$, $p < .001$), asocial with peers ($\beta = .293$, $t = 6.089$, $p < .001$), and anxious-fearful ($\beta = .156$, $t = 3.091$, $p < .001$) were significant predictors of school adjustment respectively. However, aggressive with peers ($t = -1.451$, $p > .05$) and excluded with peers ($t = .016$, $p > .05$) were not significant predictors of school adjustment. Total variance explained by the predictor variables was 46%. Results were discussed in the light of literature and suggestions were made for primary school teachers and counselors and parents.

Keywords: *school adjustment, peer relations, primary school students*

Creating Student Engagement through E-Learning Faculty Mentorship

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The Chicago School of Professional Psychology

Research indicates that faculty mentorship provides the needed academic guidance and personal connection that many students desire and require in order to be successful in higher education. Faculty mentors generally provide students with both academic and career guidance as well as psychosocial support; thus, mentor relationships have been shown to positively impact student retention, student connections and feelings towards their education, dissertation completion and research productivity, and students' potential career advancement. The research literature specifically documents the positive impacts of faculty and student mentor relationships with first year undergraduate students, first generation students in college, students seeking degrees in the medical professions, minority and female students, and doctoral level students. While traditional mentoring has generally taken place face-to-face, the growth of online education has created the need for mentoring to take place from a distance, yet to still produce the same supportive results. This presentation will focus on means of creating and building a constructive faculty and student mentor relationship through the uses of technology and e-learning as a method of creating engagement in students' learning, research interests, and future career success.

Keywords: *faculty mentor relationships; doctoral faculty mentorship; e-learning mentor relationships*

Study of school evasion on technical courses in Federal Institute of Education, Science and Technology of Maranhão – Campus São Luis Monte Castelo

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This work aimed to identify possible causes of school evasion in classes of technical courses in Buildings (ED), Kitchen (TC) and Work Safety (classes ST-A and ST-B). The students who dropped out were identified and interviewed. The initial number of students in each class was: ED = 40, TC = 35, ST-A = 40 and ST-B = 40, totaling 155 students. From this number, 51 (32.9%) dropped out, and 38 of them were interviewed. The registered evasion was 20% in ED group, 40% in TC, 52.5% in ST-A and 20% in ST-B. 76.31% of the evaded students were between 21 and 30 years old and 73.68% declared that they had chosen the course with a job prospect. The main cause of evasion was admission to university (57.89%), followed by employment and family issues (13.15% each). None of the evaded students participated in research or extension projects and 81.58% stated that if they had received a scholarship they would not have left the course. 94.74% would return to school if they agreed schedules, being 78.94% to the same course in the same campus. The conclusion was that the evasion rate was high, and one suggests a review in the criterion of students' selection, as well as the grant of financial aid as a way to avoid or minimize school evasion in these courses.

Keywords: *school evasion; professional education; technical courses*

A study on factors contributing to establishment of children's proper habits and behaviors

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Children's health integrated knot of these healthy thoughts, healthy mentality, and healthy body defines the value and meaning of our lives. The purpose our study is to protect children's health and life and to study the contributing factors for development of children's proper habits and necessary practices in kindergarten and family environments. Total of 68 teachers and 252 parents and caretakers of 56 kindergartens have taken a part in questionnaire and interview. Result of the questionnaire and interview shows that kindergarten environment is better than family environment based on following factors appropriate nutrition 44.1%, safe environment 20.5%. These results show that kindergartens and teachers have started to implement a diversified and comprehensive actions and activities to improve and nurture child's growth and development. Within the framework of government's comprehensive policy on pre-school education and national standard of early childhood education and development, it is necessary to determine and intercorrelate factors in school and family environment to develop proper skills of children which are crucial for development of child's healthy life.

Keywords: *Health, security, family, kindergarten, habits, life needs, factor, child development*

Micro-modules Implementation in a Science General Education Course: Effective or Risky?

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Micro-modules production acquired its momentum in higher education across the globe in the new millennium. It is however doubtful if micro-modules implementation is effective, or it creates negative impacts to students' learning. In this study, the research question was addressed, quantitatively and qualitatively, in the context of a science general education course in a university in Hong Kong. A total of 134 videos have been produced to supplement basic science knowledge, as well as historical and technical background for students taking the course. A quantitative online survey was administered to the micro-modules users at the end of the course (N=55). The survey explored students' opinions towards the effectiveness of micro-modules implementation in enhancing their attainment of the intended learning outcomes. It also looked into whether micro-modules implementation reduced their lecture attendance, motivation to read the assigned texts and student-teacher interactions. Other than the online survey, 17 micro-modules users joined an interview study to express their views on these issues. Qualitative evidences regarding the reasons behind the effects and risks of micro-modules implementation were collected and analyzed. In this presentation, the findings of the study will be reported and the implications will be discussed. The results should provide valuable guidance to the future micro-modules development and implementation in higher education courses.

