

EDUCATING FOR CHANGE

The European Conference on Education
The European Conference on Language Learning



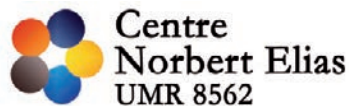
June 30 – July 2, 2017
The Jurys Inn Brighton Waterfront, Brighton, UK
Organised by The International Academic Forum


IAFOR Global Partners

www.iafor.org/about/partners



University of Belgrade



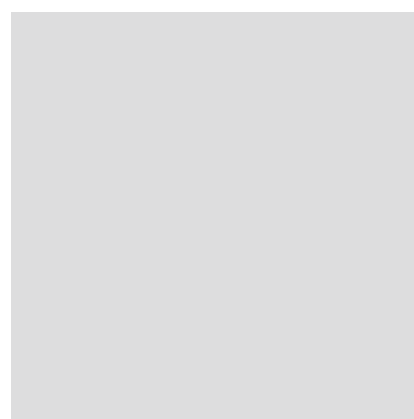
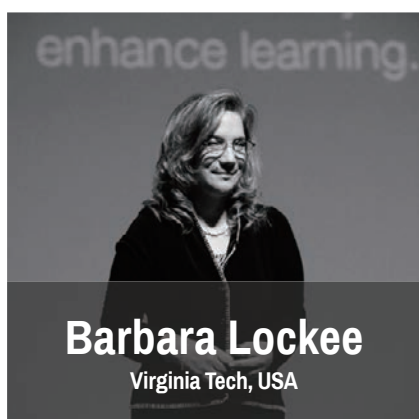


ECE ECLL 2017

**The European Conference
on Education 2017**

**The European Conference
on Language Learning 2017**

Organising Committee Members



The Organising Committee of The European Conference on Education 2017 (ECE2017) and The European Conference on Language Learning 2017 (ECLL2017) is composed of distinguished academics who are experts in their fields. Organising Committee members may also be members of IAFOR's International Academic Advisory Board. The Organising Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference programme, including workshops, panels, targeted sessions; undertaking event outreach and promotion; recommending and attracting future Organising Committee members; working with IAFOR to select PhD students and early career academics for IAFOR-funded grants and scholarships; and reviewing abstracts submitted to the conference.

Welcome to ECE2017 & ECLL2017

Dear Colleagues,

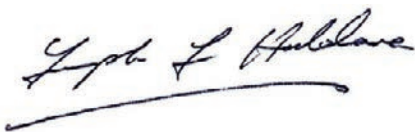
It gives me great pleasure to welcome you to the beautiful seaside city of Brighton and Hove, a cultural and artistic hub that boasts two world-class universities. Brighton and Hove is also home to IAFOR's European conference series, now in its fifth year, and we will welcome some 650 academics from more than 60 different countries over the two-week period in a celebration of interdisciplinary study. If this is your first IAFOR conference, and/or your first visit to Brighton, then I would like to welcome you particularly warmly, and if you are a returnee, then welcome back.

Reflecting the spirit of our host city, the programme for these conferences is diverse and exciting, and I would like to thank the many people involved with the planning of the events over the past year, from members of the Organising Committee, to members of the International Academic Advisory Board, to the dedicated team of professionals working behind the scenes at the IAFOR offices in Japan. I would like to thank the Keynote and Featured Speakers, the IAFOR journal editors, and each and every one of you for travelling from all corners of the earth, so we can come together today.

I would also like to acknowledge and congratulate the recipients of IAFOR scholarships and research awards, including the winners of the Stuart D. B. Picken Grant & Scholarship. This award was initiated in 2017 in the name of the first Chairman of IAFOR, who sadly passed away last year, and to recognise excellence in young scholars. As well as an academic of international renown, Stuart was a kind and generous man, and it is fitting that his commitment to nurturing young academics from different backgrounds continues in the organisation he did so much to help found and shape.

The heuristic and reality of an international academic forum, in which peoples engage with each other to discuss the latest research, test ideas, and take part in rigorous and challenging debates, has never been more important. IAFOR's mission is to promote international exchange, to facilitate intercultural awareness, to encourage interdisciplinary discussion, and to generate and share new knowledge, and we encourage you, as academics working throughout the world, to forge friendships and working relationships with your fellow delegates across national, religious and disciplinary borders, and in pursuit of the research synergies that drive positive change.

It is in this spirit of friendship and international cooperation, and with the expectation of your active participation, that I express my warmest regards to you.

A handwritten signature in black ink, reading "Joseph Haldane", with a horizontal line underneath.

Dr Joseph Haldane
Chairman & CEO, The International Academic Forum

Welcome to Brighton & Hove



Dear Delegates,

Welcome to the city of Brighton and Hove, a vibrant and diverse centre of arts and culture.

Ever since the Prince Regent first visited in 1783, Brighton and Hove has been England's most exciting seaside city, and today it is as lively, eccentric and cosmopolitan as ever. As Mayor it is my job to represent our city to others and its civic life to the people who live here... quite a job, considering the depth and breadth of our offer.

Our city has a bohemian and artistic atmosphere that cannot be found anywhere else in the United Kingdom. We combine the modern with the traditional and the outlandish with the everyday, tempting and treating visitors and residents alike with a unique cultural experience.

Whether this will be your first visit, or one of many, I very much hope that you will have the opportunity whilst in the city to enjoy the atmosphere and the wonderful array of cultural and culinary delights we have to offer in Brighton and Hove, and perhaps find time for some shopping in our historic Lanes.

If you've never visited I urge you to get out and about and make the most of the rich cultural mix – Regency architecture, pleasure pier, specialist shops, pavement cafés, lively arts and of course the exotic Royal Pavilion. Everything is within walking distance, so take time to explore and enjoy what the city has to offer.

Our city-by-the-sea has a passion for creativity, a desire to look at things differently, and a friendliness that attracts visitors from all over the world.

Whether it is the sea air that changes your perspective or the lively North Laine that buzzes day and night, I am sure that Brighton and Hove has got that special something that will inspire.

I wish you every success with your conference and hope you have a long and enjoyable stay.

Councillor Mo Marsh

Mayor of the City of Brighton and Hove



Conference Theme: Educating for Change

ECE2017

Why are we in teaching and learning if not to be able to help enrich the lives of our students? Educational institutions at all levels, and of all types, should continue to strive for social change in today's world. Beyond the apparent simplicity of our conference theme, however, there is great scope for wide-ranging responses to the question of just how we go about educating for change, by examining the inherent challenges and responsibilities faced by educators the world over.

Education, too frequently, is the victim of politics, and, worse, sometimes ideologies. Politicians and bureaucrats devise and implement policies to effect change that range from curriculum structure and goals to manipulating budgets on behalf of interest groups and their lobbyists. Questions relating to accountability, transparent governance and community relations are too frequently avoided.

Within the classroom itself, bridging the gap between policy, theory and practice, whether traditional or virtual, teachers and professors de facto become, at varying levels, agents for change. Beyond providing students with resources for study in given fields, they also support them by often being seen as acting not merely as mentors, but also as role models.

These issues are part of the global transformation affecting all human civilisation. How can we as teachers function effectively in a very uncertain environment? How do we help to equip our students with the intellectual and existential tools they require? How do we narrow the gap between theory and practice? How do we make decisions about curriculum and course context in the face of political pressure and social norms? What is the role of interdisciplinary studies in educating for change? And, at the macro level, how can we stimulate awareness of issues such as education assisting the promotion of social justice?

ECLL2017

Whether we are looking at why we must change, or how education has changed or even how education will change, change affects all of us involved in language education in many ways. Administrators, teacher trainers, teachers, students: we all wear many hats and we all come face-to-face with change, sometimes on a daily basis. Positive change is about improvement: improving proficiency, improving lives, helping learners achieve their goals and dreams and ultimately, broadening horizons.

In our work as educators we are often asked to effect change – that we as change-makers can be seen in the new curriculums, new material, and even new techniques or methods that we develop. For those of us who conduct research, our research is often focused on finding "better" or more effective ways of teaching often measured in outcomes such as students entered with an average of X and improved to an average of Y. In such a case, improvement = change! But change is also an area of research as can be seen by looking at journals such as the *Journal of Educational Change*, *Changes in Higher Education*, *Culture and Change*, and *Educational Research for Social Change*, to mention four. It is a serious area of study, and one worth our attention.

The focus of the last journal mentioned above is worth looking at. Change is not only about test scores or proficiency going up. It is also about lasting change in one's life, life choices, and looking beyond us as individuals to the society we live in. Social change and a focus on improving the societies we live in is another outcome of education. In recent years, there has been a focus on language and identity, as well as an embrace of sociocultural theory and language development. At the same time change for the sake of change is not a good reason for change. There is often a tension between the status quo (which is not always bad) and the desire to change. As invested members of our field, we need to be able to examine change, identifying and applying that which is appropriate and will further our goals while also having the wisdom and gumption to reject change that does not make sense. As Dewey said, "Reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements are transitory and futile."

And so we welcome you to this year's conferences, where we can examine change in ways that are important to each of us. What are its challenges, its complexities, and its constraints? It is electrifying to think about the wide-ranging conversations we will have as we consider how we can go about educating for change the world over.

THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

Get involved by visiting the website, following us on Facebook and Twitter and signing up to our e-newsletter.

[facebook.com/ThinkIAFOR](https://www.facebook.com/ThinkIAFOR)

twitter.com/ThinkIAFOR

SUBMIT TO THINK

We are currently accepting submissions for publication in 2017. We welcome photographs to accompany articles, as well as topical photo-essays.

Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.



Conference Guide

Friday at a Glance

June 30, 2017

- 08:00-09:00 Conference Registration | Renaissance Foyer
- 09:00-09:30 Announcements & Welcome Address | Renaissance Suite
Joseph Haldane, The International Academic Forum
Brian Hudson, University of Sussex, UK
- 09:30-10:30 Plenary Panel Presentation I | Renaissance Suite**
Educating for Change
Keynote Speaker: Matthew Taylor, RSA, UK
Moderator: Anne Boddington
- 10:30-11:00 Coffee Break | Atrium Lounge (1F)
- 11:00-11:45 Keynote Presentation | Renaissance Suite**
The Three Barriers on the Way to International Communication: Which Is the Most Difficult to Shatter, and How Can It Be Done?
Svetlana Ter-Minasova, Lomonosov Moscow State University, Russia
- 11:45-12:00 IAFOR Documentary Photography Award followed by Conference Photograph | Renaissance Suite
- 12:00-13:30 Lunch Break | Atrium Restaurant (1F)
- 13:30-14:15 Featured Presentation | Renaissance Suite**
Teaching Difficult Histories Through Film: Examples and Perspectives from the Field
David Hicks, Virginia Tech, USA
- 14:15-15:45 Plenary Panel Presentation II | Renaissance Suite**
Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4
Keynote Speaker: Kwame Akyeampong, University of Sussex, UK
Moderator: Brian Hudson, University of Sussex, UK
- 15:45-16:05 Journal Information Session | Renaissance Suite**
Bernard Montoneri, Tamkang University, Taiwan
Ebru Koç, Inonu University, Turkey
- 16:05-16:30 Coffee Break | Library Terrace (2F)
- 16:30-17:30 Poster Session | Library Terrace (2F)
- 17:30-19:00 Welcome Reception | Promenade Lounge (1F)

Saturday at a Glance

July 1, 2017

08:45-10:45	Parallel Sessions
10:45-11:00	Coffee Break Library Terrace (2F)
11:00-12:30	Parallel Sessions
12:00-13:30	Lunch Atrium Restaurant (1F)
13:30-15:00	Parallel Sessions
15:00-15:15	Coffee Break Library Terrace (2F)
15:15-16:45	Parallel Sessions
16:45-17:00	Break
17:00-18:00	Parallel Sessions
19:00-21:00	Conference Dinner (Optional Ticketed Event) Meeting time & location: 18:30 at Library Terrace (2F) Group leaves for restaurant at 18:45

Sunday at a Glance

July 2, 2017

09:00-11:00	Parallel Sessions
11:00-11:15	Coffee Break Library Terrace (2F)
11:15-12:45	Parallel Sessions
12:15-13:15	Lunch Atrium Restaurant (1F)
13:15-14:45	Parallel Sessions
14:45-15:00	Coffee Break Library Terrace (2F)
15:00-16:30	Parallel Sessions
16:35-17:00	Closing Session

Registration & Access

Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Friday, June 30	08:00-17:00	Renaissance Foyer (LGF)
Saturday, July 1	08:00-17:00	Library Terrace (2F)
Sunday, July 2	08:30-16:00	Library Terrace (2F)

If you have any questions or concerns, IAFOR staff and hotel staff will happily assist you.

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

Blue: Presenters and Audience

Yellow: Keynote and Featured Speakers

Red: Conference Exhibitors and Affiliates

Black: IAFOR Staff

Getting to the Conference Venue

By Rail from London: London is the hub of the UK's rail network and it is easy to travel by train to Brighton from the major London stations. The fastest direct travelling times from London to Brighton are:

London Victoria – 56 minutes (direct)
London Bridge – 1 hour 3 minutes (direct)
London St Pancras – 1 hour 33 minutes (direct)

Rail services in the UK are operated by a number of private train operators. The main operators to Brighton are Southern and First Capital Connect and all trains arrive into Brighton mainline station on Queens Road. Regular rail connections also serve Hove, which is just a few minutes from Brighton by rail. Central Brighton and the Jurys Inn Brighton Waterfront are an easy 20-minute walk from Brighton Station, but, if required, buses and taxis are both available at the front of the station.

If you are travelling from Europe, the Eurostar train arrives from London St Pancras, where there are direct train connections to Brighton.

By Rail from Gatwick Airport: Trains from Gatwick to Brighton take approximately 30 minutes direct and run regularly. The Gatwick South rail station is directly linked to Gatwick's South Terminal and just a few minutes away from North Terminal via a transit train link.

By Rail from Heathrow Airport: Take the London Underground to London Victoria and then a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the London Underground to Victoria and then a mainline train to Brighton.

By Coach from Heathrow Airport: National Express is the major coach operator serving Brighton. Most international flights arrive at Terminal 4 and 5 where a coach departs every hour. Brighton Coach Station is located next to Brighton Pier and is a two-minute walk from the Jurys Inn Brighton Waterfront. Further information is available on the National Express website (www.nationalexpress.com).



Lunch & Dinner

Lunch

Lunch on Friday, Saturday and Sunday is included in the conference registration fee.

Lunch will be provided in the Atrium Restaurant at Jurys Inn Brighton. Situated on the Promenade, with unrivalled views of the famous Brighton Pier and the sea, the restaurant serves a range of modern British and European dishes prepared by a talented team of chefs. Lunch service includes an unlimited drinks bar (non-alcoholic), coffee station and dessert table.

Please remember to bring your name badge with you, as this will act as your lunch ticket.

Lunch Times

Friday, June 30	12:00-13:30
Saturday, July 1	12:00-13:30
Sunday, July 2	12:15-13:15

Official Conference Dinner

The official Conference Dinner is a ticketed optional event (50 GBP). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet at the Library Terrace (2F) at 18:30 on Saturday, July 1, 2017. The group leaves for the restaurant at 18:45. It takes approximately 15 minutes to walk to the restaurant.

Restaurant name: Hilton Brighton Metropole

Restaurant address: King's Road, Brighton, BN1 2FU

General Information

Internet Access

There is free Wi-Fi internet connection throughout the conference venue. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Friday morning and on the Library Terrace during the rest of the conference. Light snacks will be provided once in the morning and once in the afternoon.

Food and drink (excluding water) are not allowed in the presentation rooms.

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

Smoking

Smoking is not permitted in the Jurys Inn Brighton Waterfront. Please smoke outside of the building in designated smoking areas.

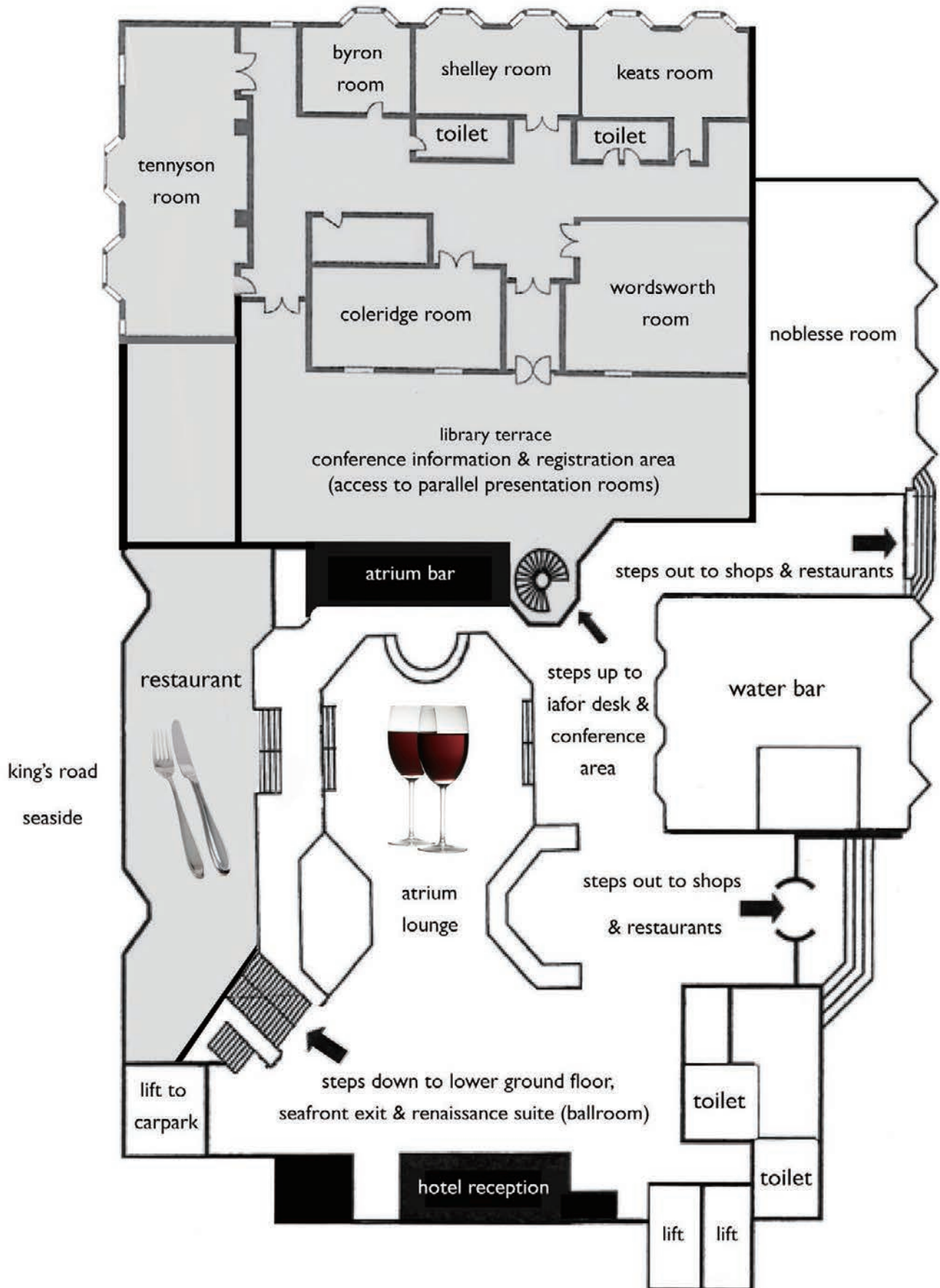
What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned. Tour attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

The Jurys Inn Brighton Waterfront Floor Guide





Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts.

Oral & Workshop Presentations

Oral Presentation Sessions will run from 08:45 on Saturday and 09:00 on Sunday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.



Presentation Guide

Poster Sessions

Poster Sessions are 60 minutes in length and take place on the Library Terrace.

The poster display boards are 1800 mm high x 1200 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

Presentation Certificates

Poster Presenters may pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due by August 2, 2017 through the online system. The proceedings will be published on September 2, 2017. Authors will have PDF copies of their offprints emailed to them by October 2, 2017.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.

IAFOR Journals

www.iafor.org/journals

the iafor
journal of
education

Volume 4 – Issue 1 – Spring 2016
Editor: Bernard Montonen



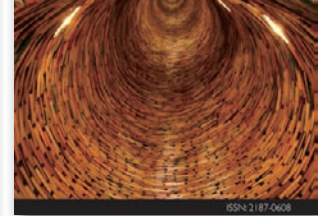
the iafor
journal of
language learning

Volume 2 – Issue 1 – Spring 2016
Editor: Ebru Melik Koc



the iafor
journal of
literature & librarianship

Volume 4 – Issue 1 – Autumn 2015
Editor: Richard Dorson



the iafor
journal of
arts & humanities

Volume 3 – Issue 1 – Autumn 2015
Editor: Thomas French



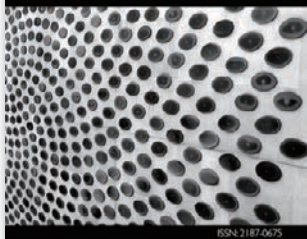
the iafor
journal of politics,
economics & law

Volume 3 – Issue 1 – Spring 2016
Editor: Craig Mark



the iafor
journal of psychology &
the behavioral sciences

Volume 2 – Issue 1 – Spring 2016
Editors: Shari Shafiq & Deborah G. Woodbridge



the iafor
journal of ethics,
religion
& philosophy

Volume 2 – Issue 1 – Autumn 2015
Editor: Michael O'Sullivan



the iafor
journal of asian studies

Contemporary Chinese Cinema Special Edition

Volume 2 – Issue 1 – Winter 2016
Editor: Soko Yasumoto



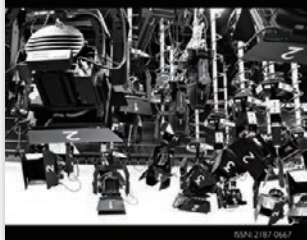
the iafor
journal of the
social sciences

Volume 2 – Issue 1 – Winter 2016
Editor: Tingting Ying



the iafor
journal of media,
communication & film

Volume 1 – Issue 2 – Summer 2014
Editor: James Rowles



the iafor
journal of cultural studies

Volume 1 – Issue 1 – Spring 2016
Editor: Holger Bial



the iafor
journal of
sustainability, energy
& the environment

Volume 3 – Issue 1 – Spring 2016
Editor: Alexandru Ionut Petrescu



the iafor
journal of business
& management

Volume 1 – Issue 1 – Summer 2014
Editor: Merlin Lewis



IAFOR Journals

www.iafor.org/journals

The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are journal editors appointed?

Journal editors are appointed by The International Academic Forum's leadership, under the guidance of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

How do we ensure academic integrity?

Once appointed, the journal editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to contribute to publication costs.

How are papers selected?

Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

How are IAFOR journals related to IAFOR conferences?

IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

Journal Editors

IAFOR Journal of Arts & Humanities

Dr Alfonso Garcia Osuna, Hofstra University, USA

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Kansai University, Japan

IAFOR Journal of Education

Dr Bernard Montoneri, Tamkang University, Taiwan

IAFOR Journal of Business & Management

Dr Anshuman Khare, Athabasca University, Canada

IAFOR Journal of the Social Sciences

Dr Tingting Ying, Ningbo University of Technology, China

IAFOR Journal of Ethics, Religion & Philosophy

Professor Lystra Hagley-Dickinson, University of St Mark & St John, UK

IAFOR Journal of Sustainability, Energy & the Environment

Dr Alexandru-Ionut Petrisor, University of Architecture and Urban Planning, Romania / URBAN-INCERC, Romania

IAFOR Journal of Media, Communication & Film

Dr James Rowlin, Singapore University of Design and Technology, Singapore

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto, University of Sydney, Australia

IAFOR Journal of Language Learning

Dr Ebru Melek Koç, Izmir Institute of Technology, Turkey

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kyoritsu Women's University, Japan

IAFOR Journal of Cultural Studies

Professor Holger Briel, Xi'an Jiaotong-Liverpool University, China

IAFOR Journal of Psychology & the Behavioral Sciences

Dr Shahrokh Shafaie, Southeast Missouri State University, USA
Dr Deborah G. Wooldridge, Bowling Green State University, USA



The Reverend Professor Stuart D. B. Picken (1942–2016)

It is with sadness that we inform our friends of IAFOR that the Chairman of the organisation, the Reverend Professor Stuart D. B. Picken, passed away on Friday, August 5, 2016.

Stuart Picken was born in Glasgow in 1942 and enjoyed an international reputation in philosophy, comparative religious and cultural studies, but it is as a scholar of Japan and Japanese thought for which he will be best remembered, and as one of the world's foremost experts on Shinto.

Picken entered the University of Glasgow, Scotland, aged 16 to study divinity and philosophy, and his studies culminated with a doctorate that looked at Christianity and the work of Kant. In 1966 he was ordained in the Church of Scotland, and began his career as a minister in Orkney. However, his curiosity led him from isolated rural Scotland to the world's largest city, and following a visit to Tokyo on a Rotary scholarship, Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the west as pagan and primitive, or unjustly caricatured for its wartime associations.

As Japan emerged as an economic superpower in the 1970s and 1980s, and given his growing prominence as an academic, Picken was much in demand as part of a period in which Japanese wanted to learn more about themselves as seen through the eyes of the West, and where Western businesses were eager to learn from the all-conquering Japanese model. By then fluent in Japanese, he served as a business consultant to such corporations and also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel and Japan Airlines. During this period he was active in the St Andrew Society, and founded the Tokyo Highland Games, which is still an annual event.

The author of a dozen books and over 130 articles and papers, Picken was to stay at ICU for 25 years, where he was a popular lecturer and mentor to both Japanese and visiting scholars, serving tenures as Chairman of the Division of Humanities from 1981 to 1983, and as Director of Japanese Studies from 1995 to 1997, as well as concurrently founding Director of the Centre for Japanese Studies at the University of Stirling, Scotland from 1985 to 1988. A keen amateur footballer, whose devotion to Japan was rivalled only by that he felt for Glasgow Rangers, he continued to play into his fifties at ICU, encouraging many students to take up the sport.



He left ICU in 1997, and from then until 2004 served as the founding Dean of the Faculty of Foreign Languages and Asian Studies at Nagoya University of Commerce and Business, and the founding Dean of the Graduate School Division of Global Business Communication from 2002 to 2004. Upon his retirement from his academic posts, he returned to Scotland to re-enter the ministry as minister of the linked charge of Ardoch with Blackford in 2005, yet he continued his academic and Japanese interests as the Chairman of the Japan Society of Scotland.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the UK. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR) where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding. In the years immediately preceding his illness, he continued to lecture throughout the world, in Europe, North America, Asia and the Middle East.

He is survived by his wife, Hong Wen, and children, Fiona, Jeannette, William and Lynn.

Image Caption | The Reverend Professor Stuart D. B. Picken (IAFOR), Professor Arthur Stockwin, OBE (The University of Oxford) and Professor Jun Arima (University of Tokyo) enjoy a lighter moment during a discussion on Japanese security at The European Conference on Politics, Economics & Law 2014.

IAFOR Academic Grant & Scholarship Recipients

We are delighted to announce the recipients of financial support as part of the IAFOR grants and scholarships programme, newly launched for 2017. Our warmest congratulations go to Anna Desiyanti Rahmanhadi, recipient of the Stuart D. B. Picken Grant and Scholarship, and Marina Charalampidi and Rumana Hossain, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committee to receive financial support to present their research at The European Conference on Education 2017 and The European Conference on Language Learning 2017.

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference. The Organising Committee of the relevant IAFOR conference awards scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at the conference.

Find out more about IAFOR grants and scholarships: iafor.org/financial-support

Anna Desiyanti Rahmanhadi Stuart D. B. Picken Grant & Scholarship Recipient

Anna Desiyanti Rahmanhadi is currently a postgraduate student of Teaching English as a Foreign Language (TEFL) programme at the University of Birmingham, UK, and was previously an experienced English as a Foreign Language (EFL) teacher in one of the top leading international schools in Bandung, Indonesia. She was educated at Indonesia University of Education (UPI) and graduated with a Bachelor's degree in English Literature before spending nine years teaching in a high school. Following her career as an EFL teacher, she was also an English Coordinator for the English Department and conducted many English programmes for students both at secondary and high school level, such as 100 Days of Summer School, Green Festival, English Day, English Club and so on. Her research has embraced individual differences in Second Language Learning (SLL) field with a special emphasis on Asian learners' identities and investments in the second language (L2) academic community.

36020 Saturday 15:15-15:45 | Renaissance Suite (North)

Negotiating Participation in Second Language (L2) Academic Community: Asian Female Students' (Indonesian, Japanese, Chinese) Identities and Investments

Anna Desiyanti Rahmanhadi, University of Birmingham, UK

This study reports on a qualitative multiple case study that explored academic discourse socialisation of female Asian L2 learners in a British university. Grounded in the stereotype of "the shy Asian girls" (Bremer et al., 1996; Day, 2002; Lippi Green, 1997; Miller, 2003; Norton, 2000, 2001; Pon et al., 2003) that Asian female students tend to be quiet, passive, timid, or indirect, the study examined how female Asian L2 students negotiated their participation, which related to their identity and investment construction in new L2 academic communities, particularly in open-ended class discussions. The participants included three female graduate students from Asian countries (Indonesia, Japan and China) who have different language learning experiences and backgrounds. Interviews and classroom observations were collected over the entire first semester (three months) to provide an in-depth analysis of the students' perspectives about their class participation in three different course and instructors. Three case studies illustrate that the students faced major challenges in negotiating language competence, identities development, and investment achievement. It was also implied that the stereotype of "the shy Asian girl" is not a culture-based generalisation but was rather caused by specific situations. Feeling marginalised, inferior, less competent and the issue of racism was the situation which disadvantaged the Asian students in developing identity and achieving the investment in L2 classroom. This study has implications for pedagogy on how to stimulate international students' participation in L2 and how to develop equal opportunity in the classroom.

IAFOR Academic Grant & Scholarship Recipients

Marina Charalampidi IAFOR Scholarship Recipient

Marina Charalampidi is currently the head teacher of a community-based school, namely Leicester Greek School, in the United Kingdom. Her role involves administrative but also teaching duties. She has long experience in teaching the Greek language in various contexts and levels. She is also a part time doctoral student at the University of Warwick, undertaking research on educational technology and research methods for examining its impact. For the last four years, she has been implementing science projects at her school, with the aim of teaching students their heritage language through innovative methods. She has also won the BASLAS (British Academy Schools Language Award) for the project "Close Up on Heritage Language Learners". Her vision is to accomplish changes in attitudes towards supplementary education, not only at the school level, but also the community level. She has published on both of her areas of interest: language learning and educational technology.

37654 Saturday 10:00-10:30 | Renaissance Suite (North)

A Content and Language Integrated Learning (CLIL) Project: Opportunities and Challenges in the Context of Heritage Language Education

Marina Charalampidi, University of Warwick & Cyprus Educational Mission, UK

Michael Hammond, University of Warwick, UK

Nicoletta Hadjipavlou, Cyprus Educational Mission, UK

Neophytos Lophitis, Coventry University, UK

The Content and Language Integrated Learning (CLIL) approach is gaining momentum in the field of language education. Though the benefits of the approach have been widely acknowledged, its implementation is not a straightforward task. Further, to our knowledge, such an approach has not been as of yet applied in the context of a community-based or supplementary school. Such an attempt involves a number of challenges, an important one being how to cater for the different types of heritage language learners. This paper reports on a research in progress, carried out in the Greek supplementary school of Leicester, UK, that employed a cross-curricular/CLIL approach to explore the science of climate change with Greek as the vehicular language. The project aimed at teaching students aged 11 to 17 scientific concepts (e.g. greenhouse effect, carbon cycle, climate change) while at the same time advancing language acquisition. It included various in-class activities and a visit to the Science Museum in London. Data collection included questionnaires, interviews, worksheets, notes and observations to investigate the impact of the project on heritage language learning and to examine what supported or hindered its implementation. The paper describes preliminary findings and makes recommendations for the design of such programmes in order to meet the needs of this diverse cohort of students. It places emphasis on methods to support language learning and hopes to contribute to the body of research on language learning in the context of supplementary education, by providing effective guidelines for implementing the CLIL approach.

Rumana Hossain IAFOR Scholarship Recipient

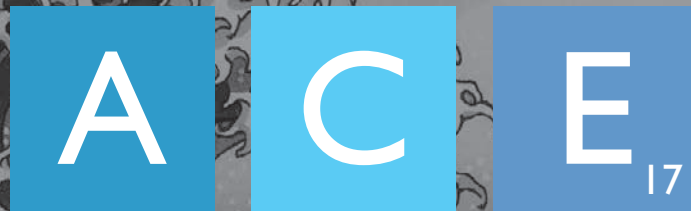
Rumana Hossain is a PhD researcher at the University of Leeds in the United Kingdom. She has also completed an MA in TESOL at the same university. She has been in the field of education for the past 15 years and wishes to excel in the field of Education and Teacher Development through research-oriented studies and student-focused teaching. Her publications cover a wide range of areas like language teaching and learning, sociolinguistics and teacher development. She has presented papers in a number of national and international conferences. She has also been successfully organising the School of Education Conference (RSEC) for the last three years. She is the current PGR Rep at the School of Education, University of Leeds. She is passionate about teaching, motivating people and bringing about positive change in others' lives.

36482 Saturday 13:30-14:00 | Coleridge Room

Impact of Globalisation on Academics in Higher Education

Rumana Hossain, University of Leeds, UK

This paper is an attempt to gather on the impact of globalisation on academics working in higher education in Bangladesh. Globalisation, through the spread of internet, Open Access and other manifestations like academic mobility is said to have brought the knowledge world closer. But Altbach (2004) argues that "the world of globalised higher education is highly unequal" and that the ramification of globalisation on developing countries and its smaller education system has enacted these spectra of inequality (p. 3). The stories of the participant academics who on spending year(s) studying abroad have returned to their professions, bear a testimony to this statement. The highlights of the stories include research funding, commodification of education, an archaic policy document, power struggle, tension between academics with local and international qualification and reverse culture shock dominating the scene. These academics were sent abroad with the expectation that on return they would bring positive changes to the HE. Whether they fulfilled this expectation yielded a mixed reaction from the stakeholders. The existing tension between the academics and government policy needs to be resolved in order to reap the desired impact of globalisation on higher education. For this qualitative study, multiple narratives have been gathered from academics, which have then been complemented by semi-structured interviews of the policymakers. It is expected that the study would give voice to the academics and act as a valuable document for the policymakers to identify areas that deserve immediate attention for amelioration in HE.



The Asian Conference on Education

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Conference Theme: Educating for Change

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A man in a dark suit, white shirt, and patterned tie is seated at a table. He is wearing glasses and has a slight beard. He is looking down and to the left, with his right hand raised near his face in a thoughtful or listening gesture. The table in front of him has several sheets of paper. The background is dark and out of focus.

Keynote & Featured Speakers

Keynote & Featured Speakers

ECE/ECLL2017

The following Keynote and Featured Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference theme.





Plenary Panel I: Educating for Change

Keynote Speaker: Matthew Taylor

Moderator: Ann Boddington

Friday, June 30 | 09:30-10:30 | Renaissance Suite

Keynote Presentation: Think Like a System, Act Like an Entrepreneur

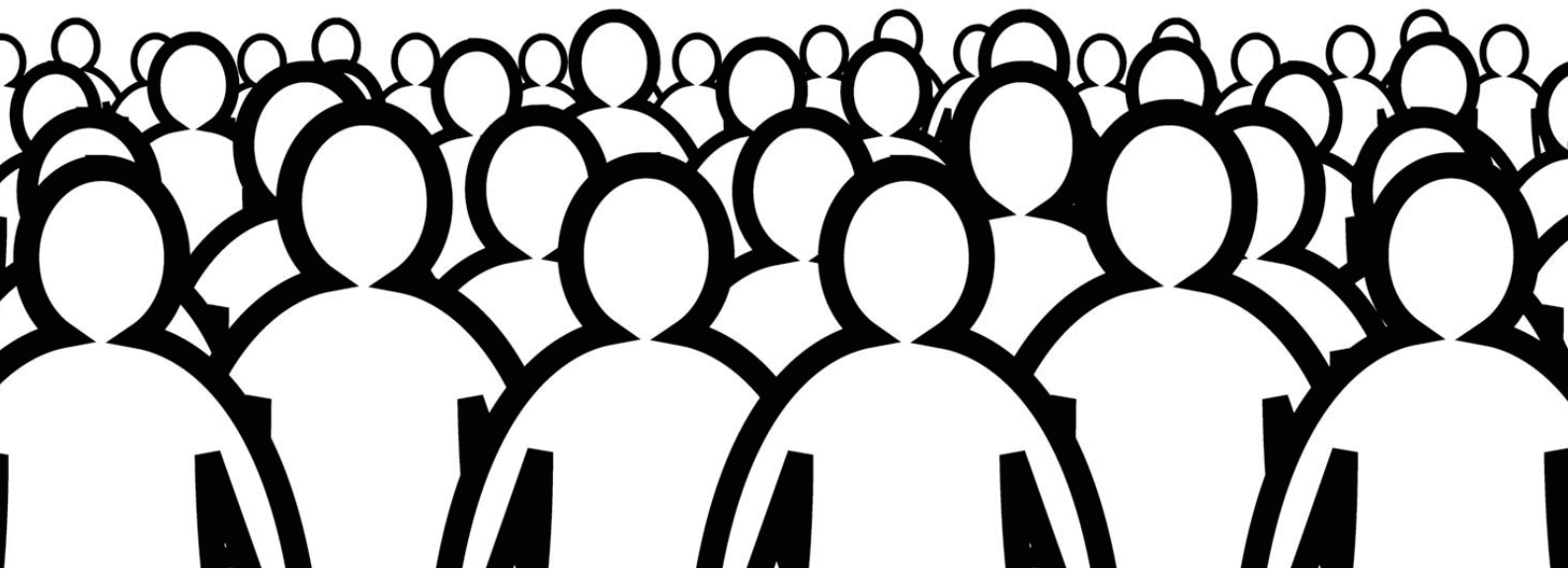
Most attempts at social change attempting shifts in people's behaviours or attitudes fail. There are systematic reasons for this. A more effective strategy may combine two very different ways of thinking, the systemic and the opportunistic. While the case for this approach is strong, the hard part is becoming the kind of organisation or movement that is capable of thinking systemically and acting entrepreneurially.

Biographies

Matthew Taylor has been Chief Executive of the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) since 2006. He has blogged over 1,200 times on topics ranging from policy, politics, public service reform and cultural theory to the RSA itself. Prior to becoming Chief Executive of the RSA, Matthew was Chief Adviser on Political Strategy to the Prime Minister. He was the Director of the Institute for Public Policy Research between 1999 and 2003, has written numerous articles, and is a regular panellist on Radio 4's *Moral Maze*.

Professor of Design Innovation and Dean of the College of Arts and Humanities, **Professor Anne Boddington** was educated as an architect and cultural geographer. She has particular interests in the spaces of learning and research and the symbiosis of arts and humanities education as agents of cultural, social and civic transformation. The founding Head of the School of Architecture & Design (1999–2006) and since 2006, as Dean of the College of Arts & Humanities, she was also the Director of the University's Centre for Excellence in Teaching and Learning through Design (CETLD) (a unique partnership between the University, the V&A, the Royal College of Art and the RIBA) and co-director of the HEA's Subject Centre in Art Design and Media.

A registered architect, fellow of the Royal Society of Arts (RSA), and an affiliate member of the Royal Institute of British Architects (RIBA), she has been an independent governor, trustee, chair and an elected member of many regional and national councils in the cultural sector and in higher education including as a member of the Arts & Humanities Research Council Advisory Board (AHRC); Vice Chair of Council for Higher Education in Art & Design (CHEAD) and a trustee of the Design Council/CABE. Working with HEFCE she was a panel member of the Research Assessment Exercise (RAE 2008) and Deputy Chair of D34 for the Research Excellence Framework (REF) panel in 2014 as well as a member of the REF 2014 Equality & Diversity Panel. Her research has been supported and funded by the EU, EPSRC, AHRC, the HEA and HEFCE. She has an international profile as a speaker and advisor for research development, quality assurance, enhancement and teaching innovation in Architecture, Art and Design across Europe, the Middle East and Asia. She undertakes regular peer review and research assessment for academic journals and conferences and has worked with and for research councils of Portugal, Iceland, Austria, Germany, Israel and Canada.



Keynote Presentation: Svetlana Ter-Minasova

Friday, June 30 | 11:00-11:45 | Renaissance Suite

The Three Barriers on the Way to International Communication: Which Is the Most Difficult to Shatter, and How Can It Be Done?

There are three main barriers on the way to international communication: linguistic, cultural and psychological. All are extremely difficult for non-native speakers. However, the first two are more (linguistic) or less (cultural) obvious (which does not make them easier to shatter), while the third one is much more hidden and, therefore, less taken into consideration. The paper will discuss “the worst” of the three, its immediate connection with the cultural barrier in the context of Russian educational culture and – most importantly – the ways to overcome this barrier in Russian and other – mostly oriental – cultures.

Biography

Professor Svetlana Ter-Minasova is President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia, and Professor Emeritus in the University. She holds a Doctorate of Philology from the University, and has published more than 200 books and papers on Foreign Language Teaching, Linguistics and Cultural Studies, and has lectured widely throughout the world.

She is Chair of the Russian Ministry of Education's Foreign Language Research and Methodology Council, President and founder of both the National Association of Teachers of English in Russia, and the National Association of Applied Linguistics. She holds the Lomonosov Award, Fulbright's 50th Anniversary Award, and was named Doctor Honoris Causa by the University of Birmingham in the UK, the State University of New York in the USA, and the Russian-Armenian University in Armenia.



Featured Presentation: David Hicks

Friday, June 30 | 13:30-14:15 | Renaissance Suite

Teaching Difficult Histories Through Film: Examples and Perspectives from the Field

Representation is a complex business and, especially when dealing with “difference”, it engages feelings, attitudes and emotions and mobilises fears and anxieties in the viewer at deeper levels than we can explain in a simple, commonsense way (Stuart Hall, 1997, p. 226). As the quotation above highlights, pedagogical challenges emerge when film is used to teach about the complex business of the representations of “the other”, the epistemological fragility of interpretations, and what it means to know and understand the world. In an era of divisive populist politics, the challenges educators face when introducing conflicting perspectives abound. In this presentation, we examine what makes some history difficult, and in particular difficult to engage young people. Some history can be difficult because it is traumatic, because it is difficult for most people in the present to fathom, or because it raises issues of identity, marginalisation, and oppression that are more easily ignored than addressed for many students and teachers. Second, we explore these aspects of difficult history and contextualise them using case studies and our own experiences of how film can engage students with difficult history. Finally, we introduce a series of pedagogical models and scaffolds through which educators can explicitly consider the role of film in tackling difficult and challenging histories. At the heart of the model is a recognition of the value of teaching to glean insight into the mindsets of individuals and societies and representations of the “other”.

Image | Atomic cloud over Hiroshima, taken from the *Enola Gay* flying over Matsuyama, Shikoku, Japan, on August 6, 1945.

Biography

Dr David Hicks is a professor of history and social science education (Social Studies) in the School of Education at Virginia Tech, USA. He is the programme area leader for History and Social Science (Social Studies Education) in the faculty of Teaching and Learning and affiliate faculty of Learning Sciences and Technologies. He holds a BA (Honors) in Social History from Lancaster University (UK), a Postgraduate Certificate in Education with distinctions in theory and practice from Leeds University (UK), an MA in History from the State University of New York at Cortland, and a PhD in Curriculum and Instruction from Virginia Tech, USA. His research and teaching interests include examining the integration of digital technologies and multimedia to support the learning of history and social science as an inquiry-based discipline, and specifically how to scaffold historical source analysis.



Plenary Panel II

Keynote Speaker: Kwame Akyeampong

Moderator: Brian Hudson

Friday, June 30 | 14:15-15:45 | Renaissance Suite

Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4

The United Nations Declaration in September 2015 on “Transforming our world: the 2030 Agenda for Sustainable Development” sets challenges for all countries through agreement reached on the Sustainable Development Goals. In particular SDG 4 focuses on “Quality Education” and aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In this panel we will discuss how we have been addressing this challenge at the University of Sussex over recent years and in particular will focus on the partnership that has been developed between Sussex and the College of Education at the University of Ghana in that time. The role of educational research to inform policy and practice is central to our way of working.

Keynote Presentation: Transforming the Educational Experience of African Children Through Emancipatory Research

Much research has been done on the educational experience of African children and youth by researchers from the global north often funded by international development institutions and organisations. As with other images of problems in Africa, the story of education in Africa projected by this research is almost always in deficit terms. Finding research that speaks of promise and potential from an African perspective and context is hard to find. Typically, research is constructed to highlight what is “wrong” and how to fix it, offering solutions based on theories constructed from other contexts. But I ask, what kind of research can emancipate African education without perpetuating solutions that are shaped by a neo-colonial research paradigm? In this presentation, I shall draw on some of my own research to show how we might generate new knowledge that can work for education in the African context. As the Sustainable Development Goals are adopted, I shall argue that it is more important than ever that the ideas that make theories of change a reality in Africa are driven by a new kind of research that can deliver real insights into what works for African learners.

Biographies

Professor Kwame Akyeampong is Professor of International Education and Development at the Centre for International Education (CIE), University of Sussex, UK. He has international research experience in educational evaluation and research and has worked on education and development research projects in a range of countries including Ethiopia, Ghana, Nigeria, Kenya, Rwanda and Malawi. His research interests include education policy analysis, teacher governance, educational access and equity, impact evaluation studies in education, and employing quantitative and qualitative research methods. He also has experience managing large research education projects. He has consulted for the World Bank, DFID, and JICA on education evaluation projects and programmes. He was senior policy analyst with UNESCO, Paris, from 2011 to 2013. He is currently the co-chair of the Teacher Alliance for the Global Education and Skills Forum.

Professor Brian Hudson is Professor of Education and was formerly Head of the School of Education and Social Work at the University of Sussex, UK (2012–2016). He is the main Organiser of the World Education Research Association (WERA) International Research Network on Didactics – Learning and Teaching; a member of the WERA Outreach Committee; an associate editor of the *Journal of Curriculum Studies*; and a Board Member of the Teacher Education Policy in Europe (TEPE) Network. He is Honorary Member of the EERA Network on Didactics – Learning and Teaching; Honorary Professor at the University of Dundee, UK, Guest Professor at Karlstad University, Sweden, and Adjunct Professor at the University of Ghana, Ghana.



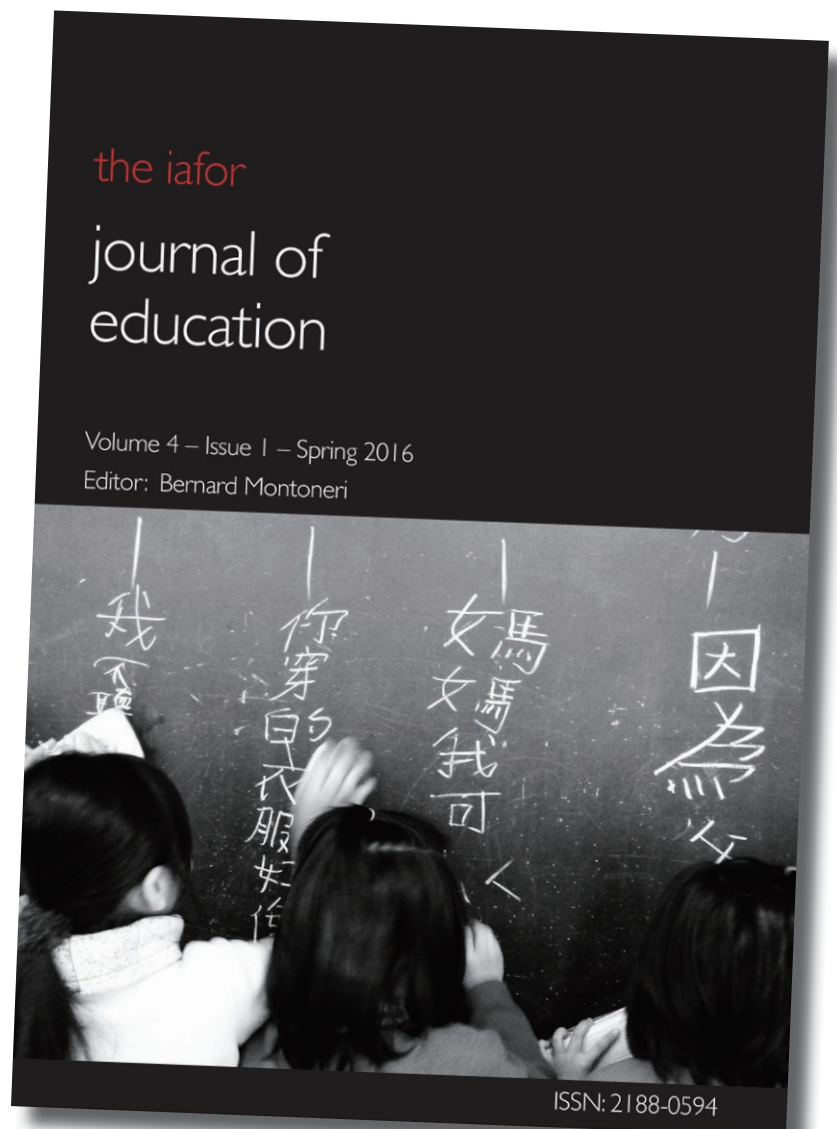
Friday June 30

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Journal Information Session

Friday, June 30 | 15:45-16:05 | Renaissance Suite
Bernard Montoneri, Tamkang University, Taiwan

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Friday Plenary Session

09:00-15:45 | Renaissance Suite (LGF)

- 08:00-09:00 Conference Registration | Renaissance Suite
- 09:00-09:30 Announcements & Welcome Address | Renaissance Suite
Joseph Haldane, The International Academic Forum
Brian Hudson, University of Sussex, UK
- 09:30-10:30 Plenary Panel Presentation I | Renaissance Suite**
Educating for Change
Keynote Speaker: Matthew Taylor, RSA, UK
Moderator: Anne Boddington
- 10:30-11:00 Coffee Break | Atrium Lounge (1F)
- 11:00-11:45 Keynote Presentation | Renaissance Suite**
The Three Barriers on the Way to International Communication: Which Is the Most Difficult to Shatter, and How Can It Be Done?
Svetlana Ter-Minasova, Lomonosov Moscow State University, Russia
- 11:45-12:00 IAFOR Documentary Photography Award followed by Conference Photograph | Renaissance Suite
- 12:00-13:30 Lunch Break | Atrium Restaurant (1F)
- 13:30-14:15 Featured Presentation | Renaissance Suite**
Teaching Difficult Histories Through Film: Examples and Perspectives from the Field
David Hicks, Virginia Tech, USA
- 14:15-15:45 Plenary Panel Presentation II | Renaissance Suite**
Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4
Keynote Speaker: Kwame Akyeampong, University of Sussex, UK
Moderator: Brian Hudson, University of Sussex, UK

The Plenary Session will be followed by a Journal Information Session, Poster Presentation Session and Welcome Reception.

Friday Poster Session

16:30-17:30 | Library Terrace

34088 | Library Terrace

To Study the Implementation and Effectiveness of Programs in Higher Education Institutions to Improve Student Performance at Labor Markets

Yu-Chuan Chen, National Taiwan Normal University, Taiwan

The last decade has witnessed the rapid growth of the labor market. Higher education is vital for developing a productive labor force to meet the demands of a country's economy. Earlier, students leaving university were unable to procure an appropriate job immediately. The rates of university student unemployment were on the rise and unemployment was pegged officially at 5.98% in 2009. High unemployment rates led to the school having to play an important role in the labor market. Resolving talent shortage and talent mismatch became a serious issue in Taiwan. Therefore, the Ministry of Education and the schools have now come together to emphasize the importance of an education-job match and initiated several programs to reduce unemployment. This study aims to investigate the strategies or programs used to improve university student performance in the labor market of Taiwan. To construct and explore the labor market programs of schools, the study utilized literature review and content analysis. On finishing the literature review and content analysis, a few improvement strategies and programs were revealed. First were industry-university cooperative programs that served as an intermediary between job applicants and recruiting businesses. Second was the career advisory section in schools that was a source of information on employment. Field trips to companies and lectures on job searching were also found to be important strategies. Based on these conclusions, this research provides a comprehensive overview of program strategies in higher education institutions and serves as a reference for schools and relevant governance policy.

36309 | Library Terrace

Enhancing Junior High School Students Learning Through Hands on Experiments Curriculum on Nano-Probes

Chih-Ming Lin, National Tsing Hua University, Taiwan

Mei-Yu Chang, National Tsing Hua University, Taiwan

This study designed a nano science curriculum, nano-probes, a new finding from nano scientist, and then, this curriculum was taught to junior high school students. And, this study used pretest and posttest to assess students learning on this topic. The activities of this curriculum includes the explication, demonstration, hands on activities and experiment. The researchers created a hands on activity which students can build a model to make sense of the formation of nano-probes, and then, this study also provide an experiment to make nano-probes for students. The participants of this study were 99 students came from three different junior high schools in Hsin Chu County. The three junior high schools are Tzu Chiang junior high school, Yang Dong junior high school, and Baoshan junior high school. The pre and posttests were introduced in this study. The results of this study showed that there is a significant difference between the posttests and pretests ($t=10.258$), of all students. The analysis of this study also showed that there is a significant difference among these three schools ($F=6.645$). Students of Tzu Chiang junior high school are significantly better than that of the other two schools.

36471 | Library Terrace

How to Reduce Students' Planning Fallacy: From the Temporal Distance Perspective

Chia-Chi Wang, Southern Taiwan University of Science and Technology, Taiwan

Wen-Bin Chiou, Institute of Education, National Sun Yat-sen University, Taiwan

Ying-Yao Cheng, Institute of Education, National Sun Yat-sen University, Taiwan

People often underestimate how long it will take to finish an upcoming task or project. The phenomenon of optimistic time predictions termed the planning fallacy. The main purposes of our research are how to reduce undergraduates' planning fallacy. One experimental study will be conducted to examine from the temporal distance perspective. According to previous studies, if people thought the deadline for task completion was in the distant future, they would be likely to make unrealistically optimistic predictions using high-level or abstract construal; if people thought the deadline of task completion was in the near future, they would be likely to make precise predictions using low-level or concrete construal. Moreover, previous research indicated that the perception of temporal distance to a future event is shaped by the effort one must invest to realize the event. More effortful future events would be perceived as temporally closer than less effortful events. Therefore, the experiment examined the mediating role of temporal distance to the predictions of task completion time by manipulating efforts which participants invest to arouse their different perceptions of temporal distance by giving a deadline. The total number of participants is 76 undergraduates. Analyses were performed on participants who completed both the prediction questionnaire and the follow-up task. The results indicated that participants who think they invest more effort into the task perceive the deadline for task completion as in the near future; it contrarily reduced their planning fallacy. Through our study, we have a better understanding of the relationship and mechanism of temporal distance intervention to planning fallacy for undergraduates.

34966 | Library Terrace

Global Trends and Local Needs: The Trouble with Physical Education

Majid Al-Busafi, Sultan Qaboos University University, Oman

Sociologists such as Elias and Dunning (1993) have empirically studied long-term processes of change in sport, eliciting attention to trends such as sportization (the increasing formalisation of folk games into regulated pastimes and what is now identified as "modern sport"), politicization (increasing political control in sport), medicalization (increasing medical specialization engaged in modern sport), technicization (increasing technical capability of sports equipment and even artificial limbs in influencing achievement in sport), and globalization (increasing spread of one sporting model, based on Olympic, secular and Western models internationally). The question in this case is the extent to which the process of globalization has affected the development of sport. This research paper used research documentation providing access to some of the recent research on globalization to explore how sport has become a global phenomenon, by examining globalization and its impacts on sport generally, and on coach education specifically (case study).

Friday Poster Session

16:30-17:30 | Library Terrace

36525 | Library Terrace

Stress Levels and Coping Strategies of Medical Students During the Transitional Stage from Lecture-Based Learning to Problem-Based Learning

Linda Chularojmontri, Thammasat University, Thailand
Urarat Nanna, Thammasat University, Thailand
Pholawat Tingpej, Thammasat University, Thailand

Medical students experience stresses from various sources during their study. At the Faculty of Medicine, Thammasat University, students must switch from learning by the lecture-based method in their first year to problem-based learning in their second year. This study aims to evaluate the stress levels and stress-coping strategies of the second-year students during this transitional period. The questionnaires, designed to evaluate stress level and coping strategies, were distributed to 121 second-year medical students. Descriptive statistics and chi square test were used for analysis. 60.4% of the students showed low levels of stress, 37.8% of the students had medium levels of stress, and 1.8% had high levels. When experiencing stress, the students used various strategies to cope, such as accepting the truth (89.2%), seeking social support (75%) and looking for pleasure (65.6%). Moreover, female medical students were found to employ coping techniques including accepting the truth, seeking social support, and looking for pleasure significantly more than male students ($p = 0.002, 0.009, \text{ and } 0.035$, respectively). The majority of medical students have low levels of stress. They use various effective coping strategies. Selection of the coping strategies was found to be associated with gender.

36527 | Library Terrace

Learning Achievement and Attitude Toward Flipped Classroom on Topic of Drugs Acting on Central Nervous System in Pharmacology Course

Urarat Nanna, Thammasat University, Thailand

The flipped classroom is an innovative pedagogical approach that focuses on learner-centered instruction. Many higher education institutions have used this approach as part of their curriculum. This research aimed to study the academic achievement and attitudes of sophomore pharmacy students towards teaching on the topic of Drugs Acting on Central Nervous System using flipped classroom. Twenty-four Pharmacy students, who enrolled on the pharmacology course in semester 2 of 2016, were recruited to this study. The students were assigned pre-class study according to lesson plans, e-books, textbooks, and their academic achievement was tested pre- and post-classes. Their attitude toward this learning method was evaluated after the flipped classrooms. Data were analyzed using descriptive analysis. The learning achievement, measured by multiple-choice examination, was compared between the pre- and post-classroom, and paired t-test was used to analyze. Their attitude toward this learning strategy was evaluated using a questionnaire with a 4-level rating scale. Overall, the mean academic score of post-test (61.85 ± 17.91) was higher than pre-test (50.83 ± 19.98 , $p < 0.0001$). The students' satisfaction fell within the range of 3 agree to 4. We found that flipped classroom enhances student's academic achievement. Our result is in line with reports from other studies that flipped classroom as a teaching method promotes student engagement and is a more active approach to learning in higher education. Our study showed the positive attitude of students enrolling in this flipped classroom.

36528 | Library Terrace

Learning Outcome in Neuroanatomy Between Traditional and Flipped Classroom Approach

Nantawan Soonklang, Thammasat University, Thailand

Background: The flipped classroom develops learning skills for students in higher education. The aim of this study is to evaluate the learning achievement between the traditional and flipped classroom approach in neuroanatomy class at the Faculty of Medicine, Thammasat University. Summary of work: Sixty-six second year students who enrolled in a neuroanatomy course were randomly divided into two groups. The first group used the flipped classroom model and the second group used traditional learning. Evaluation of student effectiveness was achieved by multiple-choice examination. Summary of result: For the first group, students' learning performance on summative examination (12.50) was significantly improved ($p < 0.05$) compared to pre-test examination (9.44). For the second group, students' learning performance on summative examination (12.36) was significantly improved ($p < 0.05$) compared to pre-test examination (10.18). Discussion: Our results showed that flipped classroom model helps to improve the students' performance. Many factors such as interactive class activities, assigned reading and technology promoted improvement of their scores. Conclusion: The flipped classroom model is more effective than traditional classroom. The flipped classroom increases the interaction between students and teacher. It also increases student engagement from passive to active learning.

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Non-Functional Distractors Affected the Correlation Between Acceptability Index and Difficulty Index of the Multiple Choice Question

Nuntiya Somparn, Thammasat University, Thailand

Background: MCQs are frequently used to assess students' knowledge. The difficulty of each item could be defined as acceptability index (AI) and difficulty index (DI). Theoretically, AI and DI should be correlated. This study aims to evaluate the correlation of AI and DI and the effect of distractor efficiency (DE). Summary of work: Pharmacology examination from two semesters was analyzed (160 items with 4 distractors each). Each item was analyzed for DI and DE. AI was defined by teachers who wrote the items. The difference and correlation of AI and DI as well as DE of the items were analyzed. Summary of results: The correlation coefficients (r) of AI and DI was 0.15 ($p = 0.34$). There were no difference between AI and DI in no-nonfunctional distractor (NFD), and one-NFD groups ($P > 0.05$) while the correlation between AI and DI in no-NFD ($r = 0.50$) and 1-NFD ($r = 0.61$) groups were also found ($P < 0.05$). Discussion: Number of NFD affects the correlation of AI and DI. Item with no-NFD or two-NFD had nearly equal AI and DI. Difference in AI and DI in each item may be due to the wrong estimation of plausible distractors. Conclusion: The AI from teacher and DI from item analysis were different and its correlation was rather poor. The correlation of AI and DI was found when the number of NFD was less than two.

Friday Poster Session

16:30-17:30 | Library Terrace

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Social Innovation Action-Research in Valencia Schools Within the Context of the Educating Cities Association

Edgar Bellver, Polibienestar Institute – University of Valencia, Spain

Rafa Granell, Polibienestar Institute – University of Valencia, Spain

Cristian Matti, Copernicus Institute of Sustainable Development – Utrecht University & Climate-KIC, Belgium

Cayetano Nuñez, University of Valencia, Spain

Jordi Garces, Polibienestar Institute – University of Valencia, Spain

This study presents evidence on local experiments aimed to generate spaces for dialogue between family members, teachers and students. Emphasis is put in the analysis of action-research (bottom-up) approach to facilitate participatory diagnoses (bottom-up indicators) on the state of education in the city. For doing so, visual tools design for horizontal interaction in the areas of socio-technical transition will be applied in a series of experiment carried out in 40 educational institutions. These methodologies have been used successfully in other processes of transition towards urban sustainability. Moreover, horizontal workshops will be held between teachers and experts in educational innovation to improve the teaching methods used. The main objectives of applying this transition management approach on local education are: to generate a narrative and challengers among the stakeholders of the educational system and involve family members, teachers and students in a common model of education. The introduction of innovative methodologies seeks to finally contribute to encouraging intergenerational dialogue between children and adults while simultaneously providing a source of bottom-up information to policy makers to build better public policies. By doing so, this public entrepreneurship project, facilitated the cooperation between local institutions as Valencian Council and University of Valencia in a context of a European debate on education supported by the International Association of Educating Cities.

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High Hopes, Poor Results? Improving Organizational Development Processes in Universities

Christian-Alexander Klinke, Carl von Ossietzky Universität Oldenburg, Germany

Due to prefabricated solutions taken from the private economy, often unclear conditions and responsibilities, etc., a considerable number of external consulting firms' projects with universities are not as successful as they could be. If external consultancy projects are carried out with a higher degree of transparency and awareness, both sides, the customer and the contractor, will benefit from the improved communication of BOTH consultant agencies and university advisors will facilitate productive discourse and performance-based qualitative outcomes. This research study is at its preparatory stage. It will examine the development of methodological success-conditions of external consultation processes in higher education. It explores the feasibility of external consultation processes toward the improvement of the advisory processes in higher education. The research questions of this study are as follows: 1) What factors are critical to the success of organizational consulting processes by external consulting firms to universities? 2) Which methodological and structural adjustments are required with respect to the loosely-coupled structures of universities? The methodological approach of this empirical research study is based on the method of "qualitative content analysis" according to MAYRING. Anonymous, qualitative interviews with selected interview-partners (professors and external consultants in higher education conducted) will be elevated by a previously created, coded guideline. Afterwards, the results will be evaluated and an interpretation on the basis of the success conditions for consultation processes in higher education will be created.

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Employing Game-Based Learning to Improve Pupils' Creativity

Yu-chu Yeh, National Chengchi University, Taiwan

Chin-Shan Lin, National Chengchi University, Taiwan

Han-Lin Chang, National Chengchi University, Taiwan

Tsung-Hsien Lin, National Chengchi University, Taiwan

The aim of this study was to develop a Digital Game-based Learning System for Creativity (DGLSC) and, further, to investigate whether the learning system can effectively improve pupils' creativity. Forty-three fourth graders selected from two classes in an elementary school participated in this study; they were randomly assigned to the experimental group and the control group. The main instruments were the DGLSC, which was composed of eight games, and the Technological Creativity Test, which was employed to measure the participants' creativity. All participants completed the pretest for creativity in the first week. From the second week to the fourth week, the experimental group received a 30-minute section of creativity game-based learning through the DGLSC, whereas the control group did not receive this treatment. In the fifth week, all participants received the posttest for creativity. Using the pretest score of creativity and gaming experience as covariances, using Group (experimental vs control) as the independent variable, and using the posttest score of creativity as the dependent variable, we conducted ANCOVA analyses. The results revealed that after a five-week experimental instruction, the experimental group who received the instruction through the DGLSC performed significantly better on all the five indices of creativity (especially on fluency and originality) than the control group. The findings suggest that the DGLSC is an effect learning system for improving pupils' creativity.

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Education of Teachers of Inclusive Pre-Schools in the Czech Republic

Eva Smelova, Palacký University, Olomouc, Czech Republic

Alena Vavrdova, Palacký University, Olomouc, Czech Republic

The requirements on teachers' expertise are changing in accordance with the tendencies in education related to the implementation of inclusive education. This fact also concerns the area of pre-school education. The article introduces the current concept of pre-graduate preparation of pre-school teachers. It also presents the findings of the research in which we investigated the course of further education of teachers who already teach at schools. We also present the positive features discovered as well as the issues in the investigated area. The research of inclusive education in the conditions of primary school and pre-primary school has been carried out at the Faculty of Education, Palacký University, Olomouc, in the Czech Republic, since 2014. The research is guaranteed by the Centre for Science and Research.

Friday Poster Session

16:30-17:30 | Library Terrace

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Improving Social Entrepreneurship Self-Efficacy and Self-Identity Through a Teaching Intervention for University Students

Mei-Lan Lin, Southern Taiwan University of Science and Technology, Taiwan

There are some factors of rising interests in global social entrepreneurship education, including an increased demand by social entrepreneurs seeking business skills, and focus on social issues within organizations. Moreover, university students have desire for requiring more meaningful education. Therefore, it is necessary that universities provide students with more practical and direct experience in social needs. Thus, in recent years social entrepreneurs of non-profit organizations have sought business school aggressively for the management competencies and skills they demanded. The research of social entrepreneurship is the majority on qualitative study and theory oriented, and minority on quantitative study. Although the qualitative method allow for deep understanding of interviewers' thinking and development process, the quantitative method can enhance the research more subjectively and rigorously. This study investigates whether it is possible to improve the self-efficacy and self-identity of social entrepreneurship in university students through a teaching intervention. The findings show that it is possible to increase self-efficacy and self-identity of social entrepreneurship and some aspects of perceptions to social enterprises. Previous literature lacks empirical studies and Asian examples in social entrepreneurship education. The research result can become a reference for setting up social entrepreneurship education curriculum in business school and the Asian data also can increase the diversity of global sources.

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Development of E-learning Platform in Photonics

Dana Seyringer, Vorarlberg University of Applied Sciences, Austria
Peter Lampert, Vorarlberg University of Applied Sciences, Austria

Today optics and photonics are widely regarded as one of the most important key technologies for this century, having an impact on nearly all areas of our life. To make this topic easily accessible to students at our university we have worked out an extensive photonics tutorial in the field of optical data transmission. Based on this tutorial, an e-learning platform was developed as a supporting teaching tool in the photonics lectures at our university. This platform consists of written texts with ready-made templates such as multiple choice tests or cloze for exams. Apart from that the emphasis is on visual representation of different topics. To this purpose we have prepared various experiments, which were built into the tool in form of several video clips. Additionally, the "Light Pipe" experimental setup was developed in the frame of a student semester project that explains the principal idea behind the optical data transmission, i.e. how modern optical networks (internet) work. The video of this setup is also included in an interactive form in the tool. Finally, the output formats of this tool can also be supported in offline mode to be used without internet access, as well. This eLearning platform is the first one at our university and we hope to extend it to other photonics topics.

36261 | Library Terrace

Cyberspace and Foreign Language Learning

Maria Czeller, University of Debrecen, Hungary

Cyberspace, the new medium of communication in our society, has opened new dimensions in teaching foreign languages. Internet use allows for leaving the classroom virtually, finding authentic and topical teaching resources in the target language. Teachers' traditional role of transmitting knowledge transforms into moderating and helping students orientate in the virtual space. Inevitably, language teaching methods also have to be adjusted to the newly arising demands of the age due to novel technologies. This poster presentation offers blended teaching methods that enable us to incorporate internet sources in teaching foreign languages for specific purposes. The presentation focuses on a language learning project that aims to devise an LSP curriculum for business students (BSc) at the University of Debrecen, Hungary. The purpose is to develop a high level of language competence expected at the job market as well as to introduce new language learning routines for the students by applying blended learning. The curriculum is designed to improve written and oral communication skills in situations arising in multinational environments or at companies with foreign operations. Thus a wide range of topics most important in the world of work – together with vocabulary development – is included. Special attention is paid to show how students can be motivated with online materials and how internet resources can be exploited for language practice and information acquisition in order to make language learning more enjoyable.

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CAT Tools in Technical Translation Education at Debrecen University, Hungary

Ildikó Tar, University of Debrecen, Hungary

The poster presents the recent development of technical translation training at the Institute of Economic Technical Language and Communication, Debrecen University, Hungary. Namely, it introduces the use of MEMOQ, a CAT tool, which enables future translators to use computer software support to facilitate their translation process. MEMOQ is a translation environment created by Hungarian language technologists in 2006 (the name of the tool is abbreviated from their family names). Today, it is ranked second, after TRADOS, on the list of the best professional translation tools in the world. One of its main features is the use of translation memories (with databases of text segments in the source and the target languages). MEMOQ offers not only translation memory, but terminology, machine translation and reference information management in desktop, client/server and web application environments. Its thematic term bases and live docs enable translators to collect the most appropriate, task-oriented resources for their future work and use them appropriately, improving the quality of their translations and saving plenty of time and energy.

Friday Poster Session

16:30-17:30 | Library Terrace

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Is Laboratory Examination Improving MCQ Score in Human Microanatomy Course?

Pornrut Rabintossaporn, Thammasat University, Thailand
Nantawan Soonklang, Thammasat University, Thailand

Background: The purpose of this study was to determine whether laboratory examination could encourage dental students' self-directed learning to achieve high MCQ scores in human microanatomy course or not. Summary of work: The 63 dental students at Thammasat University were classified into three groups according to their grade levels in a microanatomy course, which are excellent (Grade A), Good (Grade B+, B) and Satisfactory/Poor (Grade equal to or less than C+). The laboratory examination and MCQ scores were analyzed by Pearson correlation. Summary of results: There are 7 excellent, 34 good and 22 satisfactory/poor grade level students. The laboratory examination score is significantly correlated with the MCQ score in the overall class ($p=0.00$) and in the good ($p=0.004$) and satisfactory/poor grade ($p=0.008$) level students but not in the excellent grade level students ($p>0.05$). Discussion: In the good and satisfactory/poor grade level students, the laboratory examination and MCQ scores are strongly correlated ($p<0.01$), which implied that these groups of student need laboratory examination to encourage their learning process to achieve good learning outcome. Conclusions: There is a statistically significant correlation between the laboratory examination and MCQ score in the majority of the students in the class. Take-home messages: Laboratory examination should be used to encourage students' self-directed learning to achieve good learning outcomes.

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Is the Learning Outcome of One Time Examination (Final Examination Only) Different from Two Time Examination (Midterm and Final Examination)?

Suphaket Saenthaweek, Thammasat University, Thailand

Microanatomy course of dental student at Thammasat University has been switched from two time examination (midterm and final examination) to one time examination (final examination only) due to it being more cost-effective, less time-consuming, less paper loss and needing fewer invigilators. However, this change may cause more stress, which can affect the learning outcome of the students. Thus, the effect of one time examination on learning outcome was investigated. The grades of second-year dental students ($n=63$) in the academic year 2015 (who were evaluated by midterm and final examination) were compared with those of second-year dental students ($n=59$) in the academic year 2016 (who were evaluated by final examination only) by paired t-test. The item analysis for educational assessments (acceptable index, reliability and difficulty index) of MCQ in the academic year 2015 and 2016 are not different. For the learning outcome, there is no significantly different between the grades of second-year dental students who were evaluated by midterm and final examination and the grades of second-year dental students who were evaluated by final examination only ($P>0.05$). Since one time examination does not affect the learning outcome, changing the examination to final examination only could be applied to other courses. However, appropriate management of student stress should be considered.

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Professional Language Learning and the Dynamics of Cross-Linguistic Interactions in Bilingual Mental Lexicon

Yuliya Leshchenko, Perm State Humanitarian-Pedagogical University, Russia
Tatyana Ostapenko, Perm State Humanitarian-Pedagogical University, Russia

Bilingualism is an ability to communicate freely in two languages. Bilingual professional language learning implies acquiring specific knowledge of the two languages for professional purposes – those connected with language studies and/or language teaching. The most obvious outcome of bilingual professional language learning concerns the increase of proficiency revealed in a wide repertoire of linguistic knowledge, skills and abilities connected with speech perception and speech production. These changes are measured with the help of common testing techniques and estimated by generally accepted assessment systems. However, besides the outward changes, bilingual professional language learning is bound to result in certain inward changes that concern particular processes at deeper levels of language storage and processing – those represented in one's mental lexicon. In our report we present an experimental research aimed at revealing how the two languages interact in bilingual mental lexicon in the context of their professional learning. The research was carried out with Komi-Permyak-Russian native speakers who receive professional higher education as future teachers of both languages (Komi-Permyak and Russian); the methods of free association experiment and directed chained association experiment were applied. Comparison of the experimental data received from first/second-year students and graduate students proved that professional simultaneous learning of the two languages determines considerable changes in the character of cross-linguistic interactions. In particular, changes in general frequency of interactions, their direction and specific type were revealed. The obtained results are discussed in the frameworks of the current dynamic theory of bilingualism and bilingual mental lexicon.

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The Accounting Learning Effect That Achievement Goal on Time Constraint: The Findings From Experiment

Pi-Yueh Cheng, Tainan University of Technology, Taiwan

We conducted a laboratory experiment investigated that the mastery/performance achievement goal influences the accounting performance of students. At first, before the actual study of this study, we conducted the pre-experiment to confirm whether the independent variable, i.e. achievement goal, experimental manipulation effect, was as expected by the researcher. In the formal experiment, 90 undergraduates from Tainan University of Technology participated in the study. The Accounting Practice Achievement Test of experiment test materials was randomly from the test bank, created from Workforce Development Agency of Ministry of Labor in Taiwan. The experiment was to examine that the type of students' achievement goal and the test time influenced for accounting learning effect and adopted the 2 way between-participants factorial design were used with achievement goal (mastery vs. performance) \times test time (30 minutes vs. 40 minutes vs. 50 minutes). The research results revealed the students' score change those mastery achievement goal had better learning effect than performance achievement goal, the main effect of test time was also significantly different and showed score change in the low-difficulty condition was significantly higher than the moderate-difficulty conditions and showed score change in the moderate-difficulty conditions was significantly higher than the high-difficulty conditions. Lastly, the two-way interaction of achievement goal type and test time was significant and the effect of test-difficulty on the score change was contingent upon the types of achievement goal. These results were discussed in terms of implications and benefited the achievement goal on the time constraint for the instruction of students' learning.