Keywords: *Micro-modules, science education, general education, assessment*

Spiritual Education

Jyoti

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Spirituality is very important to many people's lives and valuing the spirituality of students and teachers means valuing the uniqueness of individuals, regardless of race, gender, creed, sexuality or ability. Spirituality has been silenced and marginalized as a discourse or embodied knowledge in the academy. Often, the education systems like to believe that they are eminently concerned with the real problems and dilemmas facing society, culture, human suffering, and the struggle for liberation. In the business of this never-ending search for liberation, there is no time for what people consider as spiritual, which is considered to be "otherworldliness and esotericism" and of little value. The spiritual quest is inherently part and parcel of liberation and resistance as well as a vital part of society and the search for holistic living and learning; it is a search for guiding visions and values within this world and for many people who occupy this planet. What is holistic education? Holistic education attempts to nurture the development of the whole person. This includes the intellectual, emotional, physical, social, aesthetic, and spiritual. Perhaps the defining aspect of holistic education is the spiritual. Addressing spirituality in the curriculum can mean reawakening students to a sense of awe and wonder. This can involve deepening a sense of connection to the cosmos. Young people are interested in spiritual and moral issues; they search for meaning and an authenticity in personal identity. Spirituality is about personal empowerment, personal and collective transformation, and relationships. Planning for a spiritual dimension to education should not neglect the students' experience and perspective.

Keywords: *Spirituality, Holistic, Planning, and Education*

Measurement Instrument for Young Teachers' Perceptions Regarding Social Emotional Development of their Students: Perceptions Influence Educational Practices

Noémie Paquette, Geneviève Tardif, 2017

Université du Québec en Outaouais (UQO), Psychoéducation et de psychologie, Québec, Canada

Studies show that teachers play a primary role in the social emotional development of students; however, few studies look at how teachers perceive that role and how that knowledge influences their educational practices. The following study was an innovative one considering it was the first with French-speaking educators in Quebec. A qualitative interview chart along with a quantitative questionnaire, as proposed by Social Emotional Learning (The Collaborative for Academic, Social, and Emotional Learning, 2016), were created. Both tools were used to gather information from teachers with between 1-5 years of teaching experience. The study's objective was to explore the 10 teachers' perceptions of their role as well as their knowledge and understanding of social emotional development in children. The study also explored how the teachers' perceptions and knowledge related to their educational practices. The results indicated that social emotional development is an abstract concept for teachers even though they all agree that educators play a vital role in helping students develop socially and emotionally. It is also accurate to say that the teachers in the study had a difficult time identifying the types of educational practices they used to support their students. When practices were suggested; however, the teachers were better able to identify the ones they used. This study was supported by Social Sciences and Humanities Research Council: Master's Program 2015 Competition Awards.

Keywords: *perception, teachers, Socio Emotional Development*

E-Learning as a Solution to Instructional Interaction Challenges Caused by the Rising Global Demand for Uganda's University Education and the Preparedness for Its Provision

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The wave of globalization in Uganda is characterized by prioritization of foreign capital inflows as a key investment driver which has been engulfing Uganda's university education sector since the early 1990s and as a result, propelled the demand for university education. Foreign applicants' numbers are adding to the pressure already posed by acute demand emanating from the rapidly rising numbers of annually qualifying local high school leavers and up-graders. Students' education fees being the main source of funds which finance these universities' budgets, institutions accept excessive enrollments beyond the carrying capacity of their educational infrastructure yet most of them provide their educational services using only the on campus manual service design. Big class sizes have posed instructional interaction challenges such as overstressing university dons who have to deliver lectures when some students are not hearing clearly, lack of enough time to mark and attend to students' academic needs on a one to one basis. In addition, students attend lectures in squeezed classrooms; some have to stand and others attend through windows. The questions are: 1) Can e-learning provide a solution?

2) How are Ugandans prepared to support the provision of e-learning?

What if any needs to be done to optimize these institutions' and their students' level of preparedness for e-learning? This paper will provide answers based on an empirical study conducted using a mixed methods research design.