Friday Poster Session

16:30-17:30 | Library Terrace

37592 | Library Terrace

Do You Like Me Because I Think Like You, or Because I Am Different?: Goodwill and International Exchange Programmes

Haruko Ishii, Hokkai-Gakuen University, Japan

This poster presentation poses some limitations and possibilities of international exchange programmes, which are usually seen as good opportunities for building positive relationships among international participants by relying on their goodwill. This research is based on one Japanese government-led international exchange programme called Ship for World Youth (SWY). The SWY program, operated by the Japanese government, has been administered once a year for the past 29 years. The programme involves 220 youths between 18 and 30 years of age, from Japan and 11 other countries around the world. It aims to promote cross-cultural understanding and international cooperation through the exchange of knowledge and experiences and to develop participants' leadership skills through open dialogue and practical learning activities while they live onboard for 40 days. However, the programme does not give participants guidance on how to handle intercultural value conflicts. This study examines interviews through narrative enquiry, especially focusing on Japanese participants, and results of the Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003). The IDI outcomes varied widely in numbers. Some presented unexpected growth, but others declined significantly. Interviews with selected participants showed their internal conflicts; they tried to accept different values until they couldn't handle the disparity. For Japanese people, social values usually restrain breaking harmony by asking questions about why others think and behave as they do. Although the study was limited to Japanese participants, the results suggest the possibilities and limitations of international exchange programmes if participants are not given guided intercultural learning.

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The Relationship Between the Achievement of Preparatory Year Students in English Language and Their Achievement in Their Future Studies

Ahmad Alshehri, King Khalid University, Saudi Arabia

The study aimed to identify the relationship between the achievement of preparatory year students in English language and their achievement in their future studies at Najran University. The data of 156 students from four different colleges were involved in this study. Statistical methods such as Pearson correlation coefficient, one-way ANOVA, simple linear regression, mean and standard deviation were used to analyse the data. The study findings revealed that there is a significant positive relationship between English language achievement and academic achievement. It has been also found that there are no significant differences in achievement in English language attributed to different genders. Similarly, there were no significant differences in academic achievement attributed to college type. Depending on the findings above, English language learning should be emphasised, especially before involvement in academic programs. Enhancement of English language learning can take place in a preparatory year program or any other pre-session course. The English learning focus within preparatory programs should be given much more emphasis as it is the only way to bridge the gap between weak outcomes from general education and higher education, since it is apparent that English proficiency amongst school leavers is poor.

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Intercultural Awareness and Language Learning: What Do Students Say?

Catherine Wilks, Kingston University, UK

Susan Train, Kingston University, UK

We present the preliminary findings of our qualitative research into the difficulties encountered by different types of foreign language students in a multicultural, multi-identity Higher Education context. In our chapter "Hexagone: Not Just a Pretty Shape" (Train & Wilks, 2017) we assert that "Any learner of a second, third or fourth language in a diverse identity HE setting will not absorb or instinctively question cultural associations made in that 'other' language." We develop this through a series of interviews intended to expand on our quantitative research. We intend to analyse the results using narrative analysis techniques, starting from the idea that "the narrative is also both a story about who and what we identify with (a story about identification) and is also a story about our practices and the practices of others, including wider social practices and how we experience them" (Anthias, 2016). We hope to gain insight into the problem of whether different categories of students can be used to help teachers anticipate learner error, perhaps by identifying those aspects of the experience of moving towards intercultural competency which students of the same category might have in common. Our presentation will show key extracts from the interviews, categorised according to our earlier classification by native language and level of both L1 (English) and L2 (French). These findings will help us to evaluate the categories chosen and to posit learning strategies that could be adopted by teachers to allow smoother progress towards intercultural competency by students of each category.

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Augmented Reality-Based Puzzle Cube for Elementary Earth Sciences Learning

Su-Ju Lu, National Taipei University of Education, Taiwan

Chia-Wen Loh, National Taipei University of Education, Taiwan

Ying-Chieh Liu, Chang Gung University, Taiwan

Bang-You Lin, National Taipei University of Education, Taiwan

Yu-Chiao Lin, National Taipei University of Education, Taiwan

To increase awareness of children's earth science literacy is significant in elementary natural science education. Augmented reality technology provides ways to expand children's learning experience and enhance learners' interaction with virtual objects. In accordance with game-based learning theory, this study aims to design a learning puzzle cube to present the basis of earth science knowledge via integrating augmented reality technology and discuss its impact for children. Six learning topics are introduced including land and sea distribution, seven continents and five oceans, monsoon, ocean currents, latitude and longitude, and the Earth turns. To perceive the impact of learners' learning motivation and achievement, pre- and post- test items and 36 questionnaires based on the ARCS Model of Motivation using Likert 5-points scale were used. A total of 48 participants from third-grade students in Taiwan were invited to join this experiment. The results reveal that the augmented reality puzzle cube shows its efficiency on learners' attention. In accordance with proper instructions for the digital contents, it is helpful to enhance children's learning achievement for both female and male students.



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Saturday July 1

Saturday Session I

08:45-10:45 | Tennyson Room

Learning & Teaching in Community Spaces: Education and Post-colonialism

Session Chair: Mari Kristine Jore

36537 08:45-09:15 | Tennyson Room

Exclusion in the Pure Norwegian Democracy. Stories About the Norwegian Constitution of 1814

Mari Kristine Jore, Western Norway University of Applied Sciences, Norway

The focus of this paper is an educational encounter during a social science project at a junior high school in Norway. The pupils worked with a project about the Norwegian constitution of 1814. This constitution was early to adopt many of the ideas of the French and American revolution, such as popular sovereignty and the separation of power. But at the same time, it also contained intolerant ideas, especially with regards to the so-called Jews-paragraph, prohibiting Protestantism and excluding Jews from the Norwegian state. In the educational encounter analysed in the paper it seems that the notion of the pure Norwegian democracy affects which narratives can be told about the Norwegian constitution, where the Jews-paragraph is excluded from the narrative. From a discourse theoretical (Laclau & Mouffe, 1985) perspective the narrative about the pure Norwegian democracy, as it comes forward in the social science project, is seen as an articulation of national identity. The postcolonial concept of Nordic exceptionalism (Loftsdóttir & Jensen, 2012), constitutes an important theoretical frame in the analyses of the educational encounter. In contemporary Norwegian society immigration regulation by laws again has great relevance, as Norway is a country known for having the strictest immigration law in Europe. The paper therefore discusses which critical classroom conversations thematising the Jews-paragraph could have led to.

37690 09:15-09:45 | Tennyson Room

A Comparative Educational Approach for Changing Perspectives on Postcolonialism: With Focus on Educational Phenomena in Korea

Tae-Young Lee, Pusan National University, South Korea

The purpose of this study is to suggest reconsidering the paradigm of postcolonial theories from the binary view of west-east and north-south. For this purpose, I will rely on Edgar Morin's concept of "blinding paradigms" and demonstrate the colonial and postcolonial phenomena in terms of cultural complexity from the educational history of Korea. First, I will reconstruct the Korean modality of modern schooling systems since the late nineteenth century. Following the principle of Social Darwinism, the educational ideals and systems of the "richer and stronger" Western model were adopted into Korean society. This kind of modernization has been regarded as an occidentalization in the framework of Postcolonial Criticism. Second, I will explain the effect of the Alternative Educational Movement of Korea since the 1990s, which has modified this perspective. Through globalization and the increase of comparisons with other countries there arose in Korean society critical reflections and discourses against western-oriented and "Americanized" education. Finally, campaigns were initiated for the recovery of the indigenous values of Korean education and to search for alternatives from the worldwide arena. In this way the Alternative Schooling Movement in Korea spread like a social-cultural renewal movement. I conclude that globalization and international comparisons in education functioned as a self-recovering or regenerative process in Korea by distinguishing between Western-oriented assimilations and inherent Korean characteristics. Therefore, I propose to expand the binary postcolonial critical perspectives into a complexity dimension of self-conscious changing through international relations and comparison.

37259 09:45-10:15 | Tennyson Room

Te Wharekura O Manaia: Educating to Achieve Autonomy from the Colonial State

Martin Mikaere, Te Wharekura o Manaia, New Zealand

From the time that New Zealand became a British colony, education was used to assimilate the indigenous Māori. By the late 1970s it was apparent that the Māori language was under threat and that the state education system was failing Māori children. Māori communities responded by developing Māori-medium education, from preschool through to tertiary levels. Māori-medium schools were eventually established as part of the state education system in 1989. In the rural Māori village of Manaia, state education began in 1897 with the establishment of an English-medium school which taught years 1–8. The school has undergone a number of changes since that time, particularly during the last 15 years. It now teaches years 1–13 through the medium of Māori and its roll has expanded rapidly, currently sitting at 120 pupils. Te Wharekura o Manaia (as it is now known) is the only Māori-medium school within the region and students come from up to 75 kilometres away. The school has been transformative, producing young people who are confident in their identity as Māori, and whose levels of academic achievement surpass those of their predecessors who had access only to English-medium education. The push for Māori-medium education has been part of a wider campaign to move beyond colonialism: ultimately, Māori seek *mana motuhake* – autonomy from the colonial state. This presentation explores some of the ongoing challenges confronting the community of Manaia as it strives to achieve a decolonised future through the education of its children at Te Wharekura o Manaia.

37169 10:15-10:45 | Tennyson Room

Te Wananga O Raukawa: Transforming the Colonial State of New Zealand Through Education

Annabel Lucy (Ani) Mikaere, Te Wananga o Raukawa, New Zealand

Within the settler state of New Zealand, education has been a force for social transformation, both positive and negative. Throughout the first 150 years of contact between the indigenous Māori and the British colonists, education was one of the strategies employed to assimilate Māori; they were transformed from members of sovereign nations (*iwi*) into British subjects. Not only did the state education system operate to eradicate Māori language and culture; it also relegated Māori people to the margins of the colonial economy, limiting their access to academic qualifications and grooming them to become manual labourers. This social experiment resulted in both physical and cultural impoverishment for Māori. By the mid-1900s, statistics revealed their extreme social, political and economic vulnerability. There were also unmistakable signs – dwindling numbers able to speak the language, for example – of a rapidly growing sense of cultural disconnection. In 1975, a coalition of three *iwi* (known as the ART confederation) launched a counter-assimilatory strategy which focused on revitalisation of Māori language, reconnection with cultural institutions and restoration of traditional values to the heart of Māori thinking and practice. Central to this activity has been the establishment of Te Wananga o Raukawa. This tertiary education institution has redefined the notion of educational achievement for Māori. It seeks to transform Māori futures and, in so doing, to transform the colonial state of New Zealand. Once again education is being utilised as a tool for social change; but this time, Māori are wielding it and the goal is decolonisation.

Saturday Session I

08:45-10:45 | Shelley Room

Learning, Teaching & Educational Structures: e-Learning & Collaborative Learning

Session Chair: George Ho

37602 08:45-09:15 | Shelley Room

Automatic Assessment of Programming Assignments to Enable New Educational Paradigms

José Cardoso, University of Porto, Portugal
João Pascoal Faria, University of Porto and INESC-TEC, Portugal
Bruno Lima, University of Porto and INESC-TEC, Portugal

Automating the assessment of programming assignments in higher education institutions is important to provide prompt feedback to the students, reduce teachers' workload on repetitive tasks, avoid human errors, and enable the exploration of new educational paradigms such as gamification and course adaptation based on learning analytics. However, the automatic assessment of programming assignments is challenging because of the variety of programming languages, the variety of assessment strategies, the difficulty to assess quality attributes beyond functional correctness, and the need to integrate with e-learning and students' management platforms. There are several platforms for automatic assessment that are used namely in programming contests, but that support only one assessment strategy or do not integrate with students' management platforms. To overcome those limitations, the authors, from the Faculty of Engineering of the University of Porto, developed an extensible web based platform for the automatic evaluation of programming assignments, integrated with the students management platform, and supporting multiple programming languages (ranging from Assembly to Java) and assessment strategies (input/output, API), as well as gamification and analytics features. The platform, in a controlled and secure environment (protected against malicious code, infinite loops, etc.), executes the code submitted by students against test suites submitted by the teacher, reporting the results to the students and relevant statistics to the teachers. The platform was successfully applied in real class environment, involving 340 students from two different courses, significantly reducing the time for feedback and teachers workload as compared to previous editions.

36497 09:15-09:45 | Shelley Room

A Small Connectivist Open Online Course (SCOOC) For Intercultural Competence Development: Some Insights for Online Teacher Education

Nguyen Thi Khoi Bui, The Australian National University, Australia

The twenty-first century encounters a real need for teachers' intercultural competence (IC) development to work with and prepare students for their engagement in global societies. However, most teacher professional development (TPD) programs in IC are based on a short-term and top-down approach, overlooking the expertise and experience of teacher-learners. Given the urgent need for innovative ways to improve TPD in IC, this paper discusses a case study on the effectiveness of a Small Connectivist Open Online Course (SCOOC) for IC development. Adapting the ADDIE instructional design model and with strong emphasis on quality assurance, an online course on IC was designed to facilitate networked professional learning of 84 tertiary English language teachers across cultural and geographical boundaries. The analytical framework for the course evaluation was grounded in Guskey's (2002) professional development levels: 1) participants' reactions to their online learning experience; 2) participants' acquisition of the target learning outcomes; and 3) participants' implementation of the new knowledge and skills. Data from online surveys, participants' reflections and Moodle reports were collected before, during and after the course. Despite some dropouts, findings from paired t-tests and multivariate regression analysis, descriptive statistics analysis, and thematic analysis showed participants' positive reactions to their online learning experience, their increased certainty of IC and IC teaching skills, and their considerable efforts to apply new knowledge and skills in their teaching practice. This paper recommends SCOOC, which is designed to facilitate networked professional learning, as an effective model for online teacher professional development in IC.

36430 09:45-10:15 | Shelley Room

Achieving Sustainability Learning Through a Cloud-Based Online Learning Platform

George Ho, The Hong Kong Polytechnic University, Hong Kong

It is undeniable that the utmost goal of education is to enlighten one's critical thinking and allow one to appropriately utilize knowledge while being able to pass knowledge to the next generation effectively. However, a learning atmosphere is always discouraged with piles of learning materials and lack of hands-on experiences. With only the completion of verbal lectures, including some brief concepts, it cannot help students thoroughly understand the capabilities of some sound systems, like Enterprise Resource Planning (ERP) system, in practical corporate operations. Apart from knowledge management, acquisition of more hands-on experience is absolutely another essential topic which helps students in developing a self-competitive advantage. In order to make this happen, a sophisticated cloud-based online learning platform with role playing model is proposed. This Cloud-based Online Learning Platform is to be jointly carried out by departments across faculties so as to take advantages of interdisciplinary subjects and programs, as well as to support the learning process of interdisciplinary programs. Students can equip themselves well for the real business environment by hands-on simulation practices, as well as experience the importance of a seamless information system, while teachers can collect and evaluate performances and learning behaviors of students for continuous improvement in learning and teaching. It is expected to create an increased value learning experience by an interesting, role-playing approach, but at the same time reduce cost concerns and disturbance risks, in terms of demanding specifications of the server and computers, in holding a medium-sized laboratory session.

37567 10:15-10:45 | Shelley Room

The Future Has Come: China's Future School Innovation Plan

Su Wang, National Institute of Education Science, China

The future has come; the understanding of future, the identity and diversity are coexistence. In the future, social development and technological progress bringing change is a common problem faced by mankind. International organizations have a wide range of participatory and in-depth research on how education has responded to these changes. The understanding of future education is highly consistent and concerted, but the practice of various countries is diversified. China launched the "Future School Innovation Plan" project in 2014 to explore the future development of China's future education from the aspects of future school learning space reconstruction, curriculum innovation, change of learning mode under technical support and change of school organization and management. This article will introduce the concept and practice of China's future school innovation program. The basic idea of the future school is cloud education + practice field, using technical means to solve individuality and knowledge learning. With the practice field to complete the student experience, participation, innovation and practice part. The characteristics of the curriculum of future learning are the characteristics of fit, fusion, union and learning space to meet the needs of diversified learning and realize the integration of curriculum, space and technology.

Saturday Session I

08:45-10:45 | Keats Room

Learning, Teaching & Educational Structures: Student Learning, Learner Experiences & Learner Diversity

Session Chair: Derek Worley Patton

36394 08:45-09:15 | Keats Room

An Overview: Narrative Research with Underprivileged Youth in an Out-Of-School Visual Arts Programme in Singapore

Vincent Twardzik Ching, National Institute of Education, Nanyang Technological University, Singapore

This paper will present some of the findings of a qualitative research study consisting of three descriptive case studies that delve into the experiences of three at-risk and/or underprivileged young people, age fifteen to seventeen, who attend an out-of-school visual arts programme in Singapore. The research asks, What factors in this particular programme have contributed to the motivation for the long-term participation of these three young people? Through a series of interviews the study found the participants were motivated by an environment in which the Arts are valued. The physical environment created by the staff and students was also found to be conducive to their ongoing attendance. At some points during their time in the interview process each of the participants described in positive ways how they felt about themselves and what they thought about the art experience. Conversely, certain factors have negatively affected student motivation; in particular, their early experience at the institution differs significantly from the recent conditions at the site. This paper will briefly review important aspects of the methodology of the research as it relates to the researchers intent and will then overview some of the positive environmental factors and changes to them over time that may impact students.

36505 09:15-09:45 | Keats Room

Students' Cross-Cultural Learning Experiences in TESOL Courses

Helena Hing Wa Sit, The University of Newcastle, Australia

Australian universities have been attracting diverse students to English language education programs that prepare teachers of English as a second or foreign language (ESL/EFL), both domestically and internationally. This diverse student background is representative of international students, migrants, and local students born and raised in Australia. However, dealing with student diversity comes with its own challenges. A general challenge is most university staff lack sufficient knowledge and support in integrating diverse students into Australian academic culture and efficiently helping them transit from their previous schooling. Although the Australian educational system entitles students to a rigorous, relevant and engaging curriculum that addresses their individual learning needs, issues surrounding student diversity and their effect on cross-cultural learning and teaching are rarely sought. There is substantial literature on the internationalisation of higher education in Australia, but limited research into effective practice principles of teaching across cultures as part of Australian university curricula. This study expands on this body of work and explores practices across cultures. Hence, this study investigates students' cross-cultural learning experiences in their TESOL courses, their visions of effective teaching principles and practices that would help to prepare them for life in a globalised world. The research places its emphasis on effective principles and practices in cross-cultural learning and teaching. The research findings should make a significant contribution to expanding knowledge of pedagogical innovation. The research findings should not only make recommendations for curriculum design and teaching practices, but also make a substantial contribution to the strategic development of higher education in Australia.

36213 09:45-10:15 | Keats Room

Preparing Children for Thinking and Communicating Through Quality Talk Interactions in Preschools

Derek Worley Patton, University of Melbourne, Australia

Teacher-child interactions in early childhood education can have a strong influence on children's emerging thinking abilities. In this study, teacher-child quality talk interactions were examined from videos of three different teacher-led literacy activities in 23 preschool rooms. A socio-cultural approach focusing on children learning to think is followed throughout. Teachers' use of questions, acknowledgments, Gricean maxims and leadership of child concept development, or blending, were counted. Six quality indicators were selected, averaged and used to rank rooms for comparisons. Coded transcripts were subjected to a quantitatively dominant mixed methods analysis which found significant relationships within and between classes. Indications of intentionality led to the conclusion that teachers higher on the overall ranking were more systematically purposeful in adjusting their goals, activities, and language than those of lower ranking. Two predominant and distinct patterns emerged from among these same top ranked teachers. The approach used by the majority of these teachers used a higher numbers of open questions and blends and was termed "Expansive" to capture the dialogic process and goal of concept development. A clearly defined minority approach using higher numbers of closed questions and Gricean maxims was termed "Focusing" to capture the dialogic process and goal of refining the clarity of thinking encapsulated at the level of the utterance. The usefulness of both approaches toward the goal of preparing children for thinking and communicating clearly in groups trying to adapt effectively to a changing world is discussed.

34079 10:15-10:45 | Keats Room

Learning to Talk, Talking to Learn

Alicia Blanco-Bayo, Kirkham Grammar School, UK

Adult-child interaction during play as an approach to teaching and learning with children from 3 to 6 years of age in a formalised school environment is described in an Action Research study. The study was carried out in an independent school in northwest England where focus groups were used to encourage self-reflection and group discussions with the aim of provoking change in practice. The answers to the key questions asked during the discussions generated data that determined how participants felt about using play as a hands-on approach to learning. Following a period of trialling of play as a strategy, it was concluded that there was a place for play as a teaching and learning strategy in a formalised school environment. However, it was also noticed that instructional delivery of concepts was still a curriculum expectation. The findings showed how adult-child interaction could have an impact on the development of language and communication skills. It was also confirmed that participants benefited by discussing their own practice. Participants questioned whether formal teaching and learning was a parental expectation in an independent school. It was identified that further research was needed with the aim of sharing with parents the benefits play can have on the development of children's language and communication skills. Although play as a hands-on approach was seen as useful, the need for further research to study the impact specific play strategies may have on the development of individual children over a period of time was also identified.

Saturday Session I

08:45-10:45 | Coleridge Room

Learning, Teaching & Educational Structures: Curriculum Research & Development

Session Chair: Cecilia Ka Yuk Chan

37506 08:45-09:15 | Coleridge Room

Bring Back the Heroes! Old-New Proposal for Value Education

Yaron Girsh, Hebrew University of Jerusalem & David Yellin College of Education, Israel

The use of heroes as the backbone of the nation-state curricula has moved between extreme poles in the course of the twentieth century. Whereas in the first half of the century, national heroes were central to building a narrative, the post-WWII era has witnessed its disappearance. As a result of the traumatic events and extensive economic changes, the education systems in most Western countries have abandoned the focus on heroes. The article reviews the heyday of the hero as a pedagogic tool and his decline in the latter half of the century. Next, it highlights the potential inherent in the use of heroes for education in the twenty-first century, and suggests some options for reintroducing diverse models of heroism into the curricula. The article concludes by arguing that despite the obvious need for caution in adopting such a pedagogic approach, its benefits far outweigh it costs if it is applied in a challenging and engaging manner that promotes critical thought and self-reflection on pupils' values and ideals.

36390 09:15-09:45 | Coleridge Room

Friendship As a Determinant of Supporting an Inclusive Approach in Kindergarten

Dominika Provazkova Stolinska, Palacký University Olomouc, Czech Republic

Miluše Rašková, Palacký University, Olomouc, Czech Republic

Eva Šmelová, Palacký University, Olomouc, Czech Republic

The aim of the paper is to introduce the concept of "friendship" that promotes socialization and personalization of a child in the kindergarten environment. We attach great importance to the area due to the amended Educational Act currently in force in the Czech Republic (September 1, 2016) focusing on the implementation of inclusion into a real school setting. In this paper we focus on the structuring of internalization on the basis of activities for children and their behavior. Presented issues are based on the results of applied research, which was applied a qualitative approach. The data collection used extensive research methods such as the structured interview with open-ended answers that interpersonal contact with children of preschool age enables. On the basis of this explorative tool we found answers that were recorded and evaluated in the categorization process. The interview was focused on answering five questions related to the friendship of emphasis on joint activities, satisfy their needs and strengthen their own status. This article was written as a part of the grant project titled "Social aspects of inclusion in basic education in the context of international research" (the research is a part of the international project "Inclusive Education" no. 4401/11, Institute for Research and Development at the Faculty of Education, Palacký University, Olomouc, Czech Republic).

37659 09:45-10:15 | Coleridge Room

Shifting Education Culture from Focusing on Academic to Competencies

Cecilia Ka Yuk Chan, University of Hong Kong, Hong Kong

There is no doubt that education puts heavy emphasis on academic knowledge as reflected by grades on transcripts. However, as the need for education to also address the personal and social growth of students continues to proliferate, attention is shifting towards graduate attributes which many institutions have now also included in their mission statements of educational aims (Chan & Luk, 2013). To refer to these attributes, we use the term "holistic competencies" to incorporate generic skills like critical thinking and leadership, as well as positive values and attitudes like appreciation, consideration, respect and integrity. Many universities are pushing out-of-class and extracurricular activities, for their students to develop these skills and attributes (e.g. Hawtrey, 2007). Yet, despite widespread recognition of the importance of holistic competencies, a great amount of assessment for these competencies "is going unreported in those instances where those skills are being inferred but not recorded, reported or certified" (Clayton, Blom, Meyers & Bateman, 2003). There is no sufficient and separate assessment for holistic competencies. Furthermore, teachers lack adequate understanding of designing assessments for holistic competencies. Presently, students' academic knowledge is not nearly enough – their holistic competencies are arguably even more important for their futures. These competencies relate to their experiences and in turn to real life, and are also what helps an individual stand out from their peers. In this paper, the presenter will discuss how competencies should be measured, and present a new way of assessing competencies based on an evidence-based theoretical framework.

37720 10:15-10:45 | Coleridge Room

Experiential Learning Based Curriculum Development for Unique Regional Requirements: A Case Study Approach

Sandesh R., IIT Bombay, India

The paper proposes to reflect on the context and current endeavours in the design and development of curriculum for social categories of aspiring youth hitherto not addressed by the mandates of traditional university structures. The district of Gadchiroli is located in Central India, and falls in an area affected by extreme left-wing extremism and is considered largely underdeveloped based on standard indices of development. The establishment of a new university in this location presented a unique opportunity for developing special programmes and courses that would address the unique needs and requirement of a largely underdeveloped region. This called for an approach that accorded academic dignity to indigenous practices, traditional proficiencies, local vocational and livelihood skills and above all the aspiring youth with their formidable cultural capital. Traditional university structures in India scarcely address the requirements of youth to the extent of integrating their academic future with their cultural capital and traditional capabilities by offering university level programmes that would lead to the creation of a professional cadre whose potential to establish a livelihood would be based on their traditional capabilities. The Industrial Design Centre (IDC) at the Indian Institute of Technology Bombay (IITB), Mumbai, equipped with its experience in running a Master's Programme in Design for almost five decades, and more than a decade of experience in programme and curriculum development for Bachelor's and doctoral Programmes, took up this opportunity with the intention of creating experiential learning-based professional programmes for the new University. The initiative explored the possibility of integrating the insights gained in the pedagogy of higher education in the process of developing curriculum for courses for this University. The initiative was premised on developing curriculum for courses on the pedagogy of experiential learning as against didactic learning. New pedagogic models have been explored to create the content for the said curricula, to figure out the most appropriate one. The model used for the initiative will be discussed in detail for its effectiveness. Moreover, the paper would seek to shed light on praxis models that have resulted in finding new possibilities for participatory approaches in the design and development of curriculum for vocation based university programmes, and offer recommendations for their academic implementation, pedagogy roadmaps and integrated approaches curriculum development.

Saturday Session I

08:45-10:45 | Wordsworth Room

Learning, Teaching & Educational Structures: Educational Policy, Leadership, Management & Administration
Session Chair: John Mangan

36619 08:45-09:15 | Wordsworth Room

Comparing Discourses of School Choice Across International Educational Contexts

Tonya Kneff-Chang, University of Michigan, USA

Across international education contexts, solutions to the social and economic problems of schooling are being framed in the language of choice. This paper seeks to explore the discourses of choice and the accompanying theories of change that underlie them. Evidence of rhetoric and discourses of school choice can be found throughout the international education arena, through institutions such as the United Nations (Education for all, Millennium Development Goals) and the World Bank (Learning for All), various governments of the developed and developing world, as well as with students, parents, teachers, and communities. By surveying literature, theories, and cases that draw on policies of school choice, I contend there is evidence of a global context of school choice, but how choice varies, and what theories might underlie this variation, is often unclear. School choice is embedded within various social, political, historical, economic contexts and as a result, cannot be understood without also taking these various contexts into consideration. Further, this paper explores the notion of school choice as a civil and human right, arguing that if educational equity is indeed a goal, then the framing, implementation, and rationalization of school choice policies should undergo a more stringent and relational inquiry.

37569 09:15-09:45 | Wordsworth Room

Administrators' Managerial Skills and University Efficiency in South-West, Nigeria

Jacob Adeyanju, University of Lagos, Nigeria

This study investigated the relationship between administrators' managerial skills and the efficiency of universities in South-west Nigeria. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses were answered and tested respectively in the study. The population comprised all the 197 management staff in all the 14 public universities in South-west, Nigeria. The sample comprised 148 participants making up of six Vice-Chancellors, six Deputy Vice-Chancellors, 12 Deans and 120 academic staff. While the Vice-Chancellors, the Deputy Vice-Chancellors and Deans were chosen using purposive sampling technique, the academic staff were randomly selected. Data were collected for the study through the administration of a 20-item self-designed questionnaire. Instrument validation covered face and content validity by experts in Test and Measurement and a test-re-test reliability method was used to determine the reliability of the instrument with a co-efficient of 0.88. Mean and standard deviation were used to answer the research questions while the two hypotheses were tested using Pearson Product-Moment Correlation coefficient statistical tool at 0.05 level of significance. The results of the research questions answered and the hypotheses tested showed that a significant relationship existed between the administrators' conflict managerial skills and running of university academic calendar; and also that the university administrators' team leadership skills are significantly related to lecturers' quality of delivery. It was recommended among others that appointment into administrative positions in the university should be based on possession of professional training in institutional administration and management.

37661 09:45-10:15 | Wordsworth Room

Leading Educational Change in the Kingdom Saudi Education

Rfah Alyami, Arab East College, Saudi Arabia

In any country, education is a key matter of concern. It is of much significance for any country to manage it and be able to provide it to every citizen. This is not possible till there is a strong national centralized board to deliver and finance education (Alrushdan, 2005, p. 143). The challenge faces government is the globalisation, where it has had a real impact on educational policies and practices. Saudi Arabia is a nation where the Islamic Code of life is being practiced in all aspects from personal habits to the education system. The government also keeps in mind these codes before setting any sort of policy for the nation ("Document of the educational policy of the kingdom of Saudi Arabia", 1970). The late King Abdullah has demanded the implementation of the Tatweer project which requires improvement within the education system and managing the issues present in the curriculum of the schools which are under his district (Mathis, 2010). This project is one aspect of reforming education. However, the study aims to shed the light on the responses of this country to reform its education in more depth.

34037 10:15-10:45 | Wordsworth Room

Teachers as Health Workers: A Consideration of the Economic Impacts

John Mangan, The University of Queensland, Australia

Teachers routinely undertake activities that may be classified as health work. The extent and nature of this health work (or the propensity of each teacher to undertake health work) varies by school type, student characteristics and by the characteristics of the individual teacher. Assuming that all this health intervention is net-positive (that is, they do reduce the welfare of the students) we are presented with a potentially significant economic trade-off, based upon the concepts of opportunity costs and cross subsidization. There are a number of potentially counterbalancing flows that have implications for the training, job description and remuneration of teachers. This paper uses the results from a unique dataset to examine the extent of health work and to quantify the economic transfers across public sectors involved.

Saturday Session I

08:45-10:45 | Renaissance Suite (North)

Innovative Language Teaching & Learning Methodologies

Session Chair: Bernard Montoneri

37545 08:45-09:15 | Renaissance Suite (North)

Evaluation of the Program Curriculum-Based Islamic Montessori

Winarti Siahaan, State University of Jakarta, Indonesia

The aim of this evaluative research is to know the implementation of the Montessori approach based on Gita Islamic Montessori School (GIMS). The research method is research evaluation using CIPP model. This study uses multiple techniques and instruments to collect data and for data analysis it uses descriptive statistics and qualitative techniques. The results of the study are implementation of the curriculum based on the Montessori approach GIMS in 2016 has been effective. This is seen in 1) the learning environment is very conducive as GIMS is comfortable and pleasant; 2) GIMS uses the modified Montessori curriculum which is collaborate with Islam approaches; 3) all teachers have academic qualifications at the Bachelor's degree level and implement its role in accordance with the concept of Montessori, which explores the child's interest in every activity; 4) the learning process adapted to the standard method of using early childhood education and nuanced playing, creative, and innovative; 5) learning plans are prepared by a customized approach to Montessori educators; 6) GIMS has standard stages of child development, which are inputted into the outcome document of the level of achievement appropriate to age, aspect development of language, cognitive, social, emotional, religious and moral.

36404 09:15-09:45 | Renaissance Suite (North)

Multilingual Re-Voicing of a Story: A Conversation Analytic View on How Children Organise Oral Narrative in a French SLL Lesson

Béatrice Arend, University of Luxembourg, Luxembourg

Patrick Sunnen, University of Luxembourg, Luxembourg

Our paper provides an empirically based perspective on the contribution of Conversation Analysis (CA) to our understanding of children's second language learning practices in a multilingual classroom setting. While exploring the interactional configuration of a French second language learning activity, we focus our analytic lens on how five children and their teacher rely on multilingual resources (French, German, Luxembourgish, Portuguese) in order to initiate and to improve the re-voicing of a story in the target language French. Through a moment-by-moment (CA) video based analysis we can show how co-constructing the second language learning object involves various embedded linguistic and interactional competencies. We will point out how the participants engage in the re-voicing activity through their mutual orientation to each other's language conduct. Effective second language learning becomes possible because the teacher's student-directed talk provides opportunities for the children to provide oral narrative in a jointly constituted multilingually shaped interaction. Moreover, by offering insights into the interactional features (turn-taking system), CA allows us to visualise how the children's second language learning practices are interrelated with the sequential structure of multilingual talk-in-interaction. Thus, in our case study we can emphasize the fundamentally social nature of second language classroom talk.

37938 09:45-10:15 | Renaissance Suite (North)

Innovative Language and Learning For Change: The Use of Multimedia and ICT as Methods for Teaching a Second Language

Mercy Eghonghon Odudigbo, Nigerian Defence Academy, Nigeria

Musa Ahmed Elejo, Federal College of Education, Nigeria

Language as a medium of communication has played a vital role in the economic and social change of many countries especially in developing countries such as Nigeria. The fast acquisition and use of a second language such as French and English among her citizens have buttressed international co-operation. The Nigerian government has accorded French and English language a pride of place in its school curriculum. But teaching a second language at various school level today has become a great challenge to both teachers and students in Nigeria. Certain questions have been raised on the prospect of teaching a second language: Do learners of a second language such as French or English have interest in the language? How can their interest be stimulated? However, the need to awaken the interest of students requires some level of innovation and creativity in the classroom hence multimedia and ICT come into play. This paper examines the need to incorporate multimedia and ICT in the teaching and learning of a second language such as French and English to all level of students in schools in a developing country such as Nigeria. The descriptive approach adopted reveals that the use Multimedia and ICT as a method of teaching a second language such as French and English wakens not only the interest of the students but also encourage the students to develop greater skills and self-confidence in the subject. Our findings reveals that greater skills and self-confidence acquired promote physical, mental and social change in an individual.

37762 10:15-10:45 | Renaissance Suite (North) | Spotlight Presentation

The Impact of Weekly Correction and Feedback in a French Composition Class

Bernard Montoneri, Tamkang University, Taiwan

This study aims to explore the quantitative and qualitative learning performance of a class of composition in L2 French (junior students) in Taiwan by applying statistical methods such as SPSS and Excel. The students of a French department following a course of writing during the academic year 2015–2016 are chosen as the research object. The data collected includes students' scores, class attendance, students' composition assignments (almost one per week during two consecutive semesters), and several questionnaires. The results of numerical analysis are used to clarify whether our designed teaching methods can improve students' writing skills. Through discussing the effect of teamwork, the indicators selected to evaluate students' writing level, and the impact of writing topics, we attempt to figure out a flexible teaching/learning method suitable for different levels of students. The key evaluating indicators contributing to students' good or poor writing ability are also discussed. Using mechanical error correction methods can notably help teachers identify students' most common and recurrent mistakes. It also appears that students who are not native speakers prefer their instructor not only to systematically highlight their errors, but also to correct their French. The proposed learning improvement mechanism presented in this study may also be applied to other fields or other languages in future studies.

Saturday Session I

08:45-10:45 | Renaissance Suite (South)

Anxiety & Motivation

Session Chair: Satu Tuomainen

37483 08:45-09:15 | Renaissance Suite (South)

Principal Leadership in the Implementation of School-Based Management in SMK Negeri 26 Jakarta
Vera Mandraguna, State University of Jakarta, Indonesia

This research aims to know the principal leadership in moving the citizen schools motivation, give an example to the citizens of the school, and the effects or impacts of the leadership in the framework of the implementation of school-based management (SBM) in SMK Negeri 26 Jakarta. The method used is descriptive research methods with qualitative approaches. Data collection techniques used are interviews, observation and study of documentation. The results of this research are: 1) principal leadership role in moving the citizens schools, namely by giving examples, a friendly, personal approach and through regular meetings; 2) principal leadership role in providing motivation by giving spirit, praise, and giving more attention to help the fulfillment of citizens schools in carrying out the task; 3) principal leadership role in giving an example to the citizens of the school to do it in a way come morning, cultivate shake each morning, giving an example before telling or giving instruction, commitment to teaching hours, dress mess, and go home for longer; 4) the effects of principal leadership roles, that of a harmonious family atmosphere that is disciplined, clean, prestatif and productive in this school. This helps facilitate schools in achieving their objectives within the framework of the implementation of the SBM.

36008 09:15-09:45 | Renaissance Suite (South)

Sustaining Language Learner Motivation Through ePortfolio Self-Regulatory Possible Selves
Flordelis González Mujico, University of the Basque Country, Spain

Gardner (2010, p. 201) argues that motivation comes from within, and therefore teachers can only help to maintain and promote a student's motivation, but not motivate them. Indeed, the imposition of English as a global language has added to the complexity of this language in English-medium instruction contexts; however, ePortfolios may provide an effective solution to these complex settings, combining learner reflection and explicit instruction, which may be more effective than those based on instruction or reflection alone (Benson, 2011). In fact, ePortfolios can serve as learner development interventions that conceive and endorse Self-Regulatory Possible Selves (SRPS), integrating opportunities of learner control both outside and inside the classroom (Benson, 2011). However, these SRPS must be designed and sustained through self-efficacy beliefs, future self-guides and reactive autonomy: L2 learners have to believe they can do it (self-efficacy beliefs/mindset); to know what they are doing (future-self guides/possible selves); and to know how to do it (reactive autonomy/self-regulation). Accordingly, the first step in an SRPS ePortfolio learner intervention programme is to generate self-efficacy beliefs, so that plausible and effective SRPS can be engaged. Second, learners must set their own personal objectives and then break them down into specific goals which are actionable, as an undefined list of goals will remain in the realms of dream and fantasy. And, lastly, learners need to keep the vision alive through ongoing feedback and self-assessment (Hadfield & Dörnyei, 2013).

36508 09:45-10:15 | Renaissance Suite (South)

An Exploration of Speaking Anxiety and Learners' Background
Jim Lo, Hong Kong Polytechnic University, Hong Kong

Language learning anxiety has long been considered a key affective factor in second language (L2) acquisition. While its effects can be manifested in various language skills, it has been suggested that speaking generates the most anxiety. Much research on L2 speaking anxiety has found a clear relationship between anxiety and performance, in that learners' performance tends to be compromised by their high levels of anxiety. Less clear is the relationship between anxiety and learners' background. For instance, there have been suggestions that learners will suffer less anxiety as they become more advanced in their learning, yet studies have also revealed that advanced learners can be even more anxious than their less advanced counterparts. Cultural differences also add to the complexity as learners' anxiety levels have been shown to vary across cultures. This study aims to further explore the complex relationship between speaking anxiety and learners' background within the context of a tertiary institute in Hong Kong. Given that English competence is commonly regarded as the key to higher education and career opportunities, coupled with the potential stigmatization of learner's pronunciation errors in society, it would be of interest to examine whether such contextual factors alongside with learners' background would have an impact on speaking anxiety experienced by L2 learners in Hong Kong. Implications for language teaching and learning will be drawn in light of the findings.

35207 10:15-10:45 | Renaissance Suite (South)

Student Anxiety and Learning Difficulties in Academic English Courses
Satu Tuomainen, University of Eastern Finland, Finland

Anxiety and learning difficulties are an increasingly common feature in language learning courses in all educational levels. By the time students with these issues enter university they may have had a variety of positive or negative experiences with foreign language learning, and may have developed a number of coping mechanisms to manage their conditions. The purpose of this presentation is to examine learning difficulties and anxiety experienced by Finnish university students in their compulsory academic and field-specific English courses. In Finland all university degrees include courses on academic English reading, writing, communication and presenting, and every year a number of students bring up their challenges with English, either before the course, during it, or in many cases only after having failed the course. In my presentation I will introduce the foundations of learning difficulties in foreign language learning and common challenges with academic English as experienced by Finnish university students, including performance anxiety, panic disorder, dyslexia and diagnosed moderate to severe learning difficulties. The presentation will include a case study of five Finnish students from the academic year 2016–2017 with expressed learning difficulties, how they approached their learning difficulties, and what measures were taken in the courses to facilitate their progress and development of essential study- and work-related English skills.

Saturday Session II

11:00-12:00 | Tennyson Room

Learning, Teaching & Educational Structures: Adult & Lifelong Learning

Session Chair: Reina Mori

37532 11:00-11:30 | Tennyson Room

Exploring Older Adults' Educational Interest and Preferences

Hans Peter (Hepi) Wachter, University of Oklahoma, USA

Aspirations and motivations of older adults coming back to higher education into a degree program during their retirement years may drive the older adult educational interest and education preferences. Educational opportunity for the older adult is one possibility to be a driver of self-fulfillment in the older years, especially as society comes to realize that there is no longer a one career imperative guiding human development. This research study anticipated that older adults participating in a university-sponsored Osher Life Long Learning Institute would be the best target to identify aspiration and motivation to drive educational interest and preferences in higher education accommodating the 55–89 age group. As universities struggle with attracting an adequate number of students, older adult students or learners are receiving increased attention as legitimate segments of student bodies (Hussar & Bailey, 2009; Schuetze & Slowey, 2002). Understanding the educational needs among older adults as they themselves nominate them, can prepare universities, community colleges and other educational settings for addressing the potential demand for education among older adults. By examining the relationship between educational interests originating in the older adult's aspirations, their preferences, and the qualities for learning they imbue with relevance, higher learning institutions can extend their knowledge to develop or advance policies and programs for older adults.

37531 11:30-12:00 | Tennyson Room

Expertise in Designing Workshops and the Direction of Human Resource Development

Reina Mori, Teikyo University Center for Fundamental Education, Japan

The purpose of this comprehensive study is to clarify the mastery process for the practitioners of workshops and to propose guidelines for designing a learning environment intended to train. First, experiments were conducted with the objective of clarifying the characteristic thoughts of veteran practitioners in the process of designing a workshop; this experiment adopted the perspective of the clarification of the "artistry" of reflective practitioners. Second study conducted an interview survey with the objective of clarifying the process of mastery of design by practitioners. This survey focused on opportunities to transform the workshop designers' methods for designing workshops. The first study demonstrated the differences in the ways of thinking about the workshop design process between expert and novice designers. The second study suggested that workshop designers could become aware of the need to change their design methods when: 1) encountering different types of participants, 2) changing positions in their teams, 3) collaborating with people from different professional and educational background, 4) becoming conscious of mentoring younger designers, 5) using introspection to realize their ideal design methods. The proposal that was made to design an environment where workshop practitioners can learn from one another required paying attention to the following five points: 1) the construction of a theory for individual level practices, 2) the visualization and sharing of design models, 3) supporting introspection regarding one's earliest memory of learning, 4) the formation and expansion of a network of practitioners, and 5) increasing social awareness about specialization.

Saturday Session II

11:00-12:30 | Shelley Room

Learning & Teaching Through Social Justice – Education: Social Justice & Social Change

Session Chair: Thibaut Lauwerier

36468 11:00-11:30 | Shelley Room

Capital Gains? Empowerment and Social Mobility Through Maths Achievement

David Allan, Edge Hill University, UK

Adult learners returning to education to study maths often do so for a wide variety of reasons, such as to build self-esteem, to help with their children's schooling, or to acquire the necessary skills for a particular job. Maths, then, can function as a commodity for societal exchange, or what Pierre Bourdieu would term "cultural capital". This paper presents findings from a small-scale, qualitative research project that explored the impact of maths education on the lives of adult learners. Semi-structured interviews were conducted with 17 participants from three separate functional skills classes and a narrative analysis was undertaken to illustrate perspectives. Following the completion of a level two maths qualification, the participants were also tracked over three years and data were recorded on their involvement with further education and training, along with their employment situations. Several themes emerged from the analysis, relating to teaching and learning, career prospects, personal development, and altruism, and from this core areas of empowerment from maths were identified, as well as some instances of null impact. Using Bourdieu's concept of capital, it is argued that maths can be used as a form of empowerment for social mobility and personal development, as well as acting as a leverage tool for supporting others. Moreover, maths is seen to stimulate a "learning appetite" in adult students returning to study after many years. However, maths is also conceptualised by some as a make-or-break subject and thus carries performance pressures and even (mis)perceptions of ability.

36412 11:30-12:00 | Shelley Room

Narratives of Child Poverty in the UK and Neoliberalism

Sandra Lyndon, University of Chichester, UK

Child poverty is a key issue in the UK with numbers predicted to rise to 4.2 million in 2020 (Brewer, Browne and Joyce, 2011). The early years, particularly 0-3, have been recognised as significant in children's development and evidence for the negative impact of poverty on their life chances has been well documented (Allen, 2011). Recent Early Years Foundation Stage profile data indicates that children in poverty perform significantly less well than other children at the age of 5 years (HM Government, 2014). Early years practitioners were identified as key within the government's Child Poverty Strategy (HM Government, 2014) to deliver care and support to two and three year olds through funded childcare places and the early years pupil premium. This presentation is informed by my doctoral studies about early year practitioners' narratives of child poverty in England. It will focus on child poverty in the UK and critically discuss how early years policy and practice has been informed by neoliberal ideology. How child poverty is understood within political and media discourses and how this (dis)connects to the child, family and early year practitioners will be explored. Theoretical framings will be drawn from Foucauldian understandings of power and knowledge and Andrew's (2014) understandings of macro narratives and micro narratives.

36200 12:00-12:30 | Shelley Room

What Education for What Development? The Vision of International Organizations

Thibaut Lauwerier, University of Geneva, Switzerland

This presentation will cover the vision of international organizations on the link between development and education. This issue is very relevant to address the general topic of the conference. "Educating for Change" is indeed at the heart of their discourse. For most of international organizations involved in education, it is important to invest in this field since it is at the service of development: "Our vision is to transform lives through education, recognizing the important role of education as a main driver of development" (Incheon Declaration, 2015). The idea of this presentation is to better understand the vision of development according to these international organizations and how education can contribute to this type of development. To address this issue, we conducted a comparative study of three major international organizations (OECD, UNESCO and World Bank) influencing education policy at the international level. The data come from the strategic reports of these organizations over the period 1990–2015. The results show that the visions of development refer mainly to the neoliberal agenda, despite evolutions, even contradictions. And so, education must increase productivity, improve economic growth, etc. UNESCO, which has a less narrow conception of the development and therefore the aims of education, does not have the same means as the two other organizations to advocate for an alternative vision.

Saturday Session II

11:00-12:00 | Keats Room

Learning, Teaching & Educational Structures: Special Education, Learning Difficulties, Disability

Session Chair: Mona Nabhani

37676 11:00-11:30 | Keats Room

Rethinking Educational Inclusion and Send for a Democratic Society: From the Social Model to Social Pedagogy

Tim Kent, University of Roehampton, UK

This paper argues for a theoretical and practical rethink in the field of SEN, disabilities and inclusive education, by drawing upon the related concepts and principles of Social Pedagogy and Person-Centred Education. Inclusive education is a highly contested concept, which can be used to mean a theory and practice founded on critical understandings of education and society, but also one which is founded on assimilationist and performative understandings too. It is within the context of attempting to build an educational theory and practice which is critical and transformative, that the concepts of Social Pedagogy and Person-Centred Education require serious consideration; they are potentially powerful resources for a Pedagogy which embraces Social Model thinking, but which is not defined by it, and which embraces inclusive values, but is not limited to the concept of inclusion. The goal is a Pedagogy that: a) contests the colonisation of inclusion within the dominant structures and purposes of schooling; b) recognises that most students in schools deemed to have SEN, do not have an impairment and so, posits that their educational differences, difficulties and disadvantaging require theorising beyond the scope of disablement; c) articulates a model of schooling which rejects the currently dominant social efficiency (assimilationist) purpose which leads to the de-personalisation and oppression of all in schools, and particularly disadvantages learners with SEN and disabilities, in favour of a schooling for the development and flourishing of learners as whole persons in community, and for the development of a democratic citizenry.

36264 11:30-12:00 | Keats Room

Burnout of Special Education Teachers: Causes, Symptoms and Recommended Solutions

Mona Nabhani, Lebanese American University, Lebanon

Hiba Baalbaki, Lebanese American University, Lebanon

Special education teachers are prone to burnout manifested in negative psychological reactions of emotional exhaustion (lack of energy and emotions, fatigue, loss of interest), depersonalization (detachment from surroundings and negative apathetic attitude towards others) and reduced personal accomplishment (decreased self-worth resulting in feelings of failure, guilt, doubt and ineffectiveness). They may become incapable of planning lessons, dealing with students, completing paperwork, attending to administrative work). This study was conducted in 5 private schools in Beirut. A qualitative research approach and a multiple-case study design were followed. The instruments were the Mashlach Burnout Inventory – Educators Survey (MBI-ES) that a purposive sample of 54 special education teachers responded to, a researcher’s reflective journal, and semi-structured interviews with 5 heads of special education departments and 5 special education teachers. Interview questions were derived from the researcher’s journal and the survey items in order to enhance reliability of the study. Both instruments were piloted to ensure credibility/validity. The study purpose was clarified to participants who were ensured anonymity and voluntary participation. Qualitative and quantitative data analysis was conducted and results from various instruments were compared; common findings were highlighted and used to address the research questions on burnout causes and symptoms. Findings indicate that Lebanese special education teachers experience high burnout on emotional exhaustion and low burnout on depersonalization and personal accomplishment caused by teaching conditions, minimal support, heavy workload, challenging students’ behavior, teacher expectations not matching reality, role conflict and ambiguity, and lack of teacher training. Recommendations for dealing with burnout were highlighted.

Saturday Session II

11:00-12:30 | Coleridge Room

Learning & Teaching in Community Spaces – Education: Social & Political Movements

Session Chair: Douglas Brown

36433 11:00-11:30 | Coleridge Room

The Sum of Human Knowledge? Whose Knowledge? Using Wikipedia as a Teaching Platform to Preserve Traditional Cultural Knowledge

Frances Di Lauro, The University of Sydney, Australia

Since Jimmy Wales challenged his audience to "imagine a world in which every single person on the planet is given free access to the sum of all human knowledge" Wikipedia has grown to become the sixth most visited site in the world. It may be widely accessed but how broad is its information base and how diverse are its editors? This speaker will report on a longitudinal study which addresses problems of equity and exclusivity in the online encyclopaedia through education and the participation of students and teachers. In this study, students at the University of Sydney have been involved in fact checking, editing and creating Wikipedia articles as they learn to critically analyse source material, and advance their digital literacy, research and writing. They have participated in editathons designed to redress the shortfall in articles about women, ethnic groups and issues of interest to underrepresented groups. This way of combining teaching and learning with public service has helped to improve the accuracy of the encyclopaedia entries, reduce information bias, improve articles and increase the stock of knowledge. The presentation will then turn projects that involve indigenous students in the building of Wikipedia articles that capture critical cultural information about indigenous languages, religions, social structures, geography, storytelling, and so forth in order to preserve the knowledge of these traditional cultures.

36610 11:30-12:00 | Coleridge Room

Learning Needs of Adults in the Modern Edutainment System (On the Base of Partworks)

Iuliia Dracheva, Vologda State University, Russia

The close proximity between mass media and education has increased during the last few decades, and entertainment education (or "edutainment") has been one of the results. We have a long-standing instance of informal educational patterns within mass media with regards to the modern terms of peripheral commercial mass media that appeared in the second half of the twentieth century and that holds still a niche market. It exists in the form of collectable serial magazines, or partworks, that impart a degree of practical skills or knowledge in some specific field. Ostensibly an encyclopedia in a narrow field of human activity or knowledge, partworks demonstrate a wide range of interests. First, a large amount of British partworks cover practical skills, for example, in knitting, cake decorating, model making. Secondly, there are partworks aimed for educational interest in the natural sciences – from dinosaurs to bugs, from stone samples collections to geographical encyclopedias. Furthermore, these editions cover humanitarian interests – literature, music, art, etc. The classification of learning needs in informal education will not be full without popular culture dimension (e.g. Harry Potter; Star Wars Millennium Falcon). Finally, partwork industry fastly responds to the innovations in technology (e. g. 3D printer). Thus, the problem of entertainment education, or "edutainment", lies in the field of knowledge dissemination – from mass media, with its quality deficiency, or from educators via mass media. The case of partworks helps us to realize certain learning auditory needs in edutainment for the sake of future discussion.

36472 12:00-12:30 | Coleridge Room

Liberalism, Advanced Liberalism and the Private Management of Public Education

Douglas Brown, University of Regina, Canada

Governmentality, as credited to Michel Foucault, was developed later on in the theorist's life. In Foucault's understanding of government, or governmentality, our sources of regulation are anchored in the strategies, thoughts and action of our everyday conduct. Governance becomes more a methodology, a practice or rational way of doing things, affecting the way in which power is exercised over ourselves and others. Foucault's approach towards liberalism begs an analysis rationalizing political, and educational, forms of governance as such an activity. Here liberalism may be viewed as a reflective way of doing things, a method for rationalizing government practices, in that the state will profit and boost control by actually doing less over a citizenry. Liberalism can then be credited for functionally distancing everyday governance from sovereign power. Under Advanced Liberalism (neo-liberalism) the pathways of public governance and individual action align even less frequently. Here control is more characteristically embedded in civil society, in self-management and choice. The rituals of citizenship then beg private administration of public performances, including education. Public mandates to provide universal public education are then exchanged for client demand and educational choice. The state, when involved, is asked to provide a service which is at once auditable and accountable. This paper questions the true mandate of schooling within modern Western states like Canada; it charts trends which lead away from universal models of public education towards an à la carte delivery system which, ultimately, recognizes the student as primary stakeholder.

Saturday Session II

11:00-12:00 | Wordsworth Room

Learning, Teaching & Educational Structures: Curriculum Research & Development

Session Chair: Cynthia Northington Purdie

36585 11:00-11:30 | Wordsworth Room

Rude Behavior: Designing Curriculum and Instruction to Mitigate the Problem

Ron Martin, University of Regina, Canada

Socially inconsiderate (rude) behavior is a universal problem. Recent research indicates that rude behavior is perceived by the general public to be on the rise and even worsening over time. Regardless, given the ubiquitous and problematic nature of rude behavior, there is surprisingly little scholarship dedicated to the subject. This talk will include a proposed working definition of rude behavior, along with a broad description of the numerous ways that rude behavior may be manifested itself in everyday life. Drawing from these diverse examples, several hypotheses will then be offered about the potential factors that may contribute to the emergence of rude behavior. The types of factors that will be discussed in this presentation (e.g. problematic parenting styles and practices, challenging stages of human development, maladaptive personality traits, abuses of power, negative group-based dynamics) will be described and understood mainly from a (social) psychological perspective. Armed with this information, it may be possible to examine K-12 curriculum and instruction to find ways to mitigate the problem of rude behavior and to promote social harmony. It is generally understood that perceptions about rude behavior are shaped by socio-cultural and historical influences. Given this important caveat, it is acknowledged that this presentation examines the topic of rude behavior from a contemporary Canadian (North American) perspective.

36378 11:30-12:00 | Wordsworth Room | IAAB Spotlight Presentation

Non-Punitive Classroom Management

Cynthia Northington Purdie, William Paterson University, USA

Behavior management in the classroom has long relied upon reactionary cause and effect on the part of teachers and administrators. School discipline policies are detailed with repercussions and consequences for students who break rules. It is argued, however, that dependence upon detention, suspension and expulsion in publicly funded schools no longer yields results that reflect students' understanding of their misbehavior. As a result, the rate of recidivism creates animosity and a decreased enthusiasm for learning. It is therefore proposed that effective twenty-first-century classroom management should be non-punitive. It should emphasize communication, accountability and positive reinforcement. Situational methodology can introduce new ways of conceptualizing the organization of students and classrooms.

Saturday Session II

11:00-12:30 | Renaissance Suite (North)

Innovative Language Teaching & Learning Methodologies

Session Chair: Hoda Thabet

33837 11:00-11:30 | Renaissance Suite (North)

Supporting Non-Native Speaker Student Writers Making the Transition from School to an English-Medium University

Bruce Morrison, The Hong Kong Polytechnic University, Hong Kong

Stephen Evans, The Hong Kong Polytechnic University, Hong Kong

This paper presents data derived from a large-scale questionnaire survey and semi-structured interviews with 40 participants. The data relate to some of the challenges that first-year, non-native undergraduate students entering an English-medium university in Hong Kong face when writing academic texts in English, and examines some of strategies these students use to help overcome these. The students come to university life having completed their secondary schooling in an education system that previous research (e.g. Evans & Morrison, 2011) indicates has not very effectively prepared them for adjustment to English-medium university learning, teaching and assessment. Although language support is provided by the university language centre, in many cases host department academics are either unaware of the scale of the difficulties their students face or are unsure about what might be done to help them, or both. The challenges identified in the project can be broadly grouped into three themes: the writing process, the features of academic writing and language proficiency. The paper concludes by suggesting some ways in which English-medium universities, and not just the language centres, might more effectively support their non-native student writers.

37646 11:30-12:00 | Renaissance Suite (North)

Strategies for Implementing the Whole Language Approach in Early Childhood Classrooms in Hong Kong

Zhihui Kou, The Chinese University of Hong Kong, Hong Kong

Language learning is an important issue in early childhood education. Teachers worldwide have been encouraged to use the whole language approach. They should integrate spelling, reading, writing, speaking, and grammar into their instruction. Research has found that the whole language approach can help children enrich their language experiences, social interactions and self-confidence. However, teachers worldwide have encountered difficulties when putting the approach into practice. In Hong Kong, teachers generally use a traditional approach to teaching languages, which emphasizes the use of recitation and written tests. In contrast, the whole language approach encourages children to participate in discussions, share their interests, and select their own learning materials. The purpose of this study was to investigate Hong Kong teachers' major difficulties in implementing the whole language approach to teaching Chinese and to explore ways to overcome those difficulties. The sample consisted of two practicing and 22 pre-service kindergarten teachers. Interview data and classroom observational data were collected from the two practicing teachers. The lesson plans submitted by the 22 pre-service teachers and their reports on teaching practice were evaluated. The study revealed that the teachers had great difficulties in designing and implementing three types of teaching and learning activities: the facilitating roles of a teacher when using the activities corner in a classroom; the design of quality extension activities when using picture books; and the design of valid, reliable and efficient assessment methods with a focus on the learning process. Strategies for overcoming these three major areas of difficulties are discussed.

34848 12:00-12:30 | Renaissance Suite (North)

Teaching English as a Second Language to Illiterates

Hoda Thabet, University of Sohar, Oman

The proposed program is designed to teach illiterate refugees, who speak Arabic or Persian, English as their second language. Therefore, the universe of our teaching method is centered on the alphabets and sounds used in the three languages: Arabic, Persian and English. Each educator in this program will learn how to design and teach his/her personal set of vocabularies as parallel sets reflecting both the mother tongue (Arabic/Persian) and the second language (English) that he/she is teaching. Students in this program will learn how to read and write in their mother tongue (Arabic or Persian) as well as English. This objective is accomplished through a structured program that includes a combination of various stages and it is important in each stage to use only the set of letters that have been taught and learnt in that stage and the previous stages. Vocabularies that include new alphabets and sounds should be avoided until those alphabets and sounds are being introduced to the student. This presentation is designed in such a way that it can be used to develop a practical handbook for teaching English as a second language to illiterate individuals. The particular areas of study uniquely associated with the proposed teaching methods might be very challenging and time-consuming for the educator to follow; however, they have positive impacts on the student's learning process.

Saturday Session II

11:00-12:00 | Renaissance Suite (South)

Cross-Cultural Communication

Session Chair: Elena Mishieva

36494 11:00-11:30 | Renaissance Suite (South)

Analysis of Experimental Evaluation of Theoretical Results of Irony Perception

Ilona Kenkadze, Georgian National University, Georgia

This cross-sectional research represents the study of irony decoding in light of interdisciplinary sciences in the modern Georgian linguistic space, which is a valuable step forwards in our rapidly changing world and echoes the necessity of modern Georgian linguistic paradigm. Irony plays the role of a medium in humans' intercommunication, revealing emotional attitude which depends on cultural and historical circumstances and on the individual's psychological values and experience that are constantly changing. Having taken into consideration specific features of irony we conducted an experiment and investigated different aspects of interpretation of ironic utterances which the speaker uses to disclose a negative character of his attitude towards the object of irony so that not to damage himself and, at the same time, to save the face of the listener. We came to the conclusion that one of the reasons of unsuccessful irony is not simply non-sufficient linguistic competence, but also the lack of knowledge of socio-cultural norms accepted in society. It is noteworthy that irony perception is analysed in a new way that takes into consideration linguistic and extra-linguistic elements and its decoding results are discussed within interdisciplinary research. The main aim of the study is an experimental evaluation of irony decoding when ironic utterances are given to Georgian students in English. We believe that basic theoretical and practical results of the experiment are significant in modern linguistics, as any scholar can familiarize him/herself with the difficulties of irony perception.

37641 11:30-12:00 | Renaissance Suite (South)

ELT Through Native Culture: A Russian Perspective

Elena Mishieva, Lomonosov Moscow State University, Russia

This presentation reports on the context, principal ideas and practices of integrating Russian culture into an EFL course for Russian schools at levels 2–11 published by Akademkniga/Uchebnik under the academic supervision of Prof. Svetlana G. Ter-Minasova. After many Iron Curtain decades when Russia was completely isolated from the "capitalist countries" including – or rather headed by – the English-speaking world, now that the time of free mass communication has come, the main task and challenge of ELT in Russia is to enable Russian students to tell the world about Russia and Russians in the language of international communication. The course we designed for Russian schoolchildren not only teaches English and the culture of English-speaking countries, but also juxtaposes it with the Russian cultural heritage. This method is implemented through the following techniques: 1) texts in English about cultures of English-speaking countries, 2) texts in English about Russian culture, 3) projects based on students' personal experience and background knowledge of both their hometown and country. It should be underlined that these texts are presented not only for the sake of developing cultural awareness, but they are also designed for developing language skills. This method is believed to be essential for fostering cultural identity in Russian schoolchildren and could be adopted by teachers from other countries with special adaptations to their cultural perspective.

Saturday Session III

13:30-15:00 | Tennyson Room

Learning & Teaching Through Social Justice – Education: Social Justice & Social Change

Session Chair: Virginia Lea

35694 13:30-14:00 | Tennyson Room

Multiculturalism and Teacher Education: Perspectives of Jewish and Arab Pre-Service Teachers and Teacher Educators

Eman Nahhas, The MOFET Institution/Academic Arab College for Education, Israel

Living in the Israeli plural society where groups are ethnically, nationally and religiously different and sometimes live in conflict necessitates the educational institutions to fight discrimination, raise intercultural understanding and cross-cultural tolerance. Thus, Palestinian and Jewish teachers in Israel must be prepared to deal with conflict laden issues related to equality, social justice, diversity and discrimination, and to guide young generations forming a multicultural ideology. Therefore, the main purpose of the study is to investigate perceptions and attitudes toward multiculturalism and social justice as it pertains to teacher training, from the perspective of teacher educators and pre-service teachers in two colleges of education in Israel. In addition, it seeks to probe Palestinian and Jewish students' attitudes towards the actualization of multicultural practices in their colleges. It is a mixed method research: First, perceptions of multiculturalism were obtained through the analysis of twenty interviews with people who hold high ranking positions in two colleges of education in Israel. In addition, a random sample of teaching educators including lecturers who teach in the Department of Education, and pre-service teachers, drawn from two teaching colleges completed a five part questionnaire to measure the variables specified in the research question and hypothesis. The findings of the study will supply more enlightenment for decision makers in colleges of education of how to go about education for multiculturalism and social justice and to bring into a coherent program of education to multiculturalism with a common ground regarding the theoretical and practical aspects of it.

36660 14:00-14:30 | Tennyson Room

Re-Thinking the Student Teaching Curriculum: Using Field-Based Instruction to Help Candidates Notice, Acknowledge, and Address Bias in the Classroom

Elizabeth Soslau, University of Delaware, USA

Nicholas Bell, University of Delaware, USA

We aim to determine the impact on teacher candidates' beliefs and skills as a result of curricular revisions to the student teaching practicum. As full-time field instructors (student teaching supervisors), we have noticed a growing need to address student teachers' lack of awareness and understanding around issues of diversity, equity and inclusion in a schooling context. We have developed a revised student teaching curriculum that helps teacher candidates promote positive racial identity development (candidates' and their pupils'), explore one's own bias (via implicit bias tests), learn more about how bias and discrimination is experienced in schools (full-day PD, online modules, expert community-based panel event), and helps candidates make sense of their teaching experiences (reflective activities, inquiry group participation, and post-lesson observation debriefing sessions). We used a mixed-methods design to assess the change in candidates' beliefs and the development of their skills to notice, acknowledge, and address bias and discrimination in the classroom during their 12-week full time student teaching experience (Spring Semester 2017). Quantitative data was collected through the use of a pre/post survey using Marilyn Cochran-Smith's Learning to Teach for Social Justice-Beliefs (LTSJB) scale (2008). Quantitative pre/post data came from scenario-response scores to assess candidates' analyses of written classroom scenarios, submitted during their weekly journal reflection activities. Qualitative data was collected from typical assignments and activities that occurred during student teaching via online reflective journal responses, field notes from lesson observations and post-lesson observation debriefing conferences.

36499 14:30-15:00 | Tennyson Room

Preparing Pre-Service Teachers to Teach for Social Justice: Recognizing and Countering the Hidden Curriculum

Virginia Lea, University of Wisconsin-Stout, USA

In a world of extreme and growing socio-economic and cultural inequities, critical multicultural teacher educators are committed to developing learning contexts in which pre-service teachers experience and recognize the ways in which cultural hegemony reproduces the academic inequalities and inequities they see in schools. This presentation reports on a project in the Midwest of the United States in which largely white teacher candidates, from rural communities, were given the opportunity to problematize culturally hegemonic, inequitable assumptions, stereotypes and practices in poor, ethnically diverse schools, as well as the efforts made by teachers in some schools to engage in culturally relevant, critical pedagogy. Since cultural hegemony takes the form of mechanisms of power, like race classification, that most people are persuaded to see as normal, natural and common sense, the pre-service teachers were brought together in the university setting to explore beneath their taken-for-granted cultural assumptions. Many of them came to embrace difference, dialogue and community as they developed greater critical consciousness of what was needed to bring about social change for social justice. Indeed, initial analysis of data suggests that the research project has been quite successful in bringing to consciousness teacher candidates' monocultural, Eurocentric stereotypes and the inequities built into the current model of schooling in the United States. The significance of the study lies in its effectiveness in helping teacher candidates recognize and counter the hidden curriculum operating in schooling contexts.

Saturday Session III

13:30-15:00 | Shelley Room

Learning, Teaching & Educational Structures: Instructional Technology

Session Chair: Rui Li

36362 13:30-14:00 | Shelley Room

Development of an Online Platform for Understanding Students' Weaknesses

Y. M. Tang, The Hong Kong Polytechnic University, Hong Kong

It is reported that many Hong Kong students do not have sufficient background to handle engineering problems in tertiary education. This came to light because a number of such students were admitted to engineering programmes. Although a number of teaching platforms have been developed to support the teaching of subject lecturers and the learning of students; however, the weaknesses of the students in solving engineering problems are not identified. This not only affects the efficiency of student study, but the teachers also are not able to deliver suitable teaching materials that focus on the weaknesses of individual students. For examples, when students study engineering subject such as computer-aided design, they are usually required to formulate the physical problem and then solve a set of linear equations by calculating matrix inverse. This involves a series of steps but the students are not able to identify their weak areas in solving these engineering problems. Therefore in this article, we propose to develop an online platform to understand the core factors leading to the weaknesses of students in solving engineering problems that require calculations. By understanding students' weaknesses, teachers can recommend suitable learning materials to individual students, efficiently and effectively. By strengthening the students' weaknesses, it is expected that the learning outcomes of engineering subjects can be improved. It is believed that the method will be useful to enhance the teaching and learning efficiency and effectiveness.

36139 14:00-14:30 | Shelley Room

Differences in Online Versus Face-to-Face Course Outcomes: Controlling for Affective and "Life" Factors

Claire Wladis, Borough of Manhattan Community College – The City University of New York, USA

Alyse Hachey, Borough of Manhattan Community College – The City University of New York, USA

Katherine Conway, Borough of Manhattan Community College – The City University of New York, USA

Several past studies suggest that students have higher rates of attrition in online versus face-to-face courses, but no single study has controlled for both course-level and student-level heterogeneity using variables that likely simultaneously impact online enrollment and course dropout. This study analyzes data for two-level and four-year college students from a large US university system in the northeast to explore the relationship between the online medium and subsequent course outcomes. Merging institutional and survey data, and controlling for course- and student-level heterogeneity (using multilevel modeling, fixed effects models, multivariate logistic regression, and propensity score matching), the results indicate no significant difference online versus face-to-face in the proportion of students who successfully completed a course with a C- or better. Findings from this study suggest that institutions should be cautious about restricting access to online courses through enrollment or course development policies, as this may restrict student access to college without improving course outcomes or college persistence. Further, after matching on and controlling for a wider variety of variables that capture student affective and "life" factors, the models in this study also revealed the importance of controlling for factors that are not present in standard institutional research datasets when investigating the relationship between online course-taking and subsequent course and college outcomes.

36186 14:30-15:00 | Shelley Room

Faculty and Student Attitudes about Distance Education: Exploring the Psychological Processes

Rui Li, West Chester University of Pennsylvania, USA

Jennifer Bunk, Jen Bunk Ventures, USA

Esther Smidt, West Chester University of Pennsylvania, USA

Although the number of students taking online courses has grown tremendously over the past decade, faculty acceptance still lags. The purpose of the two studies is to understand faculty and student attitudes about distance education by exploring the psychological processes through which these attitudes are influenced. The researchers explored whether feelings of excitement or fear mediate and/or moderate the relationships between experiences with distance education and faculty and student attitudes. Survey data from 152 faculty and 1,400 students from a mid-sized US public university were collected. The results of multiple regression analyses revealed support for both mediation and moderation in both samples. Thus, feelings of excitement/fear play a large role in explaining both why and to what degree experiences with distance education relate to attitudes. It is also interesting to note that online teaching/learning experience has reverse effects on faculty and student attitudes: 1) for the fearful group, more online teaching experience leads to more positive attitudes while more online learning experience leads to more negative attitudes; 2) for the excited group, more online teaching experience leads to more negative attitudes while more online learning experience leads to more positive attitudes. The researchers suggest that consistent communication about the positive aspects of distance education that instill a sense of excitement among campus communities may be helpful in shaping more positive attitudes about online learning. More research is needed to investigate the unique challenges, backgrounds and needs of faculty and student groups in depth and exactly how they differ.

Saturday Session III

13:30-15:00 | Keats Room

Learning & Teaching in Community Spaces: Digital Technologies & Communications

Session Chair: Tania Dias Fonseca

36373 13:30-14:00 | Keats Room

Interactive Learning, Teaching and Assessment Using Socrative

Dilshad Sarwar, Leeds Beckett University, UK

Amin Hosseinian-Far, Leeds Beckett University, UK

One of the fundamental challenges faced within the UK higher education sector is the focus of developing and promoting an inclusive curriculum. It is essential for all higher education institutions to identify and engage in promoting the success of all students. It is necessary for higher education institutions to instil quality enhancement processes and in essence to the equality of learning. Thus the importance of curriculum design and the interactive aspects of curriculum design require a fundamental overhaul in terms of the interactive processes which need to be adhered to in the anticipatory response to equality in learning and teaching, to allow for a holistic learning experience. In order to investigate the potential improvements of interactive learning and teaching an emerging learning tool was selected. A number of tests and controlled sessions were identified. The collected data, feedback from students and the critical discussions outlined a positive use of the inclusion of Socrative within classroom teaching. This paper focuses on bringing into line the curriculum, teaching, learning and assessment with the individual student learning.

36564 14:00-14:30 | Keats Room

Media Literacy and Student Civic Engagement: A Study in Portuguese Schools

Tania Dias Fonseca, Kingston University London, UK

International guidelines advocate citizen participation in government decision-making processes through the Internet to foster a more dynamic democracy. At the same time, with the development of the digital world, young people have been using smartphones and other mobile devices intensively to connect to the Internet. And yet levels of youth civic participation and online civic engagement are considered unsatisfactory. Schools, for their part, have had to adjust their strategies to enter the digital world and reach their students. However, recent studies show that the goal of instilling media literacy has yet to be achieved in many schools in western societies, including Portugal, which is the focus of the present paper. The lack of media literacy content in Portuguese school curricula, combined with data showing low levels of participation among young citizens, highlight the need to look more closely at how schools in the country are preparing young citizens for civic participation online. The present paper will present empirical data collected in various regions of Portugal, from a study population consisting of 12 public secondary school principals, 131 teachers, and 1,392 students in grades 11 and 12, using a mixed methods approach. The results show strong positive correlations between student media literacy actions, their perceptions on possibilities to participate in school and social issues, their involvement in school projects, and their online civic participation. They underline the role and responsibility of schools in developing young citizens' media literacy skills and fostering youth online civic engagement.

36642 14:30-15:00 | Keats Room

Expanding on the Role of Video in Synchronous Online, Asynchronous Online, Flipped and Hybrid Course Delivery

Lyle Wetsch, Memorial University of Newfoundland, Canada

Video has become a key means of consuming information for today's youth. Every minute there are 300 years of video uploaded to YouTube, every day 10 billion videos are viewed on Snapchat, and Livestreaming has become mainstream through Facebook Live, Periscope and YouTube Live. Despite the benefits of video as a means of conveying information in a detailed and effective manner, its usage in education tends to be limited in its creative application. The tools are available to assist any educator to create dynamic and engaging video content or livestream video for synchronous online courses using a range of platforms. This session will cover the different applications of video ranging from simple screen and lecture capture to livestreaming guest speakers to immersive 360 video experiences and tours. Demonstrations of key tools and applications as well as student testimonials will be included as well as follow-up online tutorials that will be able to be accessed by all attendees following the conference.

Saturday Session III

13:30-15:00 | Coleridge Room

Learning, Teaching & Educational Structures: Higher Education

Session Chair: Prapassara Thanosawan

36482 13:30-14:00 | Coleridge Room | IAFOR Scholarship Recipient
Impact of Globalisation on Academics in Higher Education
Rumana Hossain, University of Leeds, UK

This paper is an attempt to gather on the impact of globalisation on academics working in higher education in Bangladesh. Globalisation, through the spread of internet, Open Access and other manifestations like academic mobility is said to have brought the knowledge world closer. But Altbach (2004) argues that "the world of globalised higher education is highly unequal" and that the ramification of globalisation on developing countries and its smaller education system has enacted these spectra of inequality (p. 3). The stories of the participant academics who on spending year(s) studying abroad have returned to their professions, bear a testimony to this statement. The highlights of the stories include research funding, commodification of education, an archaic policy document, power struggle, tension between academics with local and international qualification and reverse culture shock dominating the scene. These academics were sent abroad with the expectation that on return they would bring positive changes to the HE. Whether they fulfilled this expectation yielded a mixed reaction from the stakeholders. The existing tension between the academics and government policy needs to be resolved in order to reap the desired impact of globalisation on higher education. For this qualitative study, multiple narratives have been gathered from academics, which have then been complemented by semi-structured interviews of the policymakers. It is expected that the study would give voice to the academics and act as a valuable document for the policymakers to identify areas that deserve immediate attention for amelioration in HE.

35425 14:00-14:30 | Coleridge Room
ASEAN Economic Community: An Analysis of Trends and Challenges for Thai Higher Education Institutions
Prapassara Thanosawan, Srinakharinwirot University, Thailand

This article seeks to identify key trends and challenges of the AEC for the Thai higher education system by reviewing current research in the AEC and official reports from the Thai Government and relevant international organisations. Demographic change, energy demands and the environment, future employment, decentralization of the country and development of local administrative bodies among many other trends will influence the Thai higher education system. This article considers four trends that result from the ASEAN Economic Integration and speculates on further trends covering the increasing importance of English language, restructuring of higher education institutions, programs in eight professions and the research-intensive universities.

35496 14:30-15:00 | Coleridge Room
Cultivating Global Citizenship Identity and Engagement in Higher Education
Paul David Sherman, University of Guelph-Humber, Canada

This presentation reports recent findings from doctoral studies research on the cultivation of global citizenship identity and engagement in a case study of Soka education's university setting in Japan. Building upon prior research conducted in the United States that theorizes antecedents and outcomes of global citizenship identification, this study explores how Soka University, Japan, addresses global citizenship education, as seen through the various lenses of its administrators, faculty, and students. The findings suggest that global citizenship identity is robustly cultivated at Soka University in the presence of a normative environment in which persons valued by the students endorse global citizenship, and in which global awareness is actively promoted. The research also suggests that the presence of global citizenship identification corresponds to an attendant endorsement of prosocial values and behaviours. The findings demonstrate cross-cultural consistency with prior research, and have potential implications for the implementation of global citizenship education programs in higher education. The presentation will provide an overview of: Soka education, contemporary notions of global citizenship, the study's research methodology and pertinent findings, and implications for cultivating global citizenship in higher education institutions.

Saturday Session III

13:30-14:30 | Wordsworth Room

Learning, Teaching & Educational Structures: Professional Concerns, Training & Development

Session Chair: C. H. Wu

36050 13:30-14:00 | Wordsworth Room

Indonesian Higher Education Restructuration to Overcome Human Resources Constraints

Yustika Noor Arifa, Swaragama Training Center, Indonesia

Indonesia, laying in southern Asia, has a lot of potencies as it is predicted to have a demographic bonus in 2020 to 2030. However, this country should be alerted to the prospect of human resources in the future due to looming-talent-shortage, as claimed by Boston Consulting Group in 2013. Higher education's function is to develop employability skills and increase people's capacity. Thus, reorganizing and restructuring Indonesian education is an effective solution. This paper gives an elaboration of my custom designed curriculum namely "Future Simulation", a project in Swaragama Training Center, as an instrument to improve Indonesian higher education output at early stages. Practically, it evolves two activities, which are workshops containing soft skills material and assessment of employability skills development (Evers, 1998). Future Simulation will be conducted to 80 third grade university students in Yogyakarta, Indonesia, populated by 16,000 students and 800 educators (according to National Statistics Data in 2015). By the end, I expect that this paper will present an instrument of graduates' employability skills' quality control to close the gaps between industry and higher education.

37442 14:00-14:30 | Wordsworth Room

An Experimental Learning Model for RFID

C. H. Wu, Hang Seng Management College, Hong Kong

Tommy Cheung, Hang Seng Management College, Hong Kong

P. P. L. Leung, The Hong Kong Polytechnic University, Hong Kong

W. Y. Lau, The Hong Kong Polytechnic University, Hong Kong

W. H. Ip, The Hong Kong Polytechnic University, Hong Kong

Radio Frequency Identification (RFID) has been widely applied in various industries in recent years. The logistics and supply chain is the most common industry applying RFID. While the RFID market is now growing rapidly, RFID professionals demand is increasing sharply. However, there are few RFID courses or trainings provided before logistics and supply chain students' graduation, which leads to a problem of succession between schools and companies. In order to support this vigorous growth and relieve the succession problem, RFID education becomes important to cultivate future RFID professionals from the students who can apply the knowledge into daily operations immediately. Hence, a comprehensive plan of RFID education at tertiary level should be well developed. This paper will investigate current RFID education's problem, and hence a RFID educational model will be proposed.

Saturday Session III

13:30-15:00 | Renaissance Suite (North)

Learning Strategies

Session Chair: Katharina Glas

37336 13:30-14:00 | Renaissance Suite (North)

Thai Secondary School Teachers' Perception of English Oral Presentation Techniques and Abilities

Tirush Rumpantetch, Silpakorn University, Thailand

This research was carried out in order to investigate Thai secondary school teachers' perception of English oral presentation techniques and abilities. The participants of this study were 70 Thai secondary school teachers from various schools in Thailand. The subjects were purposely selected because all of them had experience in teaching English and giving oral presentations in English. The instrument used in this research is a 5-point Likert Scale questionnaire ranging from "strongly agree" to "strongly disagree". The questionnaire consisted of four parts: 1) general background information of the respondents, 2) respondents' perception of their English oral presentation techniques, 3) respondent's perception of their English oral presentation abilities, and 4) suggestions and other opinions. The data were analyzed in terms of percentage, mean, and standard deviation. The results of this study revealed that most Thai secondary school teachers perceived themselves as having the ability to use common oral presentation techniques. The majority of the subjects reported that they used facial expressions and other non-verbal communication in their presentations the most. They also used the technique of grabbing the audience's attention by describing pictures, using anecdotes, or telling stories. With respect to the respondents' perception of oral presentation abilities, most of the subjects responded that making good eye contact with the audience is their top skill. However, the majority were uncertain whether, overall, their oral presentation skills were good. In addition, they were unsure whether they could talk fluently and accurately on unfamiliar topics.

36477 14:00-14:30 | Renaissance Suite (North)

The Role of Knowledge and Beliefs in the Teaching Practices of the English Language Teacher-Educator

Maria Esther Lemus-Hidalgo, Autonomous University of Aguascalientes, Mexico

Sofia Cota, Autonomous University of Sonora, Mexico

This presentation drew on a comparative case study of the role of knowledge and beliefs on language teacher education in the teaching practices of the English language teacher-educator within the context of Mexican and Spanish higher education. The purpose of the presentation is to raise awareness of how the knowledge and beliefs of the teachers intersect to inform their teaching approach. The teachers' strategies and their intentions behind those strategies composed their approaches to teaching (Trigwell & Posser, 2004). These approaches can follow a teacher-focused strategy with the intention of students acquire the concepts of the discipline, or they can follow a student-focused strategy aimed at students developing their conceptions (Postareff, 2008). Additionally, teachers' approaches seem to be shaped by teachers' beliefs since beliefs about the nature of language, the nature of the learning process and the nature of the teaching act tend to enlighten language teaching practices (Nunan, 2004). The case study involved seven university teachers of English. The methods used were: observations, video recordings of classes, interviews and questionnaires. The case study illustrates that teaching practices are supported by teachers' knowledge and shaped by teachers' beliefs. Overall, it shows that the participant teacher-educators' practices are similar despite the differences of contexts and representative of the learning-focused approach to teaching. Nevertheless, the questionnaires show that, in the Mexican universities, the teacher-educators tended to a learning-focused approach while the educators from the University in Spain have a combination of teaching strategies of the learning-focused and content-focused approaches.

35539 14:30-15:00 | Renaissance Suite (North)

Learning to Motivate: Novice Teachers' Developing Cognitions in Relation to Motivational Strategies for the EFL Classroom

Katharina Glas, Pontificia Universidad Católica de Valparaíso, Chile

Teachers of English in Chile are often confronted with the problem of lacking learner motivation. As motivation is a crucial factor for learning success, it is necessary to tackle this problem with effective teaching strategies. Teachers' beliefs and cognitions about learner motivation develop in real socio-cultural contexts, including pre-service education settings at university and communities of practice at schools. These cognitions-within-real-contexts, on which classroom decision-making is based, can either support the use of effective motivational strategies or constitute constraints that impact negatively on their development. In this paper, preliminary results from a longitudinal multiple case study will be presented that aims to examine the process in which novice teachers, in the transitional phase from pre-service teacher education to in-service teacher development, start building up strategies to motivate their students for learning English. Specific objectives include the identification of both psychological and professional tools that teachers need for this pedagogical task, as well as positive support mechanisms that can help novice teachers of English exploit all available resources to foster their students' motivation and thus increase the likelihood for them to become effective teachers who plan to remain in their jobs. Data collected from questionnaires, and individual and focus group interviews will be shown. Two areas for in-depth analysis will be given special emphasis: discourse markers displaying a developed sense of agency in individual narratives, and collective negotiation of meaning in group interview situations.

Saturday Session III

13:30-15:00 | Renaissance Suite (South)

Innovative Language Teaching & Learning Methodologies

Session Chair: Neil Hughes

36381 13:30-14:00 | Renaissance Suite (South)

A Study of Listening and Speaking Curriculum for EFL Postgraduates

Xue Li, Harbin Institute of Technology, China

Analyzing the existing conditions of graduate English teaching for non-English majors in a university of science and technology (China), this paper argues that the integration of classroom English teaching and after-class online teaching offers an effective mode to listening and speaking course for EFL postgraduates in light of the author's teaching practice. The establishment of this new teaching system achieves the goal of "teacher-led and student-centered" instead of the "teacher-centered" teaching model used in the past. It creates an interactive, open, personalized and cooperative learning environment for students instead of the students' passive, spoon-fed learning, which broadens the innovative road for teaching English in higher education. This new system transforms the educational system from exam-oriented education of the past, to a quality education of improving the students' consolidated and effective use of their English language ability. A network self-learning system effectively integrates a variety of teaching resources, breaking the traditional teaching model of the constraints of time, which greatly expands the extension of a modern English educational system. The new teaching system of initiative English teaching and virtual English teaching facilitates the restructuring of the students' linguistic knowledge, encourages students' autonomy, maximizes the students' language learning experiences and, enhances their language acquisition for communicative purposes.

33844 14:00-14:30 | Renaissance Suite (South)

Using Discussion Boards as a Teaching and Assessment Tool in HE Content-Based Language Teaching

Neil Hughes, University of Nottingham, UK

For several years now there has been a significant buzz about the learning benefits of asynchronous discussion tools in language learning contexts. Whilst many scholars, not least Warschauer (1996), have pointed to the impact on language skills, Zeiss and Isabelli (2005) highlight the role they can play in enhancing cultural awareness. Despite these impressive claims, some academics motivated to experiment with discussion boards in language learning point to disappointing results characterised by infrequent student participation and social disengagement. In this paper, it will be argued that in order to reap the benefits of this valuable learning tool, academics should do the following:

- Integrate discussion boards into module assessment diets on the grounds that students will be better motivated to participate if their efforts contribute to their module grade.
- Provide students with clear criteria including qualitative and quantitative performance measures against which the quality of their work is assessed.
- Include, as part of the syllabus, a writing workshop on the craft of discussion board writing.
- Provide students with exemplars of best practice.
- Offer opportunities for feedback on draft discussion board contributions outside the classroom.

Finally, the paper will provide concrete examples of how these issues are addressed in a module entitled Business and Society in Spain. This module, delivered and assessed in Spanish, is offered to final-year students at the University of Nottingham in the UK.

36130 14:30-15:00 | Renaissance Suite (South)

Gaming and Peer to Peer Language Learning

Mark Landry, VSB-Technical University of Ostrava, Czech Republic

Lenka Landryova, VSB-Technical University of Ostrava, Czech Republic

With the encroaching use of online teaching material teachers have an abundance of materials available to make their lessons more effective. This paper examines the effects of digital media, in particular gaming, in how it can assist students in second-language acquisition. As is shown, students are spending more time gaming than in the language-learning classroom as the traditional roles of teachers are being partially transformed. Firstly, it looks at how standard words, phrases and colloquialisms are being mastered, and what language skills students are focused on while gaming. It also briefly examines the cognitive and neurological effects of gaming in connection to when students formally begin to learn a foreign language in regards to the fact that most game sites preferred are not in a student's mother tongue, and that students who study courses, such as air transport, must have some knowledge of English to eventually work in that field. Through a questionnaire and the implementation of a game focused on air traffic control simulation it also looks at how students regard learning from each other in a language classroom. Most of its conclusions come from a series of cross-sectional questionnaires distributed to groups of over 200 students conducted over two years at a Czech technical university, involving five different faculties, and students from the first to fifth year of study. Two questionnaires are focused on what students perceive they are learning while gaming, while the third one looks at how they view their interaction with each other.

Saturday Session IV

15:15-16:45 | Tennyson Room

Learning & Teaching Through Social Justice – Education: Social Justice & Social Change

Session Chair: Geraldine McNenny

36562 15:15-15:45 | Tennyson Room

Real Change: Educating for Sustainable Development Through Authentic Content

Mariam Abonil, Middlesex University Dubai, UAE

Learose Pinkham, University of Vienna, Austria

A rapidly globalizing and conflicted world hastens the need for tertiary curricula to foster development of real-life problem-solving skills. Literature shows that models of learning used to achieve objectives involving awareness of sustainable development must reflect those goals through curriculum design based on authentic content. With basis in the works of Dewey and Freire, who posited both the interplay between governments and their people (Dewey, 1916) and the implication for group work in world transformation through education (Freire, 1970), a World Simulation Activity (WSA) was created to support the teaching of sustainability in higher education. A term-long group-work exercise based on the WSA was then used to investigate facilitation of effective learning of authentic content through practical application of sustainable development goals. This qualitative study at an offshore private university in the UAE was carried out with three cohorts in a non-specialist foundation year. Preliminary findings show inclusion of this activity, along with the use of Computer-Supported Collaborative Learning and student-led governance, created a knowledge-building approach to scaffolded content, contributing to wider applications of course material. Specifically, the concepts of collaboration, use of real-world research, and accountability for decision-making were observed. These observations will be discussed with regard to the incorporation of such activities into future university curricula.

37633 15:45-16:15 | Tennyson Room

Academic Sociability in Social Sustainable Education

Hans Musselbrook Oberg, Malardalen University, Sweden

Social sustainable education is about breaking the teaching practices as being in a preserved state, where the dwelling cultivates a particular way of being in the culture of the university. It should be about the students' abilities to develop authentic understandings of the students, in relation to social sustainability, which they cultivate indirectly through the teaching environment in which they all dwell. Fitzmaurice (2010, p. 48) argues that "teaching involves creating and maintaining caring, physical, cultural, intellectual, social and moral environments which induce learning". Creating such an environment is, in a way, part of creating a social sustainable learning environment, a shared place of dwelling, a place to go to teach and learn. "To be human means to be on the earth and a mortal. It means to dwell" (Heidegger, 1975, p. 147). An interesting way to view learning and teaching is that of Peters (2002, p. 194) who introduces *akademische Geselligkeit*, translated as "social intercourse", a kind of "academic sociability" or "academic fellowship", involved in teaching. Visser (2006, p. 194) deliberates about the word *Umgang* and its translation of "going around" or "walking around", which "has a strong reference to the practice of ancient Greece of the teaching/learning dialogue on the walkways of the gymnasium" (Visser, 2006, p. 194). "Walking together" is an interesting metaphor for how to integrate social sustainability in higher education. This presentation will describe the introduction of social sustainability teaching in higher education by using the academic sociability concept.

36495 16:15-16:45 | Tennyson Room

Educating for Sustainability: Understanding the Emerging Anthropocene

Geraldine McNenny, Chapman University, USA

As the concept of the Anthropocene as an epoch marking humankind's power as a geophysical force gathers momentum, sustainability educators will be confronted by the contrasting and conflicting interpretations of its significance. The need to educate students in discerning sustainable pathways, to teach them to reason through the many rhetorics circulating around talk of the Anthropocene, is urgent. By giving our students a clear understanding of the various arguments for the significance of the emerging age of the Anthropocene and the various positions proposed, we will educate them to critically assess those proposals for problem-solving, thereby nurturing in them a sense of agency and civic responsibility. In this presentation, I examine the frames and rhetorics surrounding the use of the term the Anthropocene and their implications for sustainability education across several disciplines. Through the use of ecolinguistics (Stibbe, 2015) and critical discourse analysis (Machin & Mayr, 2012), I argue that analysis of the framing of the Anthropocene provides a critical tool for examining interpretations and approaches to what it means to be in the midst of an epoch in which humankind's impact on the planet merits a new geologic time frame – all of which are deeply significant to sustainability education.

Saturday Session IV

15:15-16:15 | Shelley Room

Challenging & Preserving Traditional Cultures: Education for Intercultural Communication

Session Chair: Andrea Kammerer

36511 15:15-15:45 | Shelley Room

Intercultural Studies: Promoting Critical Thinking with Young EFL Learners

Nancy Grande, Universidad de La Sabana, Colombia

Rigoberto Castillo, Universidad Distrital Francisco José de Caldas, Colombia

This paper reports a project that attempted to understand and interpret critical thinking processes in a sixth grade class of Intercultural Studies, at a private suburban school in Bogotá, Colombia. We identified – in the diagnosis stage – the need to revamp the syllabus of Cultural Studies, since the foci on folklore, customs, and habits across peoples seemed to be reinforcing stereotypes instead of promoting intercultural understanding and communication. Action research allowed us to gather data on: a) the representations learners had on cultural identities and b) on their awareness of otherness. The data gathered with surveys, interviews, and classroom observation, indicated that for the new syllabus, critical thinking should be introduced. In the Action Stage, we implemented a work on: Conceptualizing, Applying, Analyzing, Synthesizing and Evaluating information. After a year of implementation, the evaluation of the intercultural approach to ELT program demonstrated not only the students' gains on English proficiency, but also produced these findings: a) learners gained intercultural awareness, and social responsibility, and b) a sense of community and solidarity emerged in their discourses. These results suggest that intercultural studies – in a dialectic and constructivist pedagogy – benefit from critical thinking understood as the promotion of mental processes to objectively analyze a situation by gathering information from diverse sources, and then evaluating both the perceptible and imperceptible aspects, as well as the implications of any course of action, so that learners and educators build interpretations in the intercultural world.

36591 15:45-16:15 | Shelley Room

Mapping Generation Z: Attitudes Toward International Education Programs

Hristo Banov, AFS Intercultural Programs, USA

Andrea Kammerer, AFS Intercultural Programs, USA

Indre Salciute, AFS Intercultural Programs, Lithuania

Mapping Generation Z: Attitudes Toward International Education Programs is an expansive, first-of-its-kind report exploring the motivations for and hindrances to international study among the mysterious youngest generation of consumers. The goal of this research study is to reveal the attitudes and perceptions of high school students from Generation Z on studying abroad, experiencing new ideas and immersing themselves in drastically different cultures than their own. The study was conducted by the Management Information Unit at AFS Intercultural Programs via a survey across 27 countries. The collection period was March 2016 through December 2016. The 5,255 respondents ranged in age from 13–18 years. To understand the attitudes of Generation Z toward a school year or semester abroad, the report segments the respondent on the basis of their economic standing and underlying motivations and aims. Financial resources and primary objectives act as the main dimensions throughout this research, as these play a key role in the students' decision-making process. In addition to segmenting the market into four sectors, the study examines various aspects that potentially play a role in a prospective participant's decision to undertake study abroad. These include existing perceptions of destination countries, price sensitivity, a variety of influencing factors and actors, and personal concerns. Main results: English speaking destinations dominate in popularity; Affordability remains a barrier to student mobility; Program specifics emerge as the main choice influencers; Apprehensiveness about security tops the list of concerns; Cultural exploration as a goal prevails in all global regions.

Saturday Session IV

15:15-16:45 | Keats Room

Learning & Teaching in Community Spaces: Educational Change Through Technologies

Session Chair: David Hicks

34996 15:15-15:45 | Keats Room

The Impact of Social Media on University Students' Learning

Ying Guo, Monash University, Australia

Social media are now seen as important tools for education as they can assist students in self-study and in clarifying their misapprehension. Nowadays, social media is increasingly utilised for educational purposes, especially by university students. According to this reality, this paper analyses the impact of social media on university students and its effects on students' learning during college studies. The purpose of this study is, therefore, to examine whether social media play positive or negative effects on university students' academic achievement. This paper is, then, divided into three parts. Firstly, the impact of social media on students' overall academic engagement will be examined by analysing the ways social media facilitates the participation and collaboration abilities of students. Secondly, the essay will discuss the impact of social media on students' academic results and achievements. Moreover, a comparative analysis of both the positive and negative effects of social media will be undertaken. The study concludes that to reduce the distractions of social media, not only students' self-management is necessary, but also educators' guidance function cannot be ignored.

37505 15:45-16:15 | Keats Room

Moving Toward More Comprehensive and More Representative Meta-Analyses of Single-Case Intervention Studies

Dennis McDougall, University of Hawaii, USA

Advances in online and digital technology have set the stage for changing how publishers and authors of individual studies disseminate study findings, as well as for crafting more comprehensive and more representative meta-analyses. This session identifies limitations of current meta-analyses for single-case interventions and proposes practical ways to overcome those limitations. We concur with McDougall, Narkon and Wells (2011) and Cumming (2014) who recommended that single-case research studies include – as a standard procedure – a link to the raw data embedded directly within the published article. Enabling unfettered access to the raw data would enable researchers to conduct meta-analytic reviews that are more representative and more comprehensive than current meta-analyses. At present, too many meta-analytic reviews of single-case interventions might a) exclude studies that otherwise would qualify for review when the raw dataset from those studies is no longer available from authors of those studies; b) over-rely on simplistic, quasi-effect size indices, such as percentage of non-overlapping data (PND) because PND is convenient and does not require using raw data; c) underutilize credible effect size indices that require having actual numerical values of each data point depicted in line graphs in the results section of published intervention studies; and d) use data extraction programs that tend to produce invalid and unreliable values for data points depicted in graphs.

37703 16:15-16:45 | Keats Room

Using Mixed Reality (Augmented and Virtual Reality) To Facilitate Disciplined Inquiry and Make the Invisible Visible in Community Spaces

David Hicks, Virginia Tech, USA

Saye and Brush (in press) note: "technology is no panacea for the challenges students and teachers face when engaging in disciplined inquiry", they also make clear that "(t)he challenge remains for ... educators to expand our understanding of how technology-enhanced learning environments might be best designed and used to increase the likelihood of powerful history and social studies learning" settings (p. 229). This session describes a case of how a team of fifth grade teachers, teacher educators, public historians, and computer scientists came together to implement an innovative and ambitious place-based teaching experience where students use mixed reality (Augmented Reality and Virtual Reality) to investigate a forgotten local history through the derelict historic site of a former African American school in the Commonwealth of Virginia. At the initiation of this project we hypothesized that we could use mixed reality to: allow students to view and reflect on evidence in situ, leveraging the benefits of context as part of engaging in cultural fieldwork; help students conceptualize the past and visualize changes over time to support perspective taking and empathetic caring as part of knowledge construction; provide a compelling experience, explicit scaffolds and opportunities for social learning to motivate and sustain students within and through a historical inquiry arc. Within this paper, these assertions are re-visited and critically unpacked in order to examine the potential and challenges of mixed reality to facilitate learning in community spaces and reveal hidden histories that are too easily forgotten.

Saturday Session IV

15:15-16:45 | Coleridge Room

Learning, Teaching & Educational Structures: Student Learning, Learner Experiences & Learner Diversity

Session Chair: Nina Vini Nola

36286 15:15-15:45 | Coleridge Room

Educating for Change: The Embodied Schoolgirl in PE Space

Ornit Ramati Dvir, Bar Ilan University, Israel

While feminism has a long tradition of examining the body as a political site, the prevailing philosophy regarding the body within education systems still lies on the Cartesian mind/body dualism, focusing mainly on the cognitive development of their students, thereby undervaluing the social meaning of the body. Moreover, educators often see the body as a barrier to learning, an object that needs to be silenced while educating the mind. The body is seen mainly as a phenomenon that needs to be well maintained and controlled. Hence, schools do not refer to their students as embodied subjects, "bodyandmind". As schools are part of the culture they are located within, the dominant discourses related to the body are part of the school's climate. In particular, adolescent girls negotiate their bodies and identity with the different discourses addressing their bodies: their look, their femininity and sexuality. PE is a unique site within schools: this is the only class that is gender homogeneous; it is the only subject that touches the real corporeal body of the students; students are being exposed and their bodies become the object of others' gaze. This leads to the question: How do PE classes shape embodied/disembodied students? The proposed lecture is based on observations and focus groups I conducted in Israeli Junior high schools and on interviews with physical educators. I will share a number of components of PE classes that construct embodied/disembodied students. I will discuss teachers' ambivalence, and propose feasible directions for change.

34368 15:45-16:15 | Coleridge Room

Academic Resilience and Enhanced Student Outcomes: Creating a Wellness Learning Environment

Nina Vini Nola, University of Auckland, New Zealand

Stephanie Veronica Wyatt, University of Auckland, New Zealand

Academic Resilience and Enhanced Student Outcomes: Creating a Wellness Learning Environment Nina Vini Nola, University of Auckland, New Zealand Stephanie Veronica Wyatt, University of Auckland, New Zealand Each year 225 students enrol annually in the compulsory English course of the University of Auckland's Tertiary Foundation Certificate Programme (TFC) to gain admission to an Australasian university. More than 35% of these fail due to their inability to manage overwhelming personal problems which present or recur during the course of their double-semester academic year. Histories of poor school performance due to bullying, alcohol and drug addictions, to family break-ups and to general low self-esteem, with a spectrum of mental illness affecting up to 20% of students, are common. TFC English convenor Dr Nina Nola introduced the concept of the student as a whole person whose academic resilience could be enhanced in weekly voluntary, extra-curricular Mindfulness classes ("Calm With Nina"). In 2015, with TFC Programme Director Stephanie Wyatt leading, TFC English trialled an "Academic Resilience" parallel lecture series in the first weeks of Semester One: students attend one English lecture and one informal lecture of wellness advice and training. Topics covered are how to study effectively and confidently, how to seek counselling and legal advice and support on campus, stress and how to recognise and deal with it, depression and what to look out for, and Brain Gym, Mindfulness and Yoga for mental clarity, calm and balance. "Academic Resilience" was devised to encourage all students to reinforce their competence in managing their academic The International Academic Forum 61 ECE ECLL 2017 Draft Schedule selves: Stephanie and Nina discuss their groundbreaking programme which is now an integral component of the curriculum.

37684 16:15-16:45 | Coleridge Room

Work Supervisors As Change-Makers in the Enhancement of Students' Internship Experience

Lillian Yun Yung Luk, The University of Hong Kong, Hong Kong

Cecilia Ka Yuk Chan, The University of Hong Kong, Hong Kong

Student internship provides great opportunities for students to develop the whole person and the different types of generic skills such as adaptability, self-management, team and communication skills (Little & Harvey, 2006). However, inconsistencies in students' internship experience make it difficult to identify specific learning outcomes (Hu, Abadeer, & Yusman, 2009), particularly in relation to generic skills competency. Students are often attached to different companies which makes it difficult for teachers to closely monitor and assess their performance in the workplace (Ferns & Moore, 2012). Compared to academic staff members, work supervisors and fellow colleagues play a more immediate role in enhancing students' learning at the workplace by acting as a supervisor, a mentor and/or an assessor. Drawing upon concepts from workplace learning (e.g. Eraut, 2004), this paper seeks to explore how work supervisors can act as change-makers to enhance students' internship experience and to maximise their development of generic skills by presenting some findings from research conducted as part of a PhD project on engineering student learning through internship experience. Analysis of the data collected with an adapted version of Martin's (1997) Work Experience Questionnaire revealed a positive relationship between work supervision and generic skills development, with the majority of the participants agreeing that they have gained a range of generic skills as an outcome of their internship experience. Follow-up interviews were conducted to identify specific characteristics and roles of work supervisors which can help to promote students' development generic skills. The findings will be discussed in relation to how university teachers and work supervisors can work hand-in-hand to improve students' internship experience.

Saturday Session IV

15:15-16:15 | Wordsworth Room

Learning, Teaching & Educational Structures: Primary & Secondary Education

Session Chair: Chor Leng Ching

36558 15:15-15:45 | Wordsworth Room

Innovative Pupils! Documentary Research on Teaching and Learning Arrangements for Innovativeness

Claudia Scharf, University of Duisburg-Essen, Germany

Inga Gryl, University of Duisburg-Essen, Germany

Swantje Weis, University of Duisburg-Essen, Germany

The aims of the German educational system are crossed by claims for participation (cf. KMK, 2007; Schulentwicklung, NRW 2008). In the interdisciplinary subject *Sachunterricht* (Primary Social and Science Education), pupils shall be enabled to assess, question and change their environment (GDSU, 2013; MSW, 2008; Weis, 2016). This claim marks a starting point within innovation processes (Gryl, 2013; Jekel et al., 2015) because the ability to participate is essential for innovativeness which can be active or reactive (Hartmann & Meyer-Wölfing, 2003; Scharf et al., 2016): Reactive innovativeness means the ability to react to something new by defining it as a novelty or an innovation (ibid.). Based on our previous research (Weis, 2016), we want to broaden the definition of active innovativeness to the ability to participate in innovation processes which contains the dimensions "reflexivity" (questioning current circumstances), "creativity" (generating creative ideas) and "implementivity" (convincing others and putting ideas into action) (Gryl, 2013; Jekel et al., 2015). A first step to foster education for innovativeness in *Sachunterricht* is the analysis of existing teaching and learning material and concepts (Weis, 2016; Scharf, forthcoming). Since the first research has shown that tasks in a schoolbook commonly used for *Sachunterricht* hardly foster innovativeness (Weis, 2016), we contribute a documentary research of interdisciplinary teaching and learning arrangements in search for innovativeness-fostering environments in order to find valuable instruments which can then be used particularly in *Sachunterricht*.

36392 15:45-16:15 | Wordsworth Room

Changing Perspectives: Contemporary Art Practices in Primary and Secondary Art Classrooms

Chor Leng Ching, National Institute of Education, Nanyang Technological University, Singapore

This presentation will be a literature review of research on contemporary art practices in primary and secondary schools. The ability to understand and translate visual data is vital to one's ability to navigate through a complex world (Thulson, 2013), therefore, acquainting students with contemporary art practices is essential for a broader literacy. The ability to understand visual "language" is a teachable skill that can empower the classroom teacher to enable their students in creative and critical thinking (Charman & Ross, 2006). One of the most challenging tasks art teachers face is to explain "meaning" in art that is sometimes deemed vulgar, meaningless or shocking (Emery, 2002). Understanding the historical context of an artwork, appreciating the reasons for its creation, articulating their significance and participating in the art making process, can help students gain confidence in their own abilities. Contemporary art in the classroom encourages these skills and becomes an aid to higher-order thinking, problem solving and deep reflection (Cox, 2000). Art educators, empowered with a broad knowledge of contemporary art and culture and having an understanding of the connections between art of the past and contemporary art are better able to enact relevant art education in primary schools beyond overly teacher-directed activities (Page et al., 2006). Content includes: Contemporary Art versus School Art, Contemporary Art as Age Appropriate, Curriculum Considerations, Cross-Disciplinary Considerations, Teacher Role and Approaches, Teacher-Student Power Relations, Teacher Challenges, Student Learning, Suitable Assessment – Formative vs Summative, Research Gaps and Directions for Future Research.

Saturday Session IV

15:15-16:45 | Renaissance Suite (North)

Individual Differences

Session Chair: Aslihan Bağcı

36020 15:15-15:45 | Renaissance Suite (North) | Stuart D. B. Picken Scholarship Recipient

Negotiating Participation in Second Language (L2) Academic Community: Asian Female Students' (Indonesian, Japanese, Chinese) Identities and Investments

Anna Desiyanti Rahmanhadi, University of Birmingham, UK

This study reports on a qualitative multiple case study that explored academic discourse socialisation of female Asian L2 learners in a British university. Grounded in the stereotype of "the shy Asian girls" (Bremer et al., 1996; Day, 2002; Lippi Green, 1997; Miller, 2003; Norton, 2000, 2001; Pon et al., 2003) that Asian female students tend to be quiet, passive, timid, or indirect, the study examined how female Asian L2 students negotiated their participation, which related to their identity and investment construction in new L2 academic communities, particularly in open-ended class discussions. The participants included three female graduate students from Asian countries (Indonesia, Japan, and China) who have different language learning experiences and backgrounds. Interviews and classroom observations were collected over the entire first semester (three months) to provide an in-depth analysis of the students' perspectives about their class participation in three different course and instructors. Three case studies illustrate that the students faced major challenges in negotiating language competence, identities development, and investment achievement. It was also implied that the stereotype of "the shy Asian girl" is not a culture-based generalisation but was rather caused by specific situations. Feeling marginalised, inferior, less competent and the issue of racism was the situation which disadvantaged the Asian students in developing identity and achieving the investment in L2 classroom. This study has implications for pedagogy on how to stimulate international students' participation in L2 and how to develop equal opportunity in the classroom.

37552 15:45-16:15 | Renaissance Suite (North)

Young EFL Learners' Attributions of Perceived Success and Failure in English Language Learning

Aslıhan Bağcı, Anadolu University, Turkey

The purpose of this study is to investigate young Turkish EFL learners' attributions of success and failure in English language learning as well as comparing their instructors' perceptions about the same issue. In addition, the match between TEOG scores and the perceived success of the students was investigated. Two instruments were used for the purposes of this study: a questionnaire and interview. Taşkıran's (2010) questionnaire of attributions was adapted by the researcher for this study. The study took place in a combination of primary and middle school. The questionnaire was given to 195 students in total; 115 of them were fourth graders and 80 of them were eighth graders. Also, one instructor from each group was chosen to be interviewed for this study. The causes of success and failure listed by the students were analyzed through content analysis. Later it was compared both according to fourth graders' and eighth graders' responses and also with the instructors' statements in the interview. Moreover, both fourth and eighth graders' definition of success in learning English was analyzed via content analysis as well. Frequencies and percentages were found and tabulated and important inferences were made from them. The results showed that there are more students who perceive themselves as successful than unsuccessful, both in primary and middle school. Further findings were interpreted and valuable suggestions were made.

37752 16:15-16:45 | Renaissance Suite (North)

Enhancing the Educational Experience of Learners of English as a Foreign Language in Saudi Arabia

Nouf Aljasir, King Abdulaziz University, Saudi Arabia

This research aims to enhance the educational experience of learners of English as a foreign language (EFL) in Saudi Arabia by critically examining two distinct differences among them: their learning styles and the affective factors that influence their learning. The study builds systematically and methodically on the little that is known about these variables among Arab learners of EFL. Its originality lies in it being the first study to explore the interrelationships between six major learning styles and affective factors in an EFL learning context. To achieve this, three self-developed questionnaires were distributed to 334 freshman students at a public university in Saudi Arabia. Semi-structured interviews were also conducted with 20 learners. Findings revealed that the participants were multimodal, exhibited a moderate preference for peer collaboration and were moderately tolerant of ambiguity. They also showed moderate levels of anxiety, motivation and self-efficacy. Importantly, all six variables were significantly related to English proficiency and/or performance. The study concludes with a discussion of pedagogical implications of the findings, which can positively impact the learners' experience.

Saturday Session IV

15:15-16:45 | Renaissance Suite (South)

Blended Learning

Session Chair: Jibrel Harb Al-Saudi

37521 15:15-15:45 | Renaissance Suite (South)

The Learning of the Oral Skills Using Blended Learning among Students of English at TTU in Jordan

Jibrel Harb Al-Saudi, The World Islamic and Science Education University, Jordan

This study aims to investigate the learning of oral skills using blended learning of Face-to-Face and online learning among tertiary students majoring English Language at Tafilah Technical University (TTU). A mixed method approach was employed in this study whereby a survey questionnaire, interview protocols and observations related to the course and blended learning activities were utilized for the data collection. A total of 24 students taking an English Listening and Speaking course at TTU were introduced and exposed to a blended learning approach for one semester via a Moodle platform as an intervention. The intervention was observed at different stages to investigate how the blended learning approach contributes to the learning of oral skills. In addition, the students were asked to answer a self-report questionnaire in order to investigate their attitudes towards the use of blended learning. To support the data, six students were interviewed. The findings of this study conclude that the blended learning approach can be beneficial and effective for English major students to develop their oral skills. The implications of this study suggest that a successful blended learning approach needs to be implemented at higher learning institutions in Jordan as part of an innovative teaching and learning method to improve oral skills.

36418 15:45-16:15 | Renaissance Suite (South)

Why Use Social Media in Your Classroom?

Anna Agata Dziura, University of Rzeszów, Poland

My presentation focuses on using social media to teach speaking skills in the context of English as a foreign language (EFL) in secondary schools. The purposes of this research were: 1) to study the benefits of using social media (Facebook) in the EFL classroom, in order to improve students' oral presentations skills through writing; 2) to study the learners' attitude towards teaching English speaking using social media. The answers to the questions above were sought in a two-part study carried out among 20 students. All of them attended the second year of the same secondary school, and were taught English based on the same coursebook at the B1+/B2 level but by two different teachers. One of the teachers used social media to teach speaking skills while the second one did not. In the first part of the study all the participants filled in a survey whose purpose was to discover the learners' attitudes and opinions towards using social media to develop their EFL speaking skills. The answers given by the learners who previously underwent the training (N1=10) were compared with the second group (N2=10). Subsequently, 6 students' (3 out of each group) oral presentations were recorded and contrasted. The learners were chosen randomly. The results of both parts of the study give a number of insights on the benefits of using social media to teach EFL speaking and their attitudes towards it. As the result, it is argued that applying social media to teach speaking is advantageous and brings positive results.

36486 16:15-16:45 | Renaissance Suite (South)

Blended Language Learning: Using Facebook as a Pedagogical Tool to Enhance Thai EFL Learners' Reading Comprehension Through Internet-Based Reading Materials

Sonthaya Rattanasak, Rajamangala University of Technology Suvarnabhumi, Thailand

This paper aimed to examine Thai EFL learners' reading comprehension ability through a blended language learning environment: the integration of regular face-to-face teaching method and the implementation of online reading activities. In this experimental research study, the participants were Thai EFL undergraduates randomly selected and assigned into two groups, namely a control group and an experimental group. The participants in the control group were taught by way of a regular face-to-face classroom teaching while the blended approach, which integrated face-to-face classroom teaching with online reading activities, was used with the experimental group of the learners. Following the principle of the content-based instruction (CBI), in this study, the learners were allowed to select the article with the contents they were interested to read and post them on a Facebook group particularly created to serve as a learning tool. This study was conducted over the course of 16 weeks. The data were collected from a pre-test and a post-test on the learners' reading comprehension. The test each consisted of five reading comprehension skills, namely scanning for specific details, finding the main idea, using vocabulary in context, pronoun reference, and making inferences. The scores from both groups were then compared and presented quantitatively. The overall findings suggested that the blended language learning environment and learners' reading comprehension complement each other.

Saturday Session V

17:00-18:00 | Tennyson Room

Learning & Teaching in Community Spaces: Education & Post-colonialism Workshop Presentation

36491 17:00-18:00 | Tennyson Room

We Are All Related: Course Design for Reconciliation – Indigenous Nehiyaw (Cree) Teachings and Critical Thinking

Katy Campbell, University of Alberta, Canada

Diane P. Janes, University of Alberta, Canada

Janice Makokis, University of Alberta, Canada

Kurtis McAdam, University of Alberta, Canada

The Truth and Reconciliation Commission (TRC) of Canada (established in 2008), worked for six years to show the ongoing legacy and “complex truth” of “church run residential schools”. (p. 23). The final report in 2015 led to many initiatives to begin to acknowledge both truth and healing. In 2016–17 a course was designed by a member of the Faculty of Extension, University of Alberta, Canada, who is a Nehiyaw Iskewew (Cree woman), Indigenous Scholar and Activist, in partnership with an Indigenous knowledge keeper. Incorporating traditional teachings, ceremony and song, and academic writings from the Academy, the course introduced Indigenous worldview and understanding of critical thinking from the perspective of Nehiyaw (Cree) teaching and learning. Using concepts such as blood memory, collective narrative memory and its relationship to the land/place, the instructors worked to connect western views of critical thinking to the Nehiyaw (Cree) worldview. This workshop will model/explore the creation of this course – the experiences of the course instructors to “translate” and negotiate Nehiyaw (Cree) knowledge to Western constructs; the need for a Faculty and its members to support such undertakings; and the ways that instructional design can be used to assist in the recovery and rebuilding of an Indigenous knowledge base, while tying these worldviews to Western theory and articulate ancient Indigenous philosophy, through theory, in a way that the Western academy understands. This workshop has lessons for all educators struggling with this construct.

Saturday Session V

17:00-18:00 | Shelley Room

Learning, Teaching & Educational Structures: Primary & Secondary Education Workshop Presentation

37570 17:00-18:00 | Shelley Room

Computer Science Education for All: The Code.Org Movement in the United States

Nancy Lee, Academic Concepts Educational Solutions, USA

Code.org is a United States non-profit organization that started a computer science education movement with advocating its vision that “every student in every school should have the opportunity to learn computer science”. This movement has changed the concepts of computer science education in many aspects. The current study examines the Code.org movement which has quickly gained momentum nationally and globally, with the demystifying “Hour of Code” activity, a one-hour introduction to computer science, being participated by a staggering 350 million students worldwide. In other words, one out of every 10 students on the planet has taken part. Including President Obama, who proposed a \$4 billion “Computer Science for All” initiative, eight presidents and prime ministers have supported the Code.org movement to inspire millions of students (Code.org 2016 Annual Report, February 9, 2017). The author, a first-generation Code.org workshop facilitator who has taught the free online curriculum to high school students and trained over a thousand elementary school teachers to teach the curriculum, examines the impacts of the movement.

Saturday Session V

17:00-18:00 | Keats Room

Learning, Teaching & Educational Structures: Primary & Secondary Education Workshop Presentation

35249 17:00-18:00 | Keats Room

Explicit Focus Lesson Workshop

Krishna Cart, Young Scholars Circle, USA

This workshop will equip grades one to eight coaches, teachers and specialists in teaching and modeling a short yet explicit focus lesson to develop strategic readers and writers. Focus Lesson is based on the Gradual Release of Responsibility Model (Pearson & Gallagher, 1983). This model requires that the teacher shift from “assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). We will explore some ways where teachers can incorporate powerful teacher language to suit various students’ needs. Focus Lesson can be applied in a variety of whole class and small group instructional settings in reading and writing workshop block. Participants will be shown how to gradually release the responsibility to the learners as they practice effective teacher language. Using what they know about their students, participants will learn how to: a) Model effectively on learning a new strategy; b) Strategically guide students to apply the strategy; c) Create some venues for students to transfer their newly learned skills.

Saturday Session V

17:00-18:00 | Coleridge Room

Blended Learning Workshop Presentation

37729 17:00-18:00 | Coleridge Room

Practical Application of Constructivism and Connectivism Using Computer-Assisted Language Learning (CALL): Achieve3000 Program

Marine Milad, Arab Open University, Kuwait

The contemporary academic, global and economic pressures of preparing learners for college and career are more important than ever. The bar for success is considered to be rather high since graduating high school students need to be guided through constructivism and connectivism to enhance their language skills such as reading at 1300 Lexile level. Achieve3000 Program has been experimented to answer the question of this study "To what extent can computer-assisted language learning using Achieve3000 program improve literacy for the learners unlocking college and career success?". The program has the formula for making sure that students are motivated to learn and perform at more rigorous level when their independent practice under their teacher's direction lead to Simple Rigor. The Simple Rigor has five phases: responding to the before reading poll, reading the article, doing the activity questions, responding to the after reading poll and answering the thought question. The current study was implemented on 242 students registered in the Reading Comprehension course (EL118) at four branches of Arab Open University namely Kuwait, Kingdom of Saudi Arabia, Egypt and Jordan. A sample of 83 students responded to a questionnaire developed by the researcher to collect students' feedback on the program. The results of 137 students who had valid test scores during the academic year was statistically analysed through a pre-post test to analyse these students' Lexile performance. The program was found to be a statistically significant in relation to the number of reading activities completed and students' nonfiction Lexile growth.

Saturday Session V

17:00-18:00 | Wordsworth Room

Language Education Workshop Presentation

35283 17:00-18:00 | Wordsworth Room

NeuroLanguage Coaching: A Brain-Friendly Way to Learn Languages

Rachel Paling, Efficient Language Coaching, UK

NeuroLanguage Coaching incorporates the latest findings in neuroscience as well as principles and tools from coaching into the traditional process of language teaching with practical steps to facilitate learning. Through neuroscience we know that no two brains are the same, so neurolanguage coaching is tailor-made learning to clients' needs, without books, but with clear and structured targets to achieve in defined periods of time. This method and approach creates the perfect learning conditions for the brain leading to faster, more efficient, sustainable and cost-effective results. It is essential as an educator to fully understand how the brain is impacted and affected while learning and for us to engage and empower our learner to their full potential. When we create brain-friendly interactive conversations, in a non directive style, provoking brain connections whenever possible, then we come into a perfect learning state.

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Sunday July 2

Sunday Session I

09:00-11:00 | Tennyson Room

Learning & Teaching in Community Spaces

Session Chair: Tawanda Runhare

33878 09:00-09:30 | Tennyson Room

Effects of Social Studies Instruction Using Case Study Method on Democracy Concepts and Critical Thinking Abilities of Secondary School Students

Warut Intarit, Phuket Rajabhat University, Thailand

Walai Isarangura Na Ayudhaya, Chulalongkorn University, Thailand

Thailand has been replacing with parliamentary democracy for 80 years but the political conflicts led to several coup d'états. This reflects that democracy in Thailand has failed so it is of essential importance for all teachers to establish democratic culture. The teachers need to educate Thai students to understand the democracy concepts and develop their critical thinking abilities by using case studies method instruction because these will empower Thai students to participate in democracy classroom and become a global citizen. The case studies method instruction comprises five steps: 1) presenting case study, 2) identifying problems, 3) analyzing case studies, 4) classroom discussion, and 5) conclusion. The democracy concepts in this study consists of rights, liberty, equality, rule of law, majority, election, pluralism, responsibility and political participation. The purposes of this research were to develop democracy concepts and critical thinking abilities of secondary school by using case study method. The participants were 24 tenth grade students. The research instruments were the democracy concepts test with the reliability at 0.81 and the Cornell Critical Thinking Test, Level X with the reliability at 0.71. The experimental instrument was the ninth case-study method lesson plans. The data were analyzed by means of arithmetic mean, standard deviation, and the t-test dependent. The research results were as democracy concepts and critical thinking abilities of secondary school students after learning by using case study method were higher than that before using case studies method at 0.05 level of significance.

35034 09:30-10:00 | Tennyson Room

A Hope for a Sustainable Peace Through Education: Gulen (Hizmet) Movement Schools

Suleyman Celik, Ishik University, Iraq

Gulen (Hizmet) Movement is a civic, faith-inspired circle dedicated to educating the young, advocating global peace and establishing the culture of coexistence through education by the altruistic followers. After having been established in the Central Asia for the first time out of Turkey in 1991, the Gulen Movement schools have spread swiftly to more than 170 countries with nearly 1,400 schools within 25 years. Gulen's (2012) philosophy of education is to raise generations who give priority to national and spiritual values, owning up to the universal values and contributing to the global peace by contributing the knowledge of faith and science to be necessary and complementary as part of a whole. The aims of this study were to seek the dynamics and key factors of how Gulen Movement schools have spread all over the world in a very short time and to what extent those schools promote a best practice of peace-building especially in conflict zones such as Iraq, Afghanistan and in multicultural societies. Interviews, surveys and observations were conducted to the students, graduates, parents and other stakeholders of the Movement schools and the results showed that the key factor of the rapid spread of Gulen Movement schools is the dedicated and altruistic teachers who sacrificed their time, efforts and life to accomplish Gulen's philosophy. The results also demonstrated that stakeholders of the schools directly or indirectly are nurturing the universal humanitarian values for mutual understanding, respect and peaceful solutions.

37965 10:00-10:30 | Tennyson Room

School-Community Based Interventions to Learner Attrition: The Perceptions of Key Education Stakeholders in a Rural South African School Neighbourhood

Tawanda Runhare, University of Venda, South Africa

Ndileleni Mudzielwana, University of Venda, South Africa

Maria Tsumbedzo Vele, University of Venda, South Africa

This study gathered and examined views of key school-based education stakeholders at two rural South African high schools on strategies that they implemented to curb learner drop-out. A qualitative case study research paradigm was employed and 20 learners, 20 children of school going age who had dropped out of school, 10 SGB members and 20 teachers were purposively sampled from two rural high schools faced with the challenge of high learner dropout rates. Data were collected through individual interviews for school dropout children for their confidentiality, while focus group discussions for all the other categories. The study found that the main intervention strategies used to curb learner dropouts included the national school nutrition scheme; the no-fee school system; counseling on personal or family challenges; encouraging parental involvement on school matters and collaboration between the community and school leadership in monitoring learners. Based on the study results, it is recommended that a school-community partnership should be embraced for both the community and the school to take full and equal responsibilities for children's educational access and opportunity.

29556 10:30-11:00 | Tennyson Room

Learning Across Figured Worlds: Integrating Physical and Visual Literacies in the Exploration of Artifacts and Cultural Spaces

Melanie Nash, Melbourne Graduate School of Education, Australia

Helen Kent, St Albans Secondary College, Australia

Drawing upon the theories underpinning figured worlds (Holland et al., 1998) and multiliteracies (Cope & Kalantzis, 2000), this paper demonstrates how teacher educators designed and implemented an interdisciplinary approach to enact literacy pedagogies in a variety of cultural institutions. This collaboration between teacher educators in Physical Education (PE) and English allowed for the development of a partnership between faculty and the cultural institutions, in order to develop strategies to use the spaces and artefacts in creative ways. The modelling conducted by the teacher educators provided pre-service PE teachers with a "set of tools" that enabled them to return design a learning experience for local secondary school students, which were enacted beyond the classroom setting and used multimodal texts. This approach and activities, which the pre-service teachers participated in and designed, was underpinned by literacy theory, including Luke and Freebody's Four Resources Model (1998). Aspects of multiliteracies theory (New London Group, 1996) were also drawn on, particularly in relation to visual, gestural and intertextual elements. In this paper we report on the success of this initiative and use feedback from the participants to critique the processes used and discuss future directions for our collaborations to develop authentic learning beyond the classroom setting and which crosses discipline boundaries and incorporates digital technologies. In addition, we will demonstrate through audience interaction and engagement how activities conducted in cultural spaces can provide participants with models allowing for the development of purposeful, interdisciplinary and integrated approaches to education in cultural sites.

Sunday Session I

09:00-11:00 | Shelley Room

Learning, Teaching & Educational Structures: Educational Policy, Leadership, Management & Administration

Session Chair: Beena Giridharan

35507 09:00-09:30 | Shelley Room

A Study of the Performance of School Development & Monitoring Committees (SDMCs) under the Right to Education Act 2009 (RTE)

Basil Liongs, Public Affairs Centre, India
Nikhil Shaji, Public Affairs Centre, India
Pankil Goswami, Public Affairs Centre, India

In a developing economy like India, it is a constant struggle for underprivileged children to access continuous quality education in government schools. In milieu of this, The Right to Education Act (2009) guarantees free and compulsory education for children between 6 and 14 years of age in India. The present research study tries to assess the functioning of School Development and Monitoring Committees (SDMCs) which aims at improving the overall functioning of government primary schools through an active interaction between teachers and parents and thereby focusing on larger community participation. The primary objective of the study is to understand the functioning of SDMCs across government schools in the state of Karnataka, analyse the challenges and provide recommendations to respective government department. The study uses qualitative method and spreads across all the 34 educational districts of Karnataka. Using systematic sampling, 6 schools from each district (2 from three different blocks) and overall 204 government schools are sampled. Primary data collection has been conducted in these government schools with the help of trained investigators from the district-level partner organisations. Personal interviews were conducted using questionnaires for 2,698 respondents, who are mainly the parents and head teachers who form the SDMCs. Observation reports of investigators have also been used, which capitulates their views for strengthening SDMCs.

36337 09:30-10:00 | Shelley Room

According to the Teachers' Perceptions Relationship Between the School Administrators Power Sources and Organizational Trust

Ahmet Faruk Levent, University of Marmara, Turkey
Azime Nehir Ozdemir, University of Marmara, Turkey
Tuba Akpolat, University of Marmara, Turkey

The purpose of this paper is to explore the relationship between school administrators' power sources and teachers' organizational trust levels according to teachers' perceptions. The sample of the study, which employed a survey research method, consisted of 400 school teachers, working in private and public sector in Istanbul, Turkey. The data gathering instrument of the study incorporated the School Administrators' Organizational Power Sources Scale developed by Zafer (2008). It contains five sub-dimensions, namely expert, referent, reward, legitimate and coercive, whereas the other is the Organizational Trust Scale developed by Daboval, Comish and Swindle and Gaster (1994) and adapted to Turkish by Yilmaz (2005). Descriptive statistics and the parametric analysis tests such as independent samples T Test, One-way Anova, Pearson Product-Moment Correlation Analysis and Multiple Linear Regression Analysis were used to determine the relationship between the power and trust dimensions. Data was analyzed by SPSS 23.0 software programme. According to the research findings, a moderately positive relationship was found between charismatic power, rewarding power and expertise power and all organizational trust subscales. There is a positively low level of relationship between coercive power and all organizational trust sub-dimensions. There is a positively moderate relationship between sensitivity to employees and communication environment subdimensions of organizational trust and legitimate power, as well as a low positive relationship with openness to innovation and trust to administration subscales. Thus, the results revealed that sub-dimensions of organizational power significantly predicted organizational trust scores. (The analysis of the research is ongoing.)

35822 10:00-10:30 | Shelley Room

Impact of Reading on Improving School Leadership

Laila Aljabeli, Kuwait University, Kuwait
Abdulmuhsen Alqahtani, Kuwait University, Kuwait

Reading is fundamental in developing the individual's mind and creativity. It plays a vital role in conveying attitudes, ideas and information. It is believed that the individual's overall performance, especially school leaders, will be remarkably improved because of this. However, past research has not adequately addressed the significance reading has on the school leader's character. The objective of this paper is to bring to light the rarely tackled issue with special attention to how it impacts the leader's performance. To achieve this objective, this paper made use of the content analysis method by closely examining the relevant literature. The results have shown that reading indeed is important in widening the leader's knowledge and this in turn will help the administration's progress. This paper suggests that providing a well-equipped library within the administration, as well as encouragement, will play a key role in developing the reading habits of employees and therefore benefit the institution.

35806 10:30-11:00 | Shelley Room

English Language Development and Academic Integrity – Making the Connection

Beena Giridharan, Curtin University, Malaysia

Cultural differences and language barriers have been attributed to plagiarism incidents among ESL students at university. It is a known fact that misinterpretation can occur among university students for whom English is a second language, particularly when it comes to understanding the norms of referencing and academic writing requirements. Language differences have been identified as potential barriers to academic writing which in turn is related to academic integrity (LaRay Barna, 1994; Correa, 2011). Non-familiarity with source use and inadequate skills to summarize and paraphrase effectively, as well as inability to quote sources to strengthen arguments in assignments, have been cited as reasons for poor referencing practices and plagiarism among ESL students. This paper focusses on a teaching excellence and developmental project that investigated student understanding of academic integrity and advancing student skills in paraphrasing and referencing. The project involved conduct of workshops for students on integrating source use and synthesis skills training and seminars for staff for increasing awareness of academic integrity among students. The project findings point to improved student learning outcomes and development of English language proficiency.

Sunday Session I

09:00-11:00 | Keats Room

Learning, Teaching & Educational Structures: Professional Concerns, Training & Development

Session Chair: Sigal Oppenheim-Shachar

36345 09:00-09:30 | Keats Room

Marketization and Managerialization in Education for Female School Dropouts: The Risks of De-Professionalization

Orly Benjamin, Bar Ilan University, Israel

The applications of the marketization and managerialization toolkit was recently compared for its various European formations in Germany, Denmark, Italy and the United Kingdom. Based on this comparison, Klenk and Pavolini concluded that the applied practices of quasi-marketization reduce levels of professionalization and knowledge preservation. Others showed how de-professionalization in this context occurs for school teachers because of workloads. With trends of de-centralization and the increased importance of non-governmental providers of services, often justified as turning to expert organizations, it is important to add to these discussions the aspect of budgeting and ask how forms of budgeting intensify workloads and promote de-professionalization for educators in non-governmental providers of services. In the field of services for female school dropouts these questions are particularly important because of the enhanced critical role played by educators' ability to form stable relationships with the service users. Thus, focusing on these services seems a good focal point for examining the ways in which budgeting and the management of such services, shape the tension between professionalization, de-professionalization and educator-user relationship. Analyzing texts produced by an Israeli forum of providers of these services, as well as working papers produced by governmental bodies, and 20 interviews with those involved in the operation of such services, I set forth to shed light on the following: the ways in which services targeting female school dropouts and young women are budgeted; the employment quality experienced by employees operating the services; and the level of dialogue between operators and government administrators involved in budgeting decisions.

36296 09:30-10:00 | Keats Room

Engaging the Power of Diversity in the Classroom

William Pelech, University of Calgary, Canada
Melissa Popiel, Wilfrid Laurier University, Canada
Sarah LaRocque, University of Calgary, Canada
David Nicholas, University of Calgary, Canada
David Este, University of Calgary, Canada
Christopher Kilmer, University of Calgary, Canada

While social work has historically appreciated the value of diversity and working towards common ground, less attention has been paid to how social work educators can realize the potential offered by diversity present in their classrooms. Although frequently unacknowledged, each classroom is itself a group that moves through various phases of development. Educators can play a pivotal role in the preparation of students for professional practice by demonstrating how students can harness diversity through the effective professional use of self in the classroom. This presentation describes a tentative multi-phase model of inclusive group work practice, which offers new strategies, considered in context, to assist with recognizing and working with an array of diversities present in groups across the various phases of groups. This model has been generated from a four-year Canadian Social Sciences & Humanities Research Council funded project, which utilized a grounded theory approach to analyze interviews and focus groups with experience group work practitioners from diverse professional backgrounds. In this presentation, we hope to promote discussion about the tentative model, explore professional uses of self in responding to diversity, the interactional impacts of power at multiple levels and identify additional applied strategies for practitioners with varying levels of experience to harness the power of diversity in their classrooms.

36315 10:00-10:30 | Keats Room

Pedagogical Credo Based on Feminist Pedagogy As a Way to Voice Personal Identities

Sigal Oppenheim-Shachar, Bar Ilan University & Levinsky College of Education, Israel

The underlying assumption in teacher training programs is that formulating a pedagogical identity is an integral part of the process via which an education student becomes an education professional, who can support and defend her approach and actions, and therefore become a better educator. The literature shows that developing a pedagogical credo can support a process that renders teachers. However, it is not clear how we can support this process, and how to incentivize it. Furthermore, we need to explore how we can support and help student teachers shape their visions. Meanwhile, there is ongoing tension between postmodern educational theory and philosophy that encourages change on one hand, and traditional institutional culture that encourages conservatism on the other. Complicating this is the fact that most teachers are female, so gender power relations are yet another perspective to be considered in the positioning process of incoming teachers. This situation requires them to decide whether to change or to assimilate, and because of this, many newer teachers quit teaching, or burn out early in their careers. This paper is based on semi-structured interviews with 12 female education students. The interviews examined the development of a pedagogical credo based on feminist pedagogy after one year of student teaching. The underlying assumption is that creating a space anchored in feminist principles offers female education students a significant learning experience and the opportunity for personal exploration that gives visibility and a voice to an array of personal identities.

37455 10:30-11:00 | Keats Room

Teaching Practicum: Shaping the Professional Identity of Student-Teachers

Carla M. Gastelum Knight, Universidad de Sonora, Mexico

The teaching practicum is the strategic component in a teacher education programme where student-teachers are placed within a school setting and are given the opportunity to put theory into practice under the supervision of classroom teachers and university faculty. In the BA in ELT offered by Universidad de Sonora, a public university in Northern Mexico, student-teachers must complete 320 hours of practice teaching. I consider the practicum component of the BA in ELT as a transformation stage from being student-teachers to becoming a novice teacher. It is a journey filled with excitement and joy but it also has its share of doubts and challenges because it is during this time that student-teachers realize, internalize, personalize, and even test their teaching abilities. After an initial period of adaptation where student-teachers develop skills through different observation tasks, they gradually assume other responsibilities such as creating lesson plans, carrying out activities within the lesson, teaching whole lessons, creating and adapting teaching materials and dealing with classroom management issues, among others. It is during this enriching experience that they become aware of their weaknesses and strengths and they start constructing and shaping their teacher identity. This talk presents the experiences of several student-teachers and how these have shaped their professional identity.

Sunday Session I

09:00-10:30 | Coleridge Room

Learning, Teaching & Educational Structures: Higher Education

Session Chair: Seyithan Demirdag

36360 09:00-09:30 | Coleridge Room

Structuring University Systems and Programmes to Better Support Key Populations on Campus

Sianne Alves, University of Free State, South Africa

The need for university support of self-identifying students has received recent attention with the introduction of global funding and directives from the National Department of Health through the National Strategic Plan (2012–2016). Previous HIV prevention programmes funding provided hardly any to no support for self-identifying populations in specific HIV prevention programmes, with the result that structural discrimination reinforced hegemonic norms that constrained the “health, opportunities and resources of [already] socially stigmatized individuals” (Storholm et al., 2013, p.8). Being the only study in the world (identified via a systematic review as at January 15, 2015) to focus on institutional programmes for men who have sex with men students (MSM) in higher education, my research contributes to a gap in knowledge and HIV prevention responses within the university setting. I review five university programmes that were developed to provide biopsychosocial responses for self-identifying students on campus. The findings contribute towards praxis that seeks to serve and support populations that experience more than one form of oppression. Furthermore, innovations for locating MSM provide recommendations for governance systems within higher education. Findings question the role of academia in institutional programmes and call for equality in the provision of health and related services for self-identifying students in higher education institutions. My research contributes towards the gap in knowledge that articulates the changes required in higher education institutions that would enhance combined prevention programmes for the key population MSM and sexually diverse populations at university.

36206 09:30-10:00 | Coleridge Room

Determining the Quality of Life of Students in Higher Education

Seyithan Demirdag, Bulent Ecevit University, Turkey

The main purpose of this study is to determine the quality of university life of students based on certain variables. By determining the level of quality of life of students in universities, stakeholders may be able to provide better living conditions for all students. The study took place from three major universities in Turkey. The participants of the study were from three state universities located in northwestern, western and midwestern parts of Turkey. The participants were selected using non-random sampling method. Variables such as gender, type of faculty, year in the university, and monthly income were used to examine the level of student's university life quality. Descriptive and inferential statistics were used to analyze collected data. Independent samples t-test was used to determine the differences between two variables, and ANOVA test was used to determine the differences between three and more variables. The results suggested that there were meaningful differences between some of the variables such as students' gender and the type of faculty that they attend.

37634 10:00-10:30 | Coleridge Room

A Comparison of the Use of Social Media for Blended Learning in China and UK Higher Education

Zhifen Di, Ningbo University, China

Minhua Ma, Staffordshire University, UK

Wei Zhao, Shen Yang Institute of Technology, China

Purpose: This paper compares the use of Wechat in China vs Facebook/Twitter/Blog/Instagram/Google+ in the UK in higher education practice, based on a case study in art and design subjects between a Chinese and a British university (Ningbo University and University of Huddersfield). Methodology: A combination of literature reviews, action research, peer observation and semi-structured interviews. The research consists of two parts: one was conducted in the project “An Action Research of Blended Learning Mode Based on Wechat in China”, funded by the Department of Education of Zhejiang Province, and the other part results from the Visiting Scholar Programme in the UK funded by K. C. Wong Education Foundation, Hong Kong. Findings: The findings represent similarities and differences between Ningbo University and the University of Huddersfield relating to the use of social media and the strategy applying instructional technology for blended learning in art and design subjects. They mainly indicate the potentially useful pros and cons of social media in higher education practice, and present strategies and innovation practices of adopting social media in creative arts and design subjects, including instant dissemination of ideas and processes, dynamic atmosphere of classrooms and studios, assessment and feedback, and students' portfolios. Originality/value: The paper provides a cross-cultural perspective on sharing the knowledge and good practice of developing or enhancing the use of co-created social resources, strategies and technologies to meet the needs of the future all over the world.

Sunday Session I

09:00-11:00 | Wordsworth Room

Language Education

Session Chair: Yuet Hung Cecilia Chan

37643 09:00-09:30 | Wordsworth Room

Computerization and Standardization of Arabic Scientific Terminology

Ghaleb Al-Fraihat, World Islamic Sciences and Education University, Jordan

Due to the rapid growth of scientific terminology added to the international lexicon every day, the need is felt to computerize and standardize of Arabic scientific terminology. The fact that we have many academies in the Arab World working in this field, yet the lack of coordination among them has led to a long list of polysemous terms, which in turn has led to vagueness in the translated texts. The absence of any rigid institution in the Arab World that prefers, discards or assigns terminologies that cope up with recent developments in science and technology complicated the issue of translation process of Arabic texts. Taking advantage of computerization and standardization theories appeared in this field, especially the efforts of the Infoterm (International Information Center for Terminology), would make a drastic change to help translators in the Arab World. This research aims to analyze and explore the various strategies used by various Arab academies for term creation, which do not meet the needs of Arab translators, who are under time pressures and are obliged to use loan and borrowed terms which might not be fully understood by the recipients of the end product of translation. I hope that this research will establish an Arab term net based on computerization and standardization which will produce the time, effort and energy devoted by individuals to achieve their goals in presenting an ideal piece of work.

37487 09:30-10:00 | Wordsworth Room

Comprehension for Translation vs. Translation for Comprehension

Saadia Elamin, Prince Sultan University, Saudi Arabia

Comprehension for translation refers to the first phase of the translation process, viz. the transfer of the content of texts, or their meaning, from one language into the next. It is part of translation as an act of inter-lingual communication, in which the translator is expected to convey into the target language the entire meaning of the source text. He receives the source text, usually in his L2, and analyzes it for comprehension in order to produce a target language text carrying the same meaning. It is, then, not comprehension as passive reception, but active reception with the aim of production. This "purposeful" task requires certain types of knowledge and skills, the most important of which is knowledge of the source language, i.e. L2. Translation for comprehension, on the other hand, relates to another realm of studies, that of second language learning. It is mainly an exercise for assessing students' ability to understand foreign language grammar and vocabulary displayed in sentences or paragraphs. It is termed academic translation, earlier school translation, as different from translation in the professional sense of the word. This study deals, first, with comprehension as part of the translation process: its requirements, objective, levels and strategies. It then addresses the difficulties encountered by translation undergraduates when processing source texts for comprehension. It finally investigates the unfortunate tendency of translation students, once they receive the source text, to reverse the paradigm by turning to technology seeking "translation for comprehension".

36572 10:00-10:30 | Wordsworth Room

Setting L2 Parameter and Processing of English Relative Clauses by Chinese Speakers

Yuet Hung Cecilia Chan, City University of Hong Kong, Hong Kong

This research aims to investigate whether Chinese L2 learners of English can reset the wh-movement parameter from the [-wh] setting in L1 to the [+wh] setting in L2; and whether processing load will influence their learning of English relative clauses. English relative clauses involve wh-movement, and therefore a pronoun should not appear in the wh-trace position, which is an empty position left after the movement of relative pronoun. In contrast, Chinese relative clauses do not involve wh-movement, and a pronoun referential to the head noun is optionally or obligatorily used. In this study, a grammaticality judgement test was designed to elicit learners judgment on ungrammatical English relative clauses. The test was conducted with English speakers as controls, and with Chinese speakers of elementary, intermediate and advanced English proficiency. It was found that learners incorrect acceptance of pronouns in simple English relative clauses significantly decreased with their English proficiency. The resetting of the wh-movement parameter by advanced learners seemed to be successful. However, the test results further show that even advanced learners, unlike English speakers, did not reject the incorrect use of pronouns in the wh-trace position of complex relative clauses that involve heavy processing load due to an added distance between the head noun of relative clause and the wh-trace. An incomplete success in parameter resetting is reflected from their difficulty in processing complex relative clauses involving heavy processing load. This study sheds light on future research on L2 acquisition in relation to language processing.

36246 10:30-11:00 | Wordsworth Room

Exploring and Understanding Digital Reading Among Undergraduates in Malaysia

Vivien Pei Wei Chee, Universiti Sains Malaysia, Malaysia

Ambigapathy Pandian, Universiti Sains Malaysia, Malaysia

Today we live in a world in which letters share space with images on screens that vary in size, shape and style. The popularization of television, then the computer and now the e-readers, tablets and smartphones has changed the roles of traditional printed materials. Since the extensive use of new technologies to produce, disseminate, collect and access electronic publications began, the changes to reading has been intensified. To be able to read online, it involves more than just utilizing specific skills, strategies and practices, but also in negotiating multiple information sources. In this study, different perspectives of digital reading are being explored in order to define the key aspects of the term. The focus is to explore how new technologies affect how undergraduates' reading behavior, which in turn gives readers different reading levels and engagement with the text and other support materials in the same media. There is also the importance of the relationship between reading platforms, reading levels and formats of electronic publications. The study looks at the online reading practices of about 100 undergraduates from a local university. The data collected using the survey and interviews with the respondents are analysed thematically. Findings from this study found that both digital and traditional reading are interrelated, and should not be viewed as separate, but complementary to each other. However, reading online complicates some of the skills required by traditional reading. Consequently, in order to successfully read and comprehend multiple sources of information online, undergraduates need regular opportunities to practice and develop their skills as part of their natural reading practices.

Sunday Session I

09:00-11:00 | Renaissance Suite (North)

Innovative Language Teaching & Learning Methodologies

Session Chair: Vinita Gaikwad

36265 09:00-09:30 | Renaissance Suite (North)

"Hear! Hear!": Effective Business Language Practices to Stimulate Lively Classroom Discussions

Hilda Hio Fong Fok, Institute for Tourism Studies, Macao

Doris Ka I Ip, Institute for Tourism Studies, Macao

Many English language teachers believe that formal meeting is an important skill when acquiring business English. However, many instructors find it challenging to prepare students to truly engage in meaningful and focused discussions. Helping students implement formal meeting skills such as taking turns to speak and understanding the correct use of discussion phrases such as "Hear! Hear!" can be a long and difficult process. Through demonstrating two discussion card games, this presentation aims to share ideas on how to address the above-mentioned problem and other problems, such as having to accommodate dominating students and students who have a lack of willingness to produce specific language. The presenter will explain the design and implementation of the activities, and discuss their actual classroom experience. These activities range from intermediate to advanced, with a focus on business meeting language. Then, participants will brainstorm other possible benefits and drawbacks of this approach and other ideas for further development.

36573 09:30-10:00 | Renaissance Suite (North)

Promoting Collaborative Writing Through Google Docs in Paragraph Writing Class

Ianatul Avifah, The University of Manchester, UK

Technology has been useful in helping students to improve in their writing skills; for example, using word processing and e-mail to exchange feedback on writing (Slaouti, Pennells & Weatherhead, 2000; Mansor, 2011). In practice, however, a major concern of email exchanges in my context is that it could not help students improve their paragraph writing significantly. Students received feedback via email, but they did not undertake revision. Consequently, the improvement did not take place when they were assigned to write another paragraph using this technology-based writing approach. This might be caused by the condition that the use of word processors and email exchanges could not provide a medium to encourage students to undertake revision and there was no opportunity for the teacher to have control over their writing process, so they felt no obligation to revise their writing. Thus, it is important to figure out a potential means to aid students' writing improvement. This can be approached through collaborative writing. Some studies suggest that collaborative writing can engender better writing for students since it allows them to exchange ideas and work together to complete a writing process. In this scheme, Google Docs can be a potential means to promote collaborative writing since its features afford students the opportunity to compose writing jointly and undertake the writing process. This paper is, therefore, an attempt to critically analyse the writing approach to promoting collaborative writing through Google Docs in my paragraph writing class.

37654 10:00-10:30 | Renaissance Suite (North) | IAFOR Scholarship Recipient

A Content and Language Integrated Learning (CLIL) Project: Opportunities and Challenges in the Context of Heritage Language Education

Marina Charalampidi, University of Warwick & Cyprus Educational Mission, UK

Michael Hammond, University of Warwick, UK

Nicoletta Hadjipavlou, Cyprus Educational Mission, UK

Neophytos Lophitis, Coventry University, UK

The Content and Language Integrated Learning (CLIL) approach is gaining momentum in the field of language education. Though the benefits of the approach have been widely acknowledged, its implementation is not a straightforward task. Further, to our knowledge, such an approach has not been as of yet applied in the context of a community-based or supplementary school. Such an attempt involves a number of challenges, an important one being how to cater for the different types of heritage language learners. This paper reports on a research in progress, carried out in the Greek supplementary school of Leicester, UK, that employed a cross-curricular/CLIL approach to explore the science of climate change with Greek as the vehicular language. The project aimed at teaching students aged 11 to 17 scientific concepts (e.g. greenhouse effect, carbon cycle, climate change) while at the same time advancing language acquisition. It included various in-class activities and a visit to the Science Museum in London. Data collection included questionnaires, interviews, worksheets, notes and observations to investigate the impact of the project on heritage language learning and to examine what supported or hindered its implementation. The paper describes preliminary findings and makes recommendations for the design of such programmes in order to meet the needs of this diverse cohort of students. It places emphasis on methods to support language learning and hopes to contribute to the body of research on language learning in the context of supplementary education, by providing effective guidelines for implementing the CLIL approach.

36341 10:30-11:00 | Renaissance Suite (North)

Visualization: Teaching Grammar in a Visually Driven Second Language Learning Culture

Vinita Gaikwad, Kean University, China

Our generation lives in a visual culture. There is no denying that technological advancement has changed the way we think about education and the way young people perceive language learning to achieve their goals in a competitive and visually charged world. In second language teaching and learning, a large majority of us are still struggling with traditional methods of teaching grammar and we still rely on rote learning and decontextualized exercises. "Educating for Change" is, therefore, a befitting concept in bringing about changes in the way we teach or learn grammar and writing development. Current trends demand creative, innovative, and attractive methods of teaching abstract concepts, especially in sentence-level grammar and writing development. In this presentation, I propose the use of the technique of visualization of grammatical concepts in the context of writing instruction. Beyond the use of mere visuals, the technique suggests internal visualization that leads to deeper processing of the concepts. The use of visual imagery, for example, and creative use of the traditional method of sentence diagrams, may once again become an interesting part of language learning and may bring back fun along with learning in the classroom.

Sunday Session I

09:00-10:30 | Renaissance Suite (South)

Language Education

Session Chair: Bussabamintra Chalauisaeng

36617 09:00-09:30 | Renaissance Suite (South)

Shifting Roles from Language Learners to Language Analysts for Acquiring Selected Business English Structures and Usage Through Project-Based Learning

Sasikan Kosittrakun, Khon Kaen University, Thailand

Bussabamintra Chalauisaeng, Khon Kaen University, Thailand

By shifting the role from being language learners to be language analysts of some selected business English structures, the learners better understood how certain business English structures learned in a classroom are actually used in a real world communication from various sources. A project-based learning was employed to enable learners to develop skills for learning and living in a knowledge-based, highly technological society with the aim to equip them with twenty-first-century skills i.e. teamwork, problem solving, research gathering, time management, information synthesizing and utilizing high tech tools through language learning. To help them evolve these skills, which are essential for surviving in this globalized world, their roles have changed to be managers of their own learning process while teachers become mentors and facilitators. This research study assessed the effects of the shifting role of the learners in acquiring some selected business English structures and usage of business English through a project-based learning on the learners' language development and their learning independence in the ESP classroom. The findings from 70 first-year students were assigned to search for the certain grammatical structures based on the ones learned in the 45-hour business English course appeared to prove that the majority have acquired those business English structures and their usage with better understanding through a changing role as language analysts via a project-based learning entailing the advanced learners' independence as a result of the intervention.

36424 09:30-10:00 | Renaissance Suite (South)

Developing a Video Resource for Effective Academic Communication Skills

Ella Tennant, Keele University, UK

Adapting to academic culture and the development of a global mind are among some of the challenges faced by students. Effective communication skills are key to their success. This innovative video resource is designed to help students improve their communication skills and develop confidence in three main areas: discussions with a personal tutor, giving presentations and participating in seminars. This was created as a resource to help students in the process of adapting to Higher Education, and to develop the communicative skills for success in their studies. Although video has been used as a resource in language teaching for decades, it remains an effective learning tool. The connection between visual clues, the memory process and the facility to recall new knowledge was noted by Shepard and Cooper (1982) and Mayer and Gallini (1990). Video (live streaming, Skype, or pre-recorded and captured content) is now a popular means of communication, and for this reason continues to be viewed by learners as a welcome addition to module content. Classroom-based studies have demonstrated that the use of video in student-centred learning activities plays a role in inspiring and engaging students in the learning process (Willmot et al, 2004). In addition to increased student motivation, higher marks are often achieved, learners are able to develop more autonomy, and learn the subject matter at a deeper level. This presentation will provide an account of the development of the video resource pack, with reference to intercultural, interdisciplinary and transformative aspects in the filming and production process.

36615 10:00-10:30 | Renaissance Suite (South)

Enhancing Oral Communication Skills of Thai Medical Residents Focusing on English Rhythm via Simulations

Bussabamintra Chalauisaeng, Khon Kaen University, Thailand

According to its progressive policies, Thai government is aiming for "Thailand, a Hub of Wellness and Medical Services" within a ten-year time frame from 2016 to 2025. The Board of Investment (2016) stated that "Thailand is well-positioned to be the medical hub of Asia" with the outstanding medical foundation including premium medical services, qualified healthcare specialists and various internationally accredited medical facilities. Thailand is becoming the top global destination for medical tourism with over a million international patients travelling to Thailand every year on medical travel packages and its numbers of foreign patients keeps growing annually because of its worldwide reputation for graceful and attentive medical services (Department of International Trade Promotion, Ministry of Commerce, Thailand; Healthydietbase, 2015). To strengthen Thailand's position as the medical hub of Asia, the English oral communication skills of medical doctors need to be improved urgently since most Thai learners of English have great difficulty in communicating in English at all educational levels due to Thailand's monolingual society (Chalauisaeng, 2016; Kamkien, 2010). 40 medical residents in Khon Kean University were trained to improve oral skills emphasizing English rhythm via simulations in a 45-hour Technical English for Medical Residents course in the second semester of the academic year 2016. The findings showed almost all of the medical residents' oral communication skills did appear to improve significantly reflected through a higher level of intelligible connected speech including their higher confidence in English oral communication and better attitudes to and motivation for English connected speech with rhythm.

Sunday Session II

11:15-12:45 | Tennyson Room

Challenging & Preserving Traditional Cultures: Education for Interdisciplinary Thinking

Session Chair: Ebru Koç

36285 11:15-11:45 | Tennyson Room

Confronting Science Anxiety Through "In Dialogue with Nature": A Science Core-Text General Education Course

Wan Heng Sandy Hoi, The Chinese University of Hong Kong, Hong Kong

Wing Hung Wong, The Chinese University of Hong Kong, Hong Kong

Kam Moon Pang, The Chinese University of Hong Kong, Hong Kong

Science anxiety is a common phenomenon among students taking traditional science courses, including some science-related general education courses. It has been observed that science anxiety hinders students from effective scientific literacy and confident application of science skills to solve problems. "In Dialogue with Nature" (UGFN1000) is a compulsory general education course for undergraduates of The Chinese University of Hong Kong. This course encourages students to engage in reading science texts and peer discussion about science-related issues, thereby clarifying misconceptions and building up confidence in seeing things from a scientific perspective. This study aims at investigating the change in students' science anxiety after they have taken UGFN1000, hence it brings insights into pedagogical development that could reduce students' science anxiety and hence improve their learning efficiency. We applied the "Science Anxiety Questionnaire" (SAQ) developed by Alvaro (1978) and found that science anxiety could be related to students' gender, faculty, and even the gender of the teacher. Findings from focus group interview suggested that the primary source of science anxiety roots in the "fear of getting it wrong". Preliminary analysis showed that UGFN1000 has made science more "friendly" to students, and reduced the emotional burden of reading scientific articles. Students have also developed more concern for the world scientific issues. Several aspects of Nature of Science (NOS) were brought up in focus group interviews. It was hypothesized that better understanding of NOS might be related to lower anxiety towards science.

37257 11:45-12:15 | Tennyson Room

The Influence of Educational Psychology Variables on Student Grades in an Introductory Economics Course

Ahmad Kader, University of Nevada, Las Vegas, USA

In the two Principles of Microeconomics classes that I taught during the 2013 academic year, 170 students participated in the completion of five questionnaires. The first questionnaire covered determinants of student performance recognized in economic education, including GPA, student classification, employment status, gender, age, race, and attendance. The other questionnaires were developed by well-known scholars in the field of educational psychology and describe the following educational psychology variables: a 29-item Locus of Control Scale, a 12-item Achievement Goal Scale, a 19-item Test Anxiety Scale, and a 16-item Procrastination Scale. A t test was conducted to show the psychological profile of students who outperformed others. A correlation matrix was used to estimate the degree of association between various variables with student grades, while regression analysis was conducted to show the influence of economic education and educational psychology variables on student grades. The regression equation with only economic education determinants shows that GPA and gender are the only significant variables on student grades, with GPA having a positive effect and males outperforming females. When psychological variables are added to the initial equation, regression results show that GPA, mastery approach, and debilitating test anxiety are the only significant variables on student performance, with both GPA and mastery orientation variables having a positive effect, while debilitating test anxiety has a negative effect on student performance. The implication of these results for educators is discussed in the paper.

37651 12:15-12:45 | Tennyson Room | Spotlight Presentation

Common Errors in Academic Writing

Ebru Koç, Inonu University, Turkey

Academic writing is a difficult process. Even experienced researchers have difficulty in publishing their work in international academic journals. The present study investigates the common errors made by authors in academic writing. The researcher has analysed the written papers of academic staff working in a variety of universities in Turkey and abroad. The results indicate that the errors are categorized into two: "grammatical" and "content-related". Content-related errors are observed in abstract, introduction, methodology, discussion and conclusion sections. In more details some of the errors can be listed as: improper organization of ideas, non-existence of research questions, validity of data collection tools, non-existence of a theoretical framework, not discussing the results in relation to the theoretical framework and/or in relation to the findings of the related literature, etc. The findings will help the authors avoid some of the common errors, which is likely to help their work be accepted for publication.

Sunday Session II

11:15-12:45 | Shelley Room

Challenging & Preserving Traditional Cultures: Bi-cultural, Bi-lingual & Bi-national Education

Session Chair: Ju-Hui Chang

36509 11:15-11:45 | Shelley Room

Interaction of Surname-Based Status Heritage and Education Affirmative Actions on School-Age and Prime-Age Indigenous Population: Seasonal Time Series Analysis

Chien-Lung Wang, National Taitung University, Taiwan

Ju-Hui Chang, National Taitung University, Taiwan

In Taiwan, 550,000 Indigenous Peoples account for 2% of the population, whose rights were affirmed in 1997 Constitution Amendment. In 2006, the Indigenous education preferential treatments were revised as "affirmative actions" for prospected self-governance. According to the Status Act for Indigenous Peoples of 2001, intermarried women can not only restore Indigenous status, but also pass it down to descendants following maternal surname; Since then, prime-age (30–44) population increased about 18,000 (18%, mostly females), and 20,000 (18%) for school-age (5–19) at the highest point in 2010. This study aims to analyze the status policy's impact on the Indigenous student population and educational policy. Time series analysis and transfer function model were adopted, using monthly data collected from statistics published by the Ministry of Interior. The findings are as follows: First, after differencing the two time series, seasonal autocorrelation functions reveal the monthly population increased much more during the beginning of school years, and can be accurately forecasted with ARIMA(0,2,1)(2,1,0)₁₂ model. Second, the cross correlation functions of "prewhiten" prime-age series and "filtered" school-age series are significant at 0, 3, 9, 10, 15 periods, showing the former series influence the later one, and the transfer function model is $yt=[(.505+.757B)/(1+.746B+12+.444B^24)]*xt+nt$. The findings imply that the increasing numbers were promoted by educational affirmative actions, due to many intermarried women register status for their children's education, and also constrained by surname-based status heritage rule, due to many Indigenous students being born to Taiwanese fathers with traditional concept of having sons to carry on family name.

36489 11:45-12:15 | Shelley Room

On the Possibility of Education for Patriotism in Israel

Eran Gusacov, Levinsky College of Education, Israel

Education for patriotism, that is, love of and loyalty to a shared homeland, can be a relevant educational solution for the construction of social solidarity between and within groups of citizens in Western countries that lack a degree of a shared civic affinity and vision. It is especially needed in the State of Israel where social cohesiveness has become undermined/weakened to the point that there is fear concerning the existence of joint action of the different factions for the "common good". In this paper I problematize the concepts of "patriotism" and "education for patriotism". I undertake an analysis of central philosophical texts that focus on these concepts. I clarify their ethnic-pragmatic importance versus their ethical-deontological implications and describe the dictated character of education for patriotism in Israel and the perception of non-Zionist patriotism. I also present the discrepancies and contradictions and examine the contemplative texts that focus on patriotism and education for patriotism. I analyze studies, policy papers and declarations made by public figures from non-hegemonic groups and communities. I show that formal and informal education for patriotism contradicts the education characteristic in the homes of non-Zionist groups: the Israeli-Arab and the Ultra-Orthodox Jews students. Therefore, they can't build a bridge of solidarity. I offer a general outline for a new Israeli reflection on the concept of an inclusive civil patriotism and education for patriotism that attempts to change a typical patriotic language from an oppositional language into a language of solidarity and inclusiveness.

36512 12:15-12:45 | Shelley Room

Learning From Indigenous Culture: A Collaborative Action Research on Ethnicity and Gender Curriculum in the Schools

Ju-Hui Chang, National Taitung University, Taiwan

Chien-Lung Wang, National Taitung University, Taiwan

Gender and race/ethnicity are two important issues in multicultural education. By dealing with both issues together in the curriculum, teachers can explore different points of views of indigenous cultures through gender education, and expand the new perspectives of gender education through indigenous cultures. In the collaborative action research, the researcher worked with the teachers who were interested in indigenous and gender education, and we used the picture book *An Island of Women*, which was the legend of the Amis tribe in Taiwan, as the teaching material, and then the teachers designed gender and ethnicity curriculum in the learning activity design group. The study tried to explore the design and teaching process, teaching effects and challenges, and the cultivation of the multicultural literacy on gender and ethnicity. The research found integrating gender and ethnicity issues in the curriculum was workable, and students had more understanding about indigenous culture and gender relations. However, teachers still faced some challenges, including: the resources of picture books were not sufficient; the concept of gender and power was difficult for curriculum transformation; it was not easy to give students culture sensitive responses and create the relations between children's life experiences and the two issues. But the process of action research formed a positive empowering circle, and it could facilitate the cultivation of the teachers' multicultural literacy and practice.

Sunday Session II

11:15-12:15 | Keats Room

Language Education Workshop Presentation

33693 11:15-12:15 | Keats Room

Integrating Literature in the ESL Classroom: A Case Study

Rasha Osman Abdel Haliem, AMIDEAST Egypt and the Higher Technological Institute, Egypt

With the appearance of the Communicative Approach in the late '70s and very early '80s, using literature in the English classroom was ignored. The tendency in the EFL classrooms was to teach "usable, practical" content. However, since the 1980s literature has found its way back into the EFL classroom to improve communicative and cultural competence and enhance "critical thinking" (Bretz, 1990, p. 335). Besides, studies, like those of Lazar (1993), Cook (1994), and Shanahan (1997), strongly recommend the integration of literary texts into the ESL/EFL curriculum. Many writings on this subject advocate a content-focused curriculum that includes literature (Liddicoat and Crozet 2000). Practice showed that using literature in language teaching is very beneficial as it led to cultural enrichment, language advancement, and personal growth. This is in line with Erkaya (2005) views on the benefit of integrating literature in the English curriculum. The presenter shows how literature was integrated in the general English classroom and how it played a role in equipping students with a number of skills including critical thinking, analytical skills, formulating and expressing independent opinions, presenting one's own interpretations independently, improving language competence, such as reading, speaking and writing skills. It also played a role in enhancing their cultural awareness. The presenter also discusses the challenges and perspectives of introducing literature into foreign language curriculum at AMIDEAST and the Higher Technological Institute in Egypt. For better achieving the session purpose group discussion and sharing views will be allowed.

Sunday Session II

11:15-12:15 | Coleridge Room

Learning, Teaching & Educational Structures: Special Education, Learning Difficulties, Disability Workshop Presentation

36227 11:15-12:15 | Coleridge Room

Espoused Theory and Theory in Use about Inclusive Education: Closing the Gap

Kathleen Mortier, San Francisco State University, USA

Inclusion and social justice for students with intellectual disabilities in education remains one of the most debated and difficult changes in school systems around the world. One of the roadblocks for the inclusion agenda is the incongruence between "espoused theory" (what educators say they assume, believe and intend) and "theory in use" (the assumptions, beliefs and intent as evidenced by their behavior or use of their discourses) about the role of specialized knowledge and expertise. This workshop will focus on how communities of practice of parents and educators teased out tacit knowledge and theories in use that were essential for creating a positive change towards more inclusion. Communities of practice have an inherent transformative quality, which allowed members to adapt their existing frames of reference, assumptions and theories about (special) education and to integrate them into their identities as parents and teachers. The findings are based on several studies conducted in schools in California and in Belgium. Underlying these communities of practice is the fundamental break with modernist views of educational institutions as spaces of professionals. The voice of parents and students as equal rather than invited partners in the educational space was considered an essential element in creating new knowledge repertoires.

Sunday Session II

11:15-12:15 | Wordsworth Room

Learning, Teaching & Educational Structures: Instructional Technology Workshop Presentation

37612 11:15-12:15 | Wordsworth Room

Touch Screen Technology for Assessing in Physical Education Student Teacher Performance During Teaching Practice

Tom Browne, Nanyang Technological University, Singapore

The key to improving performance is placing highly skilled and effective teachers in the learning environment. There is a lack of a practical set of standards and assessment method procedure that can guarantee excellence in instruction and improved learning Darling Hammond (2010). This study investigates Touch Screen Technology (TST) as an innovative assessment procedure to measure student teacher performance. TST has been developed to assess teaching performance using outcomes based observable criteria. Increasingly technology has impacted on the theory and practice of education, assessment and teaching (Baert, 2012) however research on the use of technology to assess teaching is been conspicuously absent. Performance profiling is a valuable technique used to identify and organise training, preparation and the development of an individual (Richards, 2008). A qualitative case study methodology was adopted by the desire to understand, and allocate non-generalisable meaning to the use of TST A small sample of trainee 40 student PE teachers (participants) used TST over nine months. Participants' experiences and reflections were collected and analysed employing questionnaires, journals and interviews. The primary focus of the study was the use of TST to assess teaching performance. Findings identified barriers and benefits of using TST to assess teaching. Attention is drawn to tensions, uncertainties and complexities associated with technological assessment. Participants expressed the potential to re-cast assessment criteria as instructional cues to improve future teaching. TST impacted participant lesson planning, implementation, feedback and evaluation. The study identified potential barriers and benefits.

Sunday Session II

11:15-12:15 | Renaissance Suite (North)

Constructivist Approaches Workshop Presentation

37557 11:15-12:15 | Renaissance Suite (North)

Academic Literacy Learning as Constructive-Developmental Pedagogy: Supporting the Learning and Growth of Adult English Language Learners

Jennifer Ouellette-Schramm, Freiburg University & Hamline University, Germany

Academic literacy skills are important for many adult English Language Learners (ELLs). However, many struggle with academic literacy skills, in part because as Cognitive Academic Language Proficiencies (CALP), distinguished as making both complex linguistic and cognitive demands, they can take significantly more time to attain than Basic Interpersonal Communication Skills (BICS). In academic literacy tasks including summarizing or writing essays, ELLs are expected to perform linguistically and cognitively complex tasks including identifying an author's purpose, main idea, intent, and line of reasoning, or exploring their own views and considering evidence and different viewpoints to construct a reasoned argument. From the perspective of adult development, these are not just skills to be learned but developmental capacities that develop over time. Research from Western adult developmental psychology has shown that adults, including culturally diverse adult ELLs, can grow in complexity over time. Furthermore, developmental diversity exists among adult learners, which can shape qualitatively different learning experiences, including with academic literacy learning. In this session, participants will learn cognitive and interpersonal characteristics of each stage of adult development, especially as relevant to academic literacy learning. They will then be introduced to "constructive-developmental pedagogy", which can support both learning and development over time. Finally, participants will consider opportunities for implementing constructive-developmental pedagogy with academic literacy learning in their own contexts. The session will be participative, integrating mini-presentations and group activities, and will invite reflections from participants on applicability of this Western-derived model across cultural educational contexts.

Sunday Session II

11:15-12:15 | Renaissance Suite (South)

Blended Learning Workshop Presentation

35149 11:15-12:15 | Renaissance Suite (South)

Using Cell Phones as Learning Assistants in Foreign Language Classrooms

Sebah Al-Ali, Higher Colleges of Technology, UAE

Cell phones have become so commonly used among young learners (and adults) that makes our policy to ban smartphones in our classrooms even harder to implement. In an effort to create a more authentic and engaging learning environment for students, this workshop calls for integrating cell phones as language learning assistants in our daily classrooms. The presenter will share her own experience in successfully utilizing smartphones as learning tools with ESL learners from different levels. Attendees will be actively participating in hands-on activities and learning strategies utilizing smartphones as learning tools. Finally, towards the end of the workshop, attendees will be assigned to transform a typical language lesson into a mobile-friendly learning experience.

Sunday Session III

13:15-14:45 | Tennyson Room

Learning & Teaching in Community Spaces: Education for Sustainable Development

Session Chair: Leda Kamenopoulou

36544 13:15-13:45 | Tennyson Room

Integrating Environmental Education (EE) for Sustainability into Primary School Curriculum in Tanzania: Exploring Stakeholders' Views and Perceptions

Aurelia Kimaro, University of Dar es Salaam, Tanzania

This study explores the views and perceptions of teachers and curriculum specialists on the integration of environmental education into primary education in Tanzania, East Africa. Empirical studies by Kimaryo (2011) and Mtaita (2007) discovered that although EE is included in Tanzanian primary schools since the 1960s and even stressed in the policy of education; yet, the condition of environment has not improved. Numerous studies also recommend that the implementation of EE has not been successful while the state of environment is deteriorating (Morrison, 2013; Kimaryo, 2011; Mtaita, 2007). Despite the fact that research shows the integration of EE in primary schools in Tanzania has yielded little results, there is a dearth of research in this area. The study is qualitative in nature based on grounded theory approach, mainly Straussian perspective. Data was gathered from five primary schools' teachers and curriculum specialists using interviews and document review. A thematically focused analysis of data from 30 teachers revealed that environmental changes and challenges are mainly seen as anthropogenic. Awareness of sustainability pillars is generally low and their balance is impossible without addressing the poverty issue. Further the study shows that multidisciplinary and single subject approaches are effective ways to integrate EE into the curriculum. Teachers' competence and motivation is lowered by lack of resources and professional training, large class sizes and workload, and lack of government priority on environmental issues.

36450 13:45-14:15 | Tennyson Room

Smart Learning Environments Responding to Climate Change: Evidence on the Development of Practice-Based Knowledge in a European Professional Education Initiative

Cristian Matti, Copernicus Institute for Sustainable Development, Utrecht University & Climate-KIC, Belgium

Cornelia Rietdorf, Provadis School of International Management and Technology (AG) & Climate-KIC, Germany

This study provides evidence of the application of a practice-based knowledge in a EU cross-country professional education program on innovation and climate change. The broad concept of smart learning environment is analysed in terms of the effectiveness, efficiency and performance as well as the engagement of participants in a multicultural context. For doing so, the focus is put in two main aspects: 1) the combination of classroom and eLearning activities with experiential learning on problem solving project-based practices and 2) the introduction of practice-based visual tools with the aim of facilitating concept mapping, collaborative learning and contextualization to practitioner's activity. Empirically, this study analyses the performance of professionals in eight European locations participating in the program Pioneers of Practice of Climate-KIC. The analysis is based in the triangulation of several resources such as two assessment surveys (at the beginning and at the end of the program), reports from local managers and coaches as well as web analytics from the online platform. The effectiveness and efficiency of the smart learning environment is evaluated in terms of the application of new practical knowledge (tools) and the development of new competences and skills. Evidence shows that practitioners demand adaptable and flexible formats to facilitate the inclusion of a variety of learners with different levels of prior knowledge, different backgrounds, and different interests. Tailored learning process and support enable the introduction of participants' challenges and problems while horizontal interaction facilitates the engagement through problem solving mechanism.

37338 14:15-14:45 | Tennyson Room

Educating for Sustainable Development: EMSIE's Contribution to the Development of Inclusive Education Around the World

Leda Kamenopoulou, University of Roehampton, UK

Jorun Buli-Holmberg, University of Oslo, Norway

The aim of this presentation is to report the outcomes and overall impact of a unique postgraduate programme on Special and Inclusive Education (SIE) for teaching professionals. The Erasmus Mundus MA/Mgr in Special and Inclusive Education (EMSIE) programme was an international collaboration between three European universities, the University of Roehampton (UK), University of Oslo (Norway), and Charles University (Czech Republic), leading to a joint Master's degree. The project was funded by the European Union's Education, Audiovisual and Culture Executive Agency (EACEA) for five years and ran between 2011 and 2016, thus providing the opportunity to five carefully selected cohorts of students (N=58) from around the world to deepen their knowledge on SIE whilst living and studying in three different European countries during the 16-month duration of the programme. The objectives of EMSIE were to equip students with background knowledge of theory and research in SIE and to contribute to the development of inclusive teachers from different countries in sustainable and locally meaningful ways. Hence the curriculum covered various relevant policies, theories, and evidence-based practices, but at the same time encouraged and required students to engage with and reflect on their own cultural contexts in order to critically apply new knowledge to their own local realities. In this presentation, we summarise the key findings of the programme evaluation focusing on the following areas: 1) EMSIE's overall reach; 2) EMSIE's impact in terms of learning outcomes and knowledge attained; 3) Students' own perceptions of their learning outcomes.

Sunday Session III

13:15-14:45 | Shelley Room

Learning, Teaching & Educational Structures: Organisational Learning & Change

Session Chair: Denise E. De Souza

34323 13:15-13:45 | Shelley Room

Links Between Principal Leadership and Professional Learning to Improve Student Learning Outcomes

Jan Gregory, Deakin University, Australia

This research investigated principals' impact on building teachers' capacity to improve classroom practice and student learning through their involvement in the teachers' professional learning. Robinson (2007) found the leadership dimension that had the most impact on student learning outcomes was "Promoting and participating in Teacher Learning and Development" (p.15). The purpose of the study was to find out how principals use professional learning to change teacher practice to impact on student learning. The methodology used was grounded theory and the research was conducted in six government schools in a regional centre of Victoria, Australia, using semi-structured interviews. The term "professional learning" was defined in many ways varying from teachers participating in external professional learning, internal whole school professional learning and "planning time" and varied from school to school. The main themes that emerged from the research were professional learning, accountability, building teacher capacity, developing consistency, principal leadership and distributed leadership. In the schools studied the professional learning was mostly delegated by the principal using a distributed leadership model. The principal's involvement was varied. The amount and rigor of professional learning varied between schools but there was a correlation between the amount of professional learning that occurred in schools and the principal's involvement in it.

37276 13:45-14:15 | Shelley Room

Measuring Classroom Pedagogical Transformations When "Educating for Change"? A Lesson from Singapore

Denise E. De Souza, Nanyang Technological University, Singapore

By standards of international benchmarking tests, Singapore's education system has been successful in making shifts needed to meet the emerging demands of the twenty-first century. Despite this recognition, locally, stubborn narratives of Singaporeans' educational experiences as being primarily didactic and exam-focused persist, with official and public constructions of the "inadequate-Singaporean" being a prototypical fall-out of such a system. This paper adopts a critical realist perspective to disentangle the narrative. Examining educational structures targeted for change under Singapore's Thinking Schools Learning Nation (TSLN) and Teach Less Learn More (TLLM) initiatives, the paper provides a less simplistic account of Singapore's shifting educational landscape. The explanatory critique develops an alternative interpretation of findings reported by a large-scale research project in 2013, which observed that "a pedagogy that is intractably didactic" endures in Singapore classrooms, indicating policy ineffectiveness in generating desired changes. This paper re-examines policy documents, and the focus and concepts of change adopted in the large-scale project. It questions an underlying assumption guiding the project, which alludes that the efficacy of educational reform initiatives should be investigated "at the point they matter most, the classroom". By focusing primarily on classroom pedagogical practices, many out-of-classroom programs introduced and adopted under TSLN and TLLM remained unexamined. Findings from the present study suggest two kinds of changes have taken place – the reorientation of pedagogical practices in post-secondary institutions and extensions of what already exists in the primary and secondary sections.

35361 14:15-14:45 | Shelley Room

The Keys to Achieving Balance Between Theory and Practice: A Case Study on Experiential Learning

Jaideep Motwani, Grand Valley State University, USA

In this paper, by means of a case study, we demonstrate how the Management Department faculty of a comprehensive, public university located in Michigan, United States, uses the Army's "Be, Know, Do Leadership" framework for curriculum development in order to proactively meet the changing needs and demands of the marketplace. The case study highlights the student-centric, experimental and applied learning activities that have been integrated into different majors to better prepare and engage students in critical thinking, problem solving and decision making activities that are relevant to them for real-world success. By stimulating a real-world 24/7 environment and by keeping a balance between theory and practice, this case study highlights the importance and need for making these changes. Specifically, this paper focuses on activities and processes geared towards improving innovation, integration and impact in the following three disciplines: Entrepreneurship, Information Systems and Supply Chain Management. Specific action items and recommendations are also provided.

Sunday Session III

13:15-14:45 | Keats Room

Learning, Teaching & Educational Structures: Student Learning, Learner Experiences & Learner Diversity

Session Chair: Mohamed Y. E. Selim

35278 13:15-13:45 | Keats Room

Impact of Semiotic Analysis of Images on Students: A Case Study of Images Published in TIME Magazine, Asia

Nayer Fardows, Edwardes College Peshawar, Pakistan

Sarah Nayer, Edwardes College Peshawar, Pakistan

Shakeel Jaffar, Edwardes College Peshawar, Pakistan

Rakhil Mariam, Edwardes College Peshawar, Pakistan

The purpose of this research is to explore the impact of semiotic analysis of images on students during their learning and teaching phase, for which images published in *TIME* magazine, Asia, during the period 2014–2016 were taken as sample. Semiotics is an in-depth study of images by minutely examining their elements. The composition and construction of images were also a part of this research. This study also analyses the bias and stereotypes which are created through different images and how these biased images affect the students. Qualitative and quantitative approach was applied to conduct this research. Literary theories and questionnaires were filled up by the target population. The results found out that students are affected in a very negative way as some images conveyed immense biased effects. This research also discusses the theory of "US AND THEM". Some images also conveyed the message of depravity of third world countries and the superiority of the Western world over them. This research would help researchers who want to excel in the field of semiotics in order to understand the concept of composition of images and its elements. It also contains an insight into how images are used to change the mindset of our society.

37611 13:45-14:15 | Keats Room

Towards a Poetics of Empathy: Literary Fiction as a Transformative Experience

Cynthia Wong, University of Colorado Denver, USA

Shortly after the US election in November 2016, sales of George Orwell's classic *1984* peaked, leading to a crystallizing moment that author Chinua Achebe identified as literature's purpose: "People are expecting from literature serious comment on their lives [and want] a second handle on reality so that when it becomes necessary to do so, we can turn to art and find a way out." Readers seek a way to frame and comment on current affairs. Driven by curiosity, a desire for knowledge of history, or to appease a fearful future, readers find that made-up stories can help them change, cultivate empathy, and promote understanding. In the year of Orwell's title, Margaret Atwood began *The Handmaid's Tale*, about the elimination of a liberal democracy and succession of a theocratic dictatorship. Atwood was intent on creating what she called an "imaginary garden". Atwood noted, "Anything can happen anywhere, given the circumstances," and she imagined what could happen when a ruthless ruling class monopolized power in order to subdue humans, particularly women's bodies that are literal and metaphorical vessels for advancing civilizations. These novels offer a glimpse of fiction's capacity to involve readers to assess values governing their worlds and urge them to resist dehumanization. Fiction authors have the ability to imagine worlds and situations, to induct readers to care deeply about those made-up worlds and characters, and to guide them towards illumination, resolution, or poetic justice in their circumstances.

36587 14:15-14:45 | Keats Room

Factors Affecting How the Engineering Students Select Their Discipline at UAE University: A Case Study

Mohamed Y. E. Selim, UAE University, UAE

Abdel Hamid I. Mourad, UAE University, UAE

A study has been carried out to examine how the male and female students at UAE University select their discipline. This is carried out through surveys done by senior engineering students from different departments. All possible factors that may affect their selection of discipline have been added to the survey. The answers of the surveys revealed the reason and motives how they selected the engineering discipline. The factors have been analyzed for male and female students.

Sunday Session III

13:15-14:45 | Coleridge Room

Learning, Teaching & Educational Structures: Curriculum Research & Development

Session Chair: Audrey Hsiao-Chi Ho

36445 13:15-13:45 | Coleridge Room

The Effect of Infusing Scientific Imagination Process in an Aboriginal Science Classroom

Ying-Tze Chen, National Sun Yat-Sen University, Taiwan
Hsiao-Chi Ho, National Sun Yat-Sen University, Taiwan
Chia-Chi Wang, Southern Taiwan University of Science & Technology, Taiwan
Ying-Yao Cheng, National Sun Yat-Sen University, Taiwan
Min-Ju Liu, National Sun Yat-Sen University, Taiwan

This study aimed to investigate aboriginal elementary school students' science learning after attending science lessons integrating Scientific Imagination Process (Ho, Wang, & Cheng, 2013). The participants included an aboriginal teacher and 12 aboriginal students (Male=6, Female=6) in Kaohsiung, Taiwan. The Science Imagination Test (SIT-Verbal; Wang, Ho, & Cheng, 2015; SIT-Figural; Wang, Cheng, & Ho, 2016), revision of ethnic identity questionnaire, revision of science self-efficiency questionnaire, and Scientific Inquiry Ability Test (SIAT; Wu, Wu, & Huang, 2005) were used to measure students' science imagination, ethnic identity, science self-efficiency, and scientific inquiry ability. The SIT contained short-answer items, ethnic identity questionnaire and science self-efficiency questionnaire were four-point Likert scales, and the SIAT was multiple-choice questions. ANOVA and t test were utilized to assess the differences of students' science imagination, ethnic identity, science self-efficiency, and scientific inquiry ability in the pre-test, post-test, and follow-up test. Suggestions for future study have been proposed in this paper.

36437 13:45-14:15 | Coleridge Room

Exploring Scientific Imagination in Taiwan: The Aligning of Model and Teaching

Audrey Hsiao-Chi Ho, National Sun Yat-sen University, Taiwan
Chia-Chi Wang, Southern Taiwan University of Science and Technology, Taiwan
Ying-Yao Cheng, National Sun Yat-sen University, Taiwan
Ying-Tze Chen, National Sun Yat-sen University, Taiwan
Min-Ju Liu, National Sun Yat-sen University, Taiwan

Taiwan, ranked as one of the top 20 innovative countries in the world by Global Competitiveness Report (2016–2017), has made creativity and imagination core scientific literacy in education over 15 years. This research aimed to demonstrate four sequential studies regarding exploration of scientific imagination from Taiwan experiences. Participants included domain experts, elementary school teachers and students, engineering college faculties and students. Data collection comprised interviews, classroom observations and surveys. In study 1, the three stages in the Scientific Imagination Process, i.e. Initiation Stage, Dynamic Adjustment Stage and Virtual Implementation Stage, were proposed through interviewing and observing teacher-student interactions via the International Exhibition for Young Inventors (IEYI) competition. In study 2, the 3PSmodel, i.e. personality, developmental process, picture-in-mind and surroundings, of scientific imagination was proposed by using group concept mapping. In study 3, a quasi-experimental pretest–posttest mixed design was employed in an elementary school to validate the teaching effect of scientific imagination process on students' science achievement. In study 4, the teaching effect of Scientific Imagination Process infused in engineering courses for undergraduates was assessed by one-group pretest–posttest design. Discussions and suggestions for further studies were proposed.

36414 14:15-14:45 | Coleridge Room

Permission to Wonder: Incorporating Beauty and Aesthetics into Science Education

Sharon Pelech, University of Lethbridge, Canada

What happens to preservice teachers' understanding of science and science education when given free space to explore the wonder and beauty of the natural world? Biologist Rachel Carson (1998) states that "a child's world is fresh and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision..., is lost before we reach adulthood" (p. 58). Research indicates that opportunities to reflect upon and delve into the beauty of the world are transformative in helping students appreciate the complexities of nature and encourages wonder and imagination, each essential in the process of science. This interpretive research explores how a class project: "Beauty and Aesthetics in Science", impacts preservice science teachers' understanding of Science education, the Nature of Science, and their own personal connection to science. The students were assigned a project where they were asked to research a topic from nature, journal their experience and create an aesthetic representation of their experience and then share their work with their classmates. From the data collected through student projects and semi-structured interviews, students expressed how being given an open-ended assignment was initially difficult but once they "surrendered to curiosity" their experience and passion for their topic transformed their understanding of science from being static facts to a process of wonder and questioning. This presentation will explore how this project may better equip subsequent generations of teachers to find ways to invite curiosity and wonder into their science classroom.

Sunday Session III

13:15-14:15 | Wordsworth Room

Learning, Teaching & Educational Structures: Professional Concerns, Training & Development

Session Chair: Marcela Lipperman-Atar

37549 13:15-13:45 | Wordsworth Room

Coping with Conflicts with Parents: A Study of Teachers in Their First Year of Teaching

Iris Loewenschuss-Erich, Levinsky College of Education, Israel

Marcela Lipperman-Atar, Levinsky College of Education, Israel

Parent involvement in the education process is a significant factor for the teacher and the student. Even though the teacher and the parent both share a common goal – the advancement of the child – each side has a reason to interfere in each other's domain and to resist such interference. This situation brings conflict and tensions (Al Shabatat et al., 2011). These conflicts are of particular importance to new teachers, due to lack of experience and the difficulty of the training process (Arrens, 1991). This study examines the perceptions of new teachers regarding parent involvement. The current study is a qualitative one. The participants are 22 teachers in their first year of teaching. The study is based on the categorical analysis of a short essay written by the teacher that describes their attitudes towards parent involvement, and a self-analysis of a test case. Central motives were found that revolve around the axis of passive/active position on the teacher's part in dealing with parents in conflictual situations. The teachers were dissimilar to each other in the level of direct confrontation, the perception of self-capability in relation to parents and in the kind and level of support they received from the school staff, as well as in the level of their ability to self-regulate their emotions. The study has practical implications as to the acclimatization and training processes of new teachers, and the formation process of a teacher's professional identity.

37438 13:45-14:15 | Wordsworth Room

Exploring Teachers' Learning Experience Integrating College Students' Service Learning Into Teaching and Its Influence on Changes of Professional Development

Yuling Su, Fu Jen Catholic University, Taiwan

Ron-Ji Pan, Fu Jen Catholic University, Taiwan

Literature indicates that teachers' professional development is not only derived from skill training, but also from learning experiences and supportive culture. Therefore, we assumed that teachers' findings of life meaning through integrating the service learning becomes teachers' tacit knowledge. The knowledge affects teachers' action in class and plays important roles for teachers' professional development. In this study, the theoretical framework included situated learning. Based on the above literature reviews, we used qualitative research method to explore the following research questions: 1) What are the elementary teachers' learning of life meaning through integrating college students' service learning in their teaching? 2) What are their acquired tacit knowledge from this learning experiences? 3) What are the influences of their tacit knowledge on changes of professional development? We presented the program and procedures of college students' service learning: SGIP (knowledge-sharing based on the Study Group via the Internet Platform). We also explained how 11 elementary teachers integrated this program into their teaching. The data was collected and analyzed from 11 teachers' reports of their action research and our interviews to them. Theme analysis within cases and cross cases were applied to analyze the teachers' learning of life meaning. We also generalized and discussed the intertwine of the tacit knowledge and teachers' professional development. This research illuminates the vital role of learning experiences and tacit knowledge on teachers' professional development in East Asia area. It will benefit international conference attendants to exchange ideas of the methodology for teacher development. This school provides valuable structural insights into how schools can educate for social justice and change.

Sunday Session III

13:15-14:45 | Renaissance Suite (North)

Learning, Teaching & Educational Structures: Primary & Secondary Education

Session Chair: Masooma Al Mutawah

36581 13:15-13:45 | Renaissance Suite (North)

Does the Economic Crisis Affect Greek Adolescents' Academic Performance? An EST Approach

Tanya Maria Geritsidou, The American College of Greece, Greece

Despoina Paizi, The American College of Greece, Greece

The enduring economic crisis across several countries has sparked a growing amount of research interest regarding its potential impact on various aspects of life, including adolescent academic achievement. However, there is not enough empirical evidence regarding the impact of a national-level economic crisis as a potentially traumatic experience on student populations (Bronfenbrenner, 2005; Elder, 1996). This study uses ecological systems theory (EST) as a consistent theoretical framework in order to explore the influence of both distal and proximal factors on students' academic achievement. The aim of the study is to show that the economic crisis deeply affects adolescents' academic performance in multiple ways and to identify resilience factors that should be taken into consideration when designing educational programs. Specifically, the current study is a person-process-context-time (PPCT) ecological systems model: a longitudinal study using cross-sectional data from the 2009, 2012 and 2015 cohorts of about 3,000 15-year-old Greek students tested through the Program for International Student Assessment (PISA). The results indicate that student performance is not only significantly affected by family socioeconomic standards and teacher responsiveness, but also that across the three years of testing the economic crisis is a key influence factor; as such, it is a significant risk factor for student and teacher performance as well as class environment.

36547 13:45-14:15 | Renaissance Suite (North)

Current Situations of Chinese Teaching and Its Future with the Impact of Academisation

Yan Gao, Xi'an Jiaotong University, China

In the White Paper Proposal last April, the British government issued that every school in England will become an academy by 2022. Under the impact of the policy, state schools are encountering changes and challenges from every perspective. Meanwhile, Chinese teaching has launched its unprecedented development in the United Kingdom, for almost half independent schools in UK are offered with Chinese. This paper employed questionnaires to study Chinese teachers from 20 different schools in England, analyzing their present teaching syllabus, teaching materials, teaching duration, etc. Thus, combined with the forthcoming academisation, reformations and changes will be predicated in Chinese teaching, such as teachers recruitment, training, syllabus adapting. In general, as academies are publicly funded but independent, Chinese teaching syllabus will be more diversified, while at the same time, the recruitment and training for Chinese teachers will be considered as an obstacle in Chinese learning, since the financial foundation of academies consists of multiple trusts. However, besides the Academy Program, the UK government has also stressed the importance of Chinese learning, offered a fund with which by 2020, over 5,000 pupils will be learning Mandarin and support the training of Chinese teachers, which will promote the development of Chinese teaching. Thus, Chinese teaching in the future will still be a significant part of foreign language departments in the United Kingdom.

36539 14:15-14:45 | Renaissance Suite (North)

Examining the Effects of Grit and Attitudes on Math and Science Achievement Among Secondary Students in Bahrain

Masooma Al Mutawah, University of Bahrain, Bahrain

Myint Khine, Emirates College for Advanced Education, UAE

Moosa Fateel, University of Bahrain, Bahrain

Many recent studies in the field of mathematics and science education have been studying the effect of non-cognitive factors in students achievement such as: emotions, attitudes, values, beliefs, motivation, anxiety and grit. For example attitude has been an important area in science education and there have been many attempts to measure students attitudes to understand why they prefer a specific science subject (Reid, 2006). Zimmerman and Brogan (2015) stated that grit predicts successful performance in a variety of contexts and found to be positively correlated with undergraduate grade average. Unfortunately there are very little attempts if any have been studying the effect of grit on students academic achievement in Bahrain. Bahrain is a very important economic sector in the Arabian Gulf region; it has very ambitious, competitive and comprehensive developing economical and educational vision to fulfil the goal of a better life and knowledge for its citizens. This study attempts to find relationships between students level of grit and attitudes toward mathematics and science and the academic achievements in Bahrain secondary schools. Grit questionnaire was adapted from Duckworth et al. (2007), translated into Arabic and was administered to a total of 646 secondary school students. Attitudes toward mathematic (Math and Students) questionnaire was adapted from TIMSS (2011), translated into Arabic and administered to a total of 349 secondary school students. Attitudes toward science (Science and Students) questionnaire was adapted from TIMSS (2011), translated into Arabic and administered to a total of 297 secondary school students. The data was analyzed to explore the reliability of the translated questionnaires and the associations between grit and attitude and students academic achievement was studied. This paper reports the findings of the study.

Sunday Session III

13:15-14:45 | Renaissance Suite (South)

Language Education
Session Chair: Ebru Koç

36462 13:15-13:45 | Renaissance Suite (South)

A Study on the Effective Teaching Model of College English Based on the CBI Teaching Philosophy

Yang Zhang, Harbin Institute of Technology, China

CBI teaching philosophy is different from the traditional language teaching philosophy, not only the language learning as a curriculum focus, but with the content of the course to improve the ability of students to master the language, at the same time, for students in a field of academic knowledge - teachers use the input type teaching. This paper argues that the use of CBI concept, the language learning and academic knowledge of learning parallel, input and output both, improve the efficiency of the entire language teaching course. This paper explains that the concept has three characteristics: "subjective knowledge", "language material selection norms", and "curriculum meets the needs of student-oriented". At the same time, this article from the three characteristics of the Harbin Institute of Technology, the classic selection of British and American literature as an example, analyzes CBI teaching philosophy in the context of language learning, through a specific course of academic knowledge to seek matching with student needs. Finally it promotes the students' understanding of content knowledge and language skills, and clarifies the feasibility of CBI teaching philosophy in college English teaching reformation.

35008 13:45-14:15 | Renaissance Suite (South)

Is There a Role for the Teacher in the Second Language Reading Class?

Mohsen Pornour, Sultan Qaboos University, Oman

With 73 Iranian L2 learners of English, the present study investigated teacher's role in background knowledge activation and vocabulary introduction in the second language reading class. The participants, Group B with and Group A without the presence of a teacher, experienced four pre-reading treatments and read four passages of unfamiliar topics, after which they were tested on comprehension recalls and multiple choice questions, and vocabulary MCQs. The participants also completed a perception questionnaire, and 23 students were interviewed. Results of independent samples t-tests did not indicate any significant difference between teacher directed and written topic familiarization. However, teachers' vocabulary instruction was confirmed to be significantly more effective than students' dictionary use. Results of the perception questionnaire triangulated with interview responses showed that the students thought teacher directed topic familiarization and written background knowledge activities were equally effective, which was in line with the quantitative phase of the study. Yet, most of the participants believed that students' dictionary use and teacher's instruction of vocabulary yielded the same results, which contradicted the results of the t-tests. Only some students perceived teacher instruction as more effective than dictionary usage. This might imply that students' perceptions are not always very reliable for decision-making in second language reading. Furthermore, the study is believed to have useful implications for students, teachers and educators as well as authors and publishers.

37653 14:15-14:45 | Renaissance Suite (South)

Academic Writing Problems of Graduate Students: Voices of the Academics and Graduate Students

Ebru Koç, Inonu University, Turkey

Academic writing is one of the most important problems of graduate students. The participants are 15 graduate students who have received face-to-face tutoring in the process of writing their MSc/or PhD thesis at a state university in Turkey. The students' thesis sections have been analyzed and the mistakes are coded in relation to academic writing. Also, these students are asked to indicate their thoughts in relation to their abilities in academic writing by means of a questionnaire designed in a Likert scale. Data collected by the questionnaire is analyzed through item analysis. The results indicate that the graduate students have grammatical problems (sentence structure, subject-verb agreement, word choice, and connecting sentences). The findings have also revealed that they are not aware the basic concepts of academic writing such as logical flow of ideas, consistency and coherence, and contents of an academic genre. The results of this study could be helpful in the development of academic writing centers in Turkey as well as those abroad.

Sunday Session IV

15:00-16:30 | Keats Room

Learning, Teaching & Educational Structures: e-Learning & Collaborative Learning

Session Chair: Bob Barrett

35730 15:00-15:30 | Keats Room

Virtual Reality (VR) as a Source for Self-Efficacy in Teachers Training

Yonit Nissim, Ohalo College, Israel

Eyal Weissblueth, Ohalo College, Israel

This research seeks to explore the experiences of pre-service student teachers in a teaching unit on the subject of Virtual Reality (VR) as a part of a special course designed to enhance student-teachers' growth processes and twenty-first-century skills; in particular, how their experiences change their self-efficacy. The research population was 170 students in the second of four years' training to become teachers in K-12 educational system. The main research question was: Are there any effects of teaching approaches using VR on student teachers self efficacy, interests and creativity? If there are, what are they? How does collaboration in VR classroom foster learners social integration? The main findings show that using challenging VR learning environments with student teachers helps them increase their self efficacy and allows them to be more innovative and creative. VR poses challenges of active teaching and learning in which the learner is an active participant, creating and being creative. We recommend seeing VR environments as a wider educational concept and not just another educational technological tool. It can be added as a new teaching module inserted as part of innovation within an existing course of training the teachers of tomorrow.

36290 15:30-16:00 | Keats Room

How to Support Collaborative Reflection in a Learning Community

Heli Makkonen, Karelia University of Applied Sciences, Finland

Learning communities are widely used in different educational contexts. This case presents some viewpoints of using learning communities with adult students of Social Services in universities of Applied Sciences in Finland. Adult students coming to study have very different educational backgrounds. Some of them have already completed their Master's studies in some different subjects and some students have completed secondary-level vocational studies in social services. Some of these students have a lot of experience from the social field and other students have none. The students are mainly women, from 23 to 55 years of age. The heterogeneity of the group causes some challenges but also provides many possibilities for collaborative and reflective learning. Collaborative and reflective learning demand that students are ready to share their experiences, thoughts and understanding with each other in their learning community. There is also the presumption that students are ready to build shared meanings, joint aims and mutual understanding in different study tasks. This kind of working is also demanding for teachers in several ways. The teacher's role is not being an expert but more like a facilitator. The facilitator's role is also possible when teachers are working as supervisors.

36400 16:00-16:30 | Keats Room

Creating Online Teaching Strategies to Accommodate Students with Disability and Encourage Stronger Socialization and Networking

Bob Barrett, American Public University, USA

As noted by the various Babson studies (2013–2015), at least one out of three students are now taking online courses. More students with disabilities are enrolling in online courses in order to avoid certain barriers in a physical classroom and perhaps attitudes and prejudices, as perceived by other learners when they start to form opinions about students with disabilities. As a result of the impact of the Americans with Disabilities Act of 1990, more educators need to be prepared to help meet the accommodation needs of the student with a disability, as well as to help encourage more diversity and social interaction among all learners in the online learning environment. A key element to success is the instructor who does not adhere to traditional teaching strategies and techniques, but rather one that tries additional methods of instruction, as well as the use of technology to motivate and engage all learners. The key emphasis of this presentation will be on how this educator has focused on enabling future online teachings to better understand the perspective of learners with disabilities, as well as demonstrating to the instructors how to add to their teaching skills sets and focus on both the art and science of teaching online. Further, a key strength to this new type of teacher is one that encourages a stronger approach to class socialization and network, which will be demonstrated in the presentation.

Sunday Session IV

15:00-16:00 | Coleridge Room

Learning & Teaching Through Social Justice – Education: Social Justice & Social Change

Session Chair: Susan Tilley

34317 15:00-15:30 | Coleridge Room

Fostering Changemakers Through Human Rights Education

Anne Marie Kavanagh, DCU Institute of Education, Ireland

In the context of an increasingly polarised world where xenophobia and anti-immigration rhetoric which “others” and de-humanises, continues to grow, the need to focus on our common humanity and express empathy and solidarity with others has arguably never been greater. Human rights education, with its transformative potential, has the capacity to foster this kind of ethical citizenship and to empower teachers and pupils to be changemakers, committed to creating a more just, democratic and humanising society. To be effective, human rights education need to permeate the whole school environment (Waldron et al., 2011; Osler & Starkey, 2010). Human rights principles therefore need to be embedded in all aspects of school life, from leadership approaches to classroom management strategies, to pedagogical approaches (Waldron et al., 2011; Osler & Starkey, 2010). Adopting a qualitative case study methodology grounded in critical ethnography this paper presents the human rights informed whole school approach of one urban, ethnically diverse, Irish primary school. It accords significant attention to the school's attempts to tackle power asymmetries and to democratise pedagogical relations. Findings indicate that this school provides valuable structural insights into how schools can educate for social justice and change.

36457 15:30-16:00 | Coleridge Room

Teaching Social Justice Through a Postcolonial Lens: University and School-Based Collaboration

Susan Tilley, Brock University, Canada

Postcolonialism invokes ideas of social justice, emancipation and democracy in order to oppose oppressive structures of racism, discrimination and exploitation... It is a set of critical approaches, ideas and critical methodologies that enable us to “read” colonial/colonizing practices and structures (Pramod, 2010, p. 4). This presentation introduces a national study, involving universities in six Canadian provinces, which explores the potential for English language arts teachers and their students in elementary and secondary classrooms to examine issues of social justice through reading and responding to postcolonial literary texts. For this project, researchers invited teachers in schools to participate in a Teacher Inquiry Group to explore teachers' beliefs and understandings regarding issues of colonization and historical marginalization as represented in post/colonial texts, and to consider the possibilities of developing a pedagogy of social justice through the use of literary texts. An additional goal of the study is to explore whether and how the postcolonial texts participant's used in their classrooms encouraged students to consider ways to address ongoing inequities in contemporary Canadian society. The main emphasis of the presentation will be on the 1st phase of the project being conducted at Brock University, in the province of Ontario. The inquiry group consists of the researcher, graduate student RA and the eleven teachers representing K-12 classrooms who responded to the invitation to participate. The analysis of data collected through ten audio-recorded inquiry group sessions and the initial surveys participants completed will inform the preliminary findings presented.

Sunday Session IV

15:00-16:30 | Wordsworth Room

Learning, Teaching & Educational Structures: Student Learning, Learner Experiences & Learner Diversity

Session Chair: Thomas Phenix

36656 15:00-15:30 | Wordsworth Room

The Packaging Design Factors to Reduce Alcohol Campaign for Youth People: A Case Study of Packaging Design's Classroom

Wichanat Tiwasing, Mahasarakham University, Thailand

Packaging design is one of the media tools used in communication between products and consumers. This research endeavors to find factors of packaging design to reduce campaign for youth people. Firstly, it attempts to study the influence of packaging on alcohol purchasing behavior. Secondly, it endeavors to study the characteristics of the package to test purchasing behavior. Third, it tried to study the awareness of the youth on how packaging affects their choice to purchase alcoholic products. Finally, the research aims to determine if packaging design is based on psychological perceptions of youth. The research comprises two major phases. In the first phase, the research attempts to investigate features influencing the visual perception of youth people vis-à-vis the perceived of factors on alcohol packaging. Features to be tested include color, texture, graphic type, fonts, price and warning on packaging of alcohol by semantic differential scale on questionnaires survey. The target sample was youth 100 people in the Mahasarakham University, including fourteen students in Packaging Design Subject. The second phase of study attempts to test the validity of outcome from the first phase, fourteen packaging design models were created by students studying in Packaging Design Subject, containing shared features derived from the first phase, to be tested with the target group again. The results of this research found that the most preferred package design was a matte, emboss surface, realistic picture, with warm tone colours, that showed price and warning on the packaging.

36613 15:30-16:00 | Wordsworth Room

Examining Retrieval-Induced Forgetting in a Complex Retrieval Environment

Thomas Phenix, Champion College, Canada

Heather Price, Thompson Rivers University, Canada

Saheba Bajwa, University of Regina, Canada

Kaiden Stewart, University of Regina, Canada

Anderson, Bjork and Bjork (1994) examined the impact of the practicing the retrieval of a targeted set of memories (e.g. FRUIT - apple) on non-retrieved memories that belonged to the same category as the targeted memories (FRUIT - banana). Compared to memories from an unrelated and non-retrieved baseline (e.g. DRINKS - vodka), these non-retrieved but related items were more difficult to access in a subsequent test session. In short, this research demonstrated that the act of retrieving a targeted memory results in the forgetting of related items that were not retrieved. This seminal paper generated much interest and led to a remarkable number of research articles. Much of this research has demonstrated that retrieval-induced forgetting occurs in episodic, semantic and autobiographical memory. It has also been observed using child and adult populations with a variety of stimuli (e.g. words, pictures). Thus, this phenomenon is very robust. That said, there have been a number of factors that appear to minimize or even eliminate this phenomenon. The current study manipulated a number of these minimizing factors in a more realistic, complex retrieval environment in order to determine the efficacy of some of these factors in reducing this forgetting phenomenon. To our surprise, we observed significant retrieval-induced forgetting in many contexts that theoretically should have had minimal to no retrieval-induced forgetting. Implications from our findings will be discussed.

34382 16:00-16:30 | Wordsworth Room

The Dynamics for Differential Performance of Secondary School Students in Mathematics

Amos Adewale Ojo, College of Education, Ikere Ekiti, Nigeria

Odunayo Emmanuel Popoola, College of Education, Ikere Ekiti, Nigeria

The study reconnoitered the dynamics for differential performance of secondary school students in mathematics. Two hundred and fifty (250) secondary school students are randomly selected from twenty-five (25) senior secondary schools transversely nine local government areas in the three senatorial districts of Ekiti State which comprises of fifteen (15) public schools and ten (10) private schools. A general question was generated and answered descriptively, while three hypotheses were formulated and tested using t-test and ANOVA statistics. The result show that significant difference existed between male and female performance as well as their attitude with respect to their academic performance in mathematics. Significant difference equally existed in the views of students across different age groups on the variation in differential performance of secondary school students in mathematics at $p < 0.05$. It is recommended that government at all level as well as the stakeholders should provide more teaching – learning facilities in schools to make the learning environment more attractive and that teachers should diversify their methods of teaching in order to embrace individual differences.

Sunday Session IV

15:00-16:00 | Renaissance Suite (North)

Learning, Teaching & Educational Structures: Professional Concerns, Training & Development

Session Chair: Rima Bahous

37677 15:00-15:30 | Renaissance Suite (North)

Reframing Mentoring Conversations: Using Triadic Professional Dialogue Between Pre-Service and Mentor Teachers to Enrich Professional Growth

Melanie Jane Nash, University of Melbourne, Australia

Sally Windsor, University of Gothenburg, Sweden

Jeana Anne Kriewaldt, University of Melbourne, Australia

Jane Thornton, Koonung Secondary College, Australia

Catherine Reid, University of Melbourne, Australia

The Melbourne Graduate School of Education's Master of Teaching program is an initial teacher-education course that combines school field experience and theoretical aspects of teacher education, from the outset within a clinical model of teacher education. The provision of feedback plays an essential role in the clinical model of teaching and encourages the pre-service teacher to develop as a reflective professional during field experience. Feedback is facilitated using a descriptive lesson observation schedule that mentor teachers complete during the lesson and this is a basis for a post lesson conversation with the PST. Our aim was to investigate how the use of the descriptive lesson observation schedule and the conversations that arise from its use, might be enhanced if a three-way professional dialogue was facilitated between the PST delivering the lesson, a peer and the mentor teacher. We call this the Collaborative Approach To Observation (Cato). The research used data generated from group interviews, online surveys and field-notes. In addition, it drew on professional practice artifacts such as lesson observation schedules and personal reflections from both mentor and pre-service teachers. Findings indicated that: 1) use of the descriptive observation tool fostered a more inquiring stance when reviewing the lesson; 2) the presence of mentor and peer provided multiple perspectives, resulting in much richer post-lesson professional dialogue, compared to interactions when only the mentor conducted observations; 3) this three-way dialogue provided opportunities for professional growth for all three participants.

36449 15:30-16:00 | Renaissance Suite (North)

Teachers as Practitioner Researchers: A Lebanese Study

Rima Bahous, Lebanese American University, Lebanon

Continuing Professional Development is an essential process that should be embedded in the Lebanese school systems. In many schools in Lebanon Professional Development consists of a lecture or a workshop that teachers are encouraged to attend. The Ministry of Education in Lebanon does not stipulate CPD for licensing teachers, so schools and teachers do what they see fit. A growing interest in teacher training lies in how and what teachers learn over time. Teacher research is considered one of several powerful tools for practicing teachers to build their capacities through inquiry into educational issues and challenges that they might face in their classrooms. The methodology used to conduct this project is as follows: Introduce the concept of practitioner researchers to school teachers as a workshop. Encourage them to start the first cyclic process of the research (alternating between action and critical reflection), conduct needs analysis, find an interesting and manageable research focus, choose a topic (a problem that needs remediation) that has some significance, find solutions, incorporate them into the teaching/ learning process, and assess. Becoming practitioner researchers will give educators new opportunities to reflect on and assess their teaching, explore and test new ideas, methods, and materials, assess how effective the new approaches were, share feedback with others, and make decisions about which new approaches to include in the practice.

Sunday Session IV

15:00-16:30 | Renaissance Suite (South)

Language Education

Session Chair: Askat Tleuov

36484 15:00-15:30 | Renaissance Suite (South)

Beyond "(Non) Native-Speakerism": Being or Becoming a Native-Speaker Teacher of English

Josie Leonard, University of Central Lancashire, UK

The labelling of teachers of English as either "native" or "non-native" speakers continues to generate considerable discussion in the field of English Language Teaching (ELT), raising questions of what these labels mean and what purpose they serve. Opinions of who can be categorised as a "native speaker" are frequently based on notions such as origin and language proficiency, and this categorisation promotes the ideal of "native-speakers" while often marginalising others who use English as another language. In this paper, I explore constructs of "native-speakerism" (Holliday, 2015) by examining them as networks or assemblages formed through interactions of both humans and non-human objects. I draw on "Sociomaterialism" as an analytical approach to explore examples of "native and non-native" networks as experienced by a small group of teachers of English from different contexts. The data collected in this small-scale qualitative study shows how "native-speaker" networks form and exert power to promote the ideal of "native-speaker" teachers, and restrict the agency of those who are classed as "non-native". By unravelling "native-speakerism" I question the basis on which it is constructed and argue that categorising teachers in this way undermines the skills and diversity that teachers of English from different contexts bring to the profession.

36062 15:30-16:00 | Renaissance Suite (South)

Authentic Situation Video Clip Enhances Learners' English Writing

Budsabong Saejew, Burapha University Language Institute, Thailand

Authentic situation video clips can motivate students' enthusiasm and enhance students' language skills. This study investigated the effect of authentic situation video clip as a teaching tool on students' English writing. 149 participants from two groups who enrolled on the English Writing for Careers course in Burapha University in 2016 were assigned to watch five authentic situation video clips acted out by their teacher independently on the class Facebook. They took midterm and final examinations that were the same components. These examinations got them to express their English writing skills. Their average of midterm and final examinations scores were compared to show their English writing progress. The result showed that although their average of final exam scores (71.11%) was a little higher than that of their midterm scores (69.5%), their strong motivation, involvement in the learning processes, and benefit from peer feedback done online, among others. The study has important implications for L2 writing teachers and material developers.

36176 16:00-16:30 | Renaissance Suite (South)

The Dynamics Behind Teachers' Belief-Practice Relationship: A Multiple Case Study of Kazakhstani EFL Teachers

Askat Tleuov, KIMEP University, Kazakhstan

There have been a number of recent studies with an interest in exploring the extent to which teachers' stated beliefs correspond to their classroom practices. The evidence suggests that what teachers say is not always congruent with what they do. The current study is an attempt to provide further insights into the nature of tensions and consistencies between teachers' belief-practice relationships and how these impact on teaching practices. The purpose of this presentation is to introduce the findings from a multiple-case design study investigating the relationship between four EFL teachers' stated beliefs and classroom practices in relation to the teaching of speaking. The teachers were interviewed and observed over a period of nine months: the pre-observation interviews aided in eliciting participants' stated beliefs; observations helped in developing the profiles of teachers' classroom practices and in identifying the matches and mismatches between their stated beliefs and practices; and, finally, post-observation interviews were used to explore the underlying reasons behind the instances of both congruence and tensions in teachers' belief-practice relationship. The study provides evidence of the multiplicity of factors which shape teacher decision-making and behavior. Specifically, the findings from my study highlight the impact of a) teachers' perceptions of their pedagogical contexts, b) their core and peripheral beliefs, and c) the interaction of all these factors on the enactment of their speaking instruction beliefs. Moreover, I will discuss the implications of my findings for research and teachers' professional development.

Closing Session

16:35-17:00 | Renaissance Suite (North)

Closing remarks from members of the conference Organising Committee.



Virtual Presentations

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36126

Reification of Social Privilege in International Volunteerism

Stephanie Sisson, Independent Scholar, USA

Ee Lin Lee, Western Washington University, USA

International service learning programs are highly regarded in US undergraduate education as an effective tool for enhancing and promoting intercultural dialogue. However, such a claim is questionable because the effects of social privilege on the volunteers and their actions while abroad are seldom analyzed critically. This study examines undergraduate volunteers' understanding of their social privilege through the reflection of their volunteering experiences. Social privilege includes the conferring of unearned assets on one party and the use of the resulting advantages to further dominate the less advantaged parties. Ten semi-structured face-to-face interviews were conducted with student volunteers in Cambodia and post trip with volunteers upon their return from sojourns in Cambodia and Thailand. The interviewees' narratives about their volunteering experiences were analyzed using grounded theory, specifically the constant comparison method. Findings revealed that international service learning alone was not sufficient to challenge institutionalized, self-mediated, and internalized social privilege. Therefore, universities interested in promoting critical cultural consciousness through service learning need to invest in follow-up instruction as part of the programs, guided critical reflection, and community outreach. The suggested actions may increase the possibility of internationally volunteering students benefiting the learning community by reducing social hierarchy.

36128

A Critical Review of the Current Cantonese Textbooks Published for Teaching Cantonese for Mandarin Speakers in Hong Kong

Elaine Yin Ling Ng, Southern University of Science and Technology of China, China

Despite the growing importance of Mandarin, Cantonese has not died out in Mainland China. There are at least over 66 million Cantonese speakers in the world, and Cantonese is classified as a language in need of preservation. The dialect is still the primary language used in Hong Kong, and spoken in the Chinese communities in Asia and overseas countries (Kovacs, 2015; Lee & Leung, 2012; Wong, 2011; Chey, 2015). Recently, there has been a rising demand for Cantonese courses in Hong Kong by students, visitors and immigrants from Mainland China. This group of learners is very different from the non-Chinese learners in their cultural and linguistic backgrounds. Nevertheless, there has been very limited research conducted on teaching Cantonese for Mandarin speakers in the field of Teaching Chinese as a Foreign Language (TCFL). In view of the developmental trend towards a more "conversational", "situational", "contextual" and "functional" teaching approach in TCFL (Lee, 2004, pp. 83–84), this paper aims to review critically the teaching materials and teaching approaches presented in three Cantonese textbooks published in the 2010s in terms of the current pedagogical methods. The three Cantonese textbooks studied were edited and published in Hong Kong respectively by Wu in 2011; Zheng, Zhang and Gao in 2014; and Kong in 2014. In addition to evaluating the strengths and weaknesses of these current Cantonese textbooks, the paper will also explore how the materials can be used and supplemented to teach elementary Cantonese courses more effectively to Mandarin speakers.

36406

Learning Cat Tools Using E-Learning Tools: A Case Study

Ana Teixeira, Universidade Europeia, Portugal

Célia Quintas, Instituto Politécnico de Setúbal and Universidade Autónoma de Lisboa, Portugal

Isabel Fernandes Silva, Universidade Autónoma de Lisboa, Portugal

The Post-Graduation Program in Translation at Universidade Autónoma de Lisboa, a private university in Portugal, is in its fifteenth edition. The program has undergone various changes, including from face-to-face to b-learning and e-learning formats. Though initially only Moodle was used, in recent years, different Virtual Learning Environments (VLE) were introduced, the first being WizIQ®. In the past three years, the VLE in use is Colibri – a multimedia collaborative environment developed by FCCN (the national foundation for scientific computing) to provide free videoconferencing service to Portuguese HEIs. Besides VLEs, a social network has also been used (Facebook) to foster interaction among students and lecturers beyond the learning environment. One of the seminars taught is on Computer-Assisted Translation (CAT) tools, which implies students' learning electronic tools using other electronic (e-learning) tools. It has then been the case that software has become both a means and an end in the learning process. Given the fact that e-learning tools can represent a constraint for students in general, this so-called metalinguistic pedagogical scenario seemed to bring additional impediments to the success of the learning process. So as to analyze the impact of this setting, a survey has been designed with a twofold objective. On the one hand, we aim to understand how determinant the inclusion of VLE and other elearning resources has been in the general knowledge acquisition. On the other hand, we will also assess the significance of these elearning tools in the learning of CAT tools.

36408

Negotiation Strategies to Support Misbehaving Children: The "Deal" Strategy

Mariana Boules, Australian Catholic University, Australia

Purpose: To negotiate behavioural changes with children, while developing an attitude of personal accountability for progressing the kindergarten program. Method: The child is asked about their favourite fruit, the name of which is then used as a code for a deal on a behavioural change. The child becomes excited to share what their favourite fruit is, e.g. banana. When this child misbehaves, a negotiation process commences that entails asking them to demonstrate an improved behaviour. The agreement will then be known as the "Deal Banana". Henceforth, calling out "Deal Banana" prompts the child to modify the behaviour specified in the "Deal Banana" agreement. Each deal is linked to a specific behavioural change by a specific child, e.g. "Deal Watermelon" equals "child X not to throw rocks at others". Results: Children were excited about the strategy and started negotiating their own deals with peers. Furthermore, they held each other accountable for their actions and behaviours, by reminding each other of the deals they negotiated. Conclusion: This "deal" strategy proved to be successful in managing children's behaviours, while involving them in a negotiating process. Children felt they were given the choice to decide, and they indeed would decide to honour their deal and adhere to the negotiated behavioural plan. Furthermore, the strategy fostered a sense of collaboration and teamwork among the children, as they became more autonomous in collectively honouring the deals they negotiated, thus facilitating their daily routine and curricular activities.

Virtual Presentations

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36452

Needed Interventions for More Effective Counsellors' Role Performance in the School System in Edo and Delta States of Nigeria

Agatha Ojeme, University of Benin, Nigeria

This study investigated teachers' opinions about principals needed interventions for more effective counselling services in schools. The purpose of the study was to ascertain teachers' opinion on what principals should do towards improving counselling services in schools. This study adopted the expo factor descriptive survey research design. The population of this study consisted of all teachers of secondary schools in Edo and Delta States. Purposive sampling procedure was used to select thirty-one schools with professional counsellors. The first five teachers, from each of the selected schools, who volunteered to participate in the study, were used. An instrument with open ended format was used to elicit responses from the subjects. The instrument was personally administered to the respondents. The completed questionnaires were collected on the spot. The results obtained indicated ineffective planning for counselling activities, inadequate provision of enabling environment and work tools for counsellors and the deployment of school counsellors to perform non-counselling duties as constraints to effective performance of counselling roles in schools studied. The results also indicated that the non-existence of a collaborative working relationship between principals and counsellors and non inclusion of counselling periods in the school timetable are key areas of intervention by the school principal for effective counselling services. Based on the findings, it is concluded that school principals as major actors in the promotion of counselling services in school must rise up to their responsibilities. The study recommended a cocktail of principals' needed interventions to promote effective counselling services in schools.

36557

The Use of Digital Means in the Teaching and Learning of Multiplatform and 2.0 News Communication

Ainara Larrondo, University of the Basque Country, Spain

Irati Agirreazkuenaga, University of the Basque Country, Spain

Koldo Meso, University of the Basque Country, Spain

Simón Peña, University of the Basque Country, Spain

The debate promoted decades ago on the use of the ICT as a key factor for the learning processes in the university teaching, together with the advancements in the journalistic field support this paper approach (Scott, 2002). The main aim is to determine the value of using social media when training journalism students on the specific aptitudes that are being currently demanded by the media companies. These abilities focus on the work in the professional multiplatform environments and relate to basic aptitudes, such as news writing and reporting, as well as to transversal ones, such as cooperative work. Even if the educators' efforts to prepare students to practice online journalism have centered mainly on the hypertextual, multimedia, and interactive aspects of online media (Deuze, 2001; Lowrey, Danels, & Becker, 2005), in order to remain competitive academic journalism programs tend to address more and more media convergence and to include social media reporting in their curricula (Bor, 2014). In the light of these circumstances, this paper studies how online journalism and communication related subjects are dealing with these current instructional challenges, providing data of an innovation education project aimed at developing Spanish and Brazilian journalism students' reporting skills via the use of social media and multiplatform news coverage.

36597

The Effect of Stimulating Children's Brains Using Digital Games on Their Information Retention

Ahmad Hammoud, Global University, Lebanon

Ahmad Shatila, Global University, Lebanon

Nisrine Adada, Global University, Lebanon

Children of the "Digital Age" are very attached to smart devices. It is not easy for parents and educators to resist this "smart" wave; therefore, the challenge is to make use of it. The researchers believe that the children are in their optimum time of mental activity when they play games. While playing, they race, jump, and make many critical decisions; their minds become stimulated and ready to receive knowledge. At this optimum time, if they study or review their school lessons, they will show improved information retention because they reviewed their lessons when they were in their optimized and receptive mental condition. In this study, the researchers investigated the effect of digital games on student information retention. The research question was: Would stimulating children's brains using digital games enhance their information retention? An experimental design was used. Ninety-five children ages 7 to 14 were divided into six groups. All groups went through three scenarios where they were asked to memorize information. In the first scenario, children were stimulated using digital games while they were not in the other two scenarios. After each scenario, the children sat for a five-minute test composed of 10 questions. At the end, scores of the three scenarios were compared. Results of the scenario that incorporated playing digital game were the highest among the three different scenarios. This was the only scenario where children played digital games. This showed that children's attention, working memory, and information retention improved while they were playing digital games.

37749

Course Facilitation Tools: Engaging Twenty-First-Century Adult Learners

Tony Pellegrini, Southern Utah University, USA

As we develop online courses for our learners, we nurture them with well-conceived, well-designed, well-presented courses and programs. Course facilitation expectations and approaches are designed to engage twenty-first-century learners in asynchronous activities with their peers and teacher. In this presentation, I will share research-based facilitation approaches which are designed to engage twenty-first-century learners in an asynchronous approach. Video, audio, multimedia approaches are woven into Ken Bain's work of "What Best College Professors Do" to address the needs of our learners and add value to their online experiences.

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35312

Enhancing the Development of Law Students' Critical Reasoning Skills Through the Use of Complex Decision-Forcing Case Studies

Charles Wild, University of Hertfordshire, UK
Stuart Weinstein, Coventry University, UK
Joseph Santora, Ecole des Ponts Business School, France

Traditionally, an integral part of the educational strategies of business schools, law schools, and medical schools has centred on the use of case studies. Whilst each discipline has, over time, adopted their own approach to case studies, ranging from the case method utilised by business schools through to the casebook method used by law schools, the aim remains to encourage students to engage in intensive discussion and detailed analysis of the scenario. The format relies on students having read the underlying discipline-specific theory and being prepared to apply that knowledge to the specific themes and climate forces at work within the case study. In other words, the aim is to shift the educational focus from teaching students WHAT to think, to that of HOW to think; to develop and enhance their wicked skills, including that of critical reasoning. Based on their experience within both business and law schools, coupled with their extensive use of the case study method, the authors propose: 1) The use of case studies addresses key HE concerns relating to student employability and the development of key wicked skills, and 2) Whilst traditionally, disciplines such as business and law have developed differing formats to the use of case studies, the adoption of a multi-disciplinary approach to case studies is essential. The authors will use the example of their successful "Legal Risk Management, Governance and Compliance" course, where law students have addressed both classic and complex decision-forcing case studies, requiring them to engage in real-world, multi-disciplinary scenarios.

36481

An Example of Passion/Product/Project-Based Learning for K-12 Steam Education

Weixun Cao, Arixin Electronics Inc., China
Xiaoya Yu, Beijing Institute of Education, China
Duanyan Zhou, Beijing Academy, China
Scott Carpenter, Cognitive Cybernetics, USA

Nowadays K-12 students need multi-dimensional STEAM (Science, Technology, Engineering, Arts, and Math) education to solve the proliferating complex-systems problems of an increasingly global, technology-driven, and competitive world that demands customized, optimized and adaptable solutions. In this presentation, a unique classroom called "BitLab" is presented. BitLab offers curricula materials that enable creativity and fast prototyping from concept to product, connecting classrooms to real life. To imbue students with an ability to achieve high innovation quality, BitLab integrates top-down education with 3P-based learning (Passion-, Product-, and Project-based learning). Students begin with a high-level passion, and then seek the sensor mix to build products with physical and functional aesthetics, and all with a project and team-oriented entrepreneurial framework. One real example of BitLab's teaching model is explained and analyzed, "Infrared Sensor Activated Sound". Students receive a brief lecture on the background historical innovators, physics, and technologies for a suite of sensors that students may choose to implement in their products. Students then break into small groups of two to four to brainstorm for new products. Once a useful product is identified, then students select BitLab sensors and other BitLab hardware to build a prototype. After testing and refinement, students prepare their marketing and business-model presentations.

36420

Developing Intercultural Awareness in Primary Teacher Training Through International Placements: Some Early Reflections on the Spiral Experiment

Nadia Edmond, University of Brighton, UK
Magali Jeannin, Université de Caen, France

The European Commission report *Supporting Teacher Competence Development*, published in July 2013, makes primary school teacher training a key priority for Europe's educational policy. Co-funded by the European Commission within the Erasmus+ programme, the SPIRAL project aims to address this priority through a collaborative project undertaken by universities and public bodies across five different European countries (England, France, Germany, the Netherlands and Spain). The project partners are collaborating in organising, supporting and evaluating the placement of primary teacher education students in primary schools in the partner countries. The project partners, all experts in teacher training, language teaching methods and curriculum reform, have committed to carry out a strategic partnership for developing innovative practice in Higher Education and the professional development of primary teachers. This project, launched in September 2015, is taking place over three years. In this paper, the authors, project leads for the SPIRAL project in two of the participating partner institutions, focus on the questions that early experience in the project raise about the nature and depth of students' intercultural experience. Through an analysis of survey data and student accounts of the experience generated in focus groups we consider the impact of the experience on students' personal and professional identity and what the accounts reveal about the role and value of international professional placements in teacher education and the place of intercultural awareness in aspiring teachers' professionalism.

Virtual Presentations

www.vimeo.com/iafor

36369

Depth of Teachers' Subject Content and Pedagogical Knowledge as Predictors of Secondary School Students' Academic Achievement in Kwara State, Nigeria

Felicia Olabisi Olasehinde-williams, University of Ilorin, Nigeria
Lasiele Alabi Yahaya, University of Ilorin, Nigeria
Henry Olumuyiwa Owolabi, University of Ilorin, Nigeria

High rate of students' failure in Senior Secondary Certificate Examinations (SSCE) in Nigeria has become a perennial source of worry to all stakeholders. Less than 40% of candidates had credits and above in English language and mathematics between 2009 and 2015. Previous research efforts have not yielded conclusive explanations for the problem but not much has been done to critically assess the contributions of teacher subject and pedagogical knowledge. Therefore, this study intends to investigate the predictive value of Teachers' Depth of Subject Content Knowledge (DSCK) and Depth of Pedagogical Knowledge (DPK) on Students' Academic Achievement (SAA). The objectives of the study are: identification of the category of teachers (BEd/BScEd/BAEd; PGDE; or BA/BSc) whose DSCK most positively predict students' success; whose DPK will most positively predict students' success; and that has the highest DSCK and DPK combined (DSCPK); It is also to investigate the predictive ability of teachers' DSCPK for students' performance