Keywords: *E-learning projects and experiences*

Beyond the interface: a Brazilian Python experience teaching kids arts, language and mathematics.

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Is it possible to improve the language and mathematics learning of 5 to 10 years old children using computer programming experience? And, with non-alphabetized preschool child? The didactic methodology of Guy Brousseau and Computational Literacy of Annette Vee were used as parameters to evaluate two groups: one composed of non-alphabetized five-year-olds students and other of a 10 years old child. These students took, during the second semester of 2016, Python programming classes' related literature, arts, language and mathematics, for five months. Both groups displayed considerable development of language construction and quantitative-topological mathematical reasoning. Basic programming concepts such as algorithms, sequences, repetitions, variables and selection were also successfully incorporated by children from the two selected ages. We argue that this experience is an example to incorporate technology in the primary curriculum by the student construction of knowledge slant. We also believe that this computational literacy approach can help teacher to find an alternative place to technological education among the myriad of the XXI century Medias and emerging technological trends. Finally, this research was developed by the Institute of Mathematics, Art and Technology of São Paulo – IMAtch_SP and approved by the Ethics Research Committee at Federal University of São Paulo, under number 1.659.877

Keywords: *Education Technology, Art, Computational Literacy; linguistic and mathematical thinking.*

Growing Communities of Learners: A Workshop Middle School Teachers Developed by an Interdisciplinary Team of Faculty

Dr. Lauren Lunsford

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This presentation will share the details and data collected regarding a workshop about Integrated Curriculum that was prepared by a team of professors from the areas of English, Education, Biology, Math, and Chemistry. The workshop was funded by the Tennessee Higher Education Commission for three of the past four years and feedback from participating teachers has been overwhelmingly positive. The workshop focused on helping teachers develop units of study in an interdisciplinary way and helped teachers establish effective Professional Learning Communities (PLC). Details about the workshop content and its applicability across disciplines will be shared. The impact of the workshop on participating Arts and Sciences faculty will be also presented. This project has provided an important avenue for building cross-disciplinary relationships as well as enhancing teaching and scholarship for participating faculty.

An instrument for evaluating English as a second language/foreign language pronunciation teaching software programs

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The purpose of this study was to design and test the validity and reliability of an instrument for evaluating the extent to which software programs teach English as a Second Language/Foreign Language (ESL/EFL) pronunciation following the principles of the Communicative Approach. The following criteria were observed for the design of this instrument: 1) pedagogical characteristics based on the Communicative Approach more or less explored and 2) technological characteristics related to Computer-Assisted Pronunciation Teaching (CAPT) more or less implemented. In the validity and reliability process, the instrument was first submitted to an expert in English phonetics/phonology for the evaluation of face and content validity. After having analyzed the criteria and used the instrument to evaluate an online version of the software program *Pronunciation Power 2*, the expert informed that the instrument seemed appropriate to analyze the proposed criteria, giving the instrument face and content validity. Subsequently, forty-six ESL/EFL teachers used the instrument to evaluate the online version of *Pronunciation Power 2*. Data collected through the participants' responses were statistically analyzed to ascertain the degree of validity and reliability of the instrument. The results of the Intra-Class Correlation Coefficient (ICC), the One-Way Analysis of Variance (ANOVA) and the Cronbach's Alpha Coefficient suggest that the instrument is potentially valid to evaluate the extent to which software programs teach ESL/EFL pronunciation.

Keywords: *pronunciation; software; evaluation; teaching.*

Error analysis of written English of students of the Federal College of Education (Special), Oyo

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Writing skills is one of the most important components of English Language. It is one of the four language skills which learners must acquire in order to be able to demonstrate competence in the use of English language. Research has shown that the standard of the English Language in tertiary institutions in Nigeria is waning. Most students have difficulties in acquiring writing skills. This is evident in the types of errors committed by students in their written work. This study investigated the errors in a corpus of 25 essays written by 200 level students in the department of Primary Education, Federal College of Education (Sp.), Oyo. The instrument used for this study was participants' written essays in English language. All of the errors in these essays were identified and classified into different categories. The results show that the subjects of the study who are L2 learners of the English Language committed thirteen common errors. The identified errors were grouped into five major parts for error analysis. Based on the outcome of the error analysis, some recommendations were made. This includes suggestion for students to practice more on grammar and read widely so as to improve their spelling and sentence constructions. The imperative of cutting-edge counseling services in cognitive reorientation of L2 learners of the English Language was discussed.

Keywords: *Analysis, Error, Essay, Written English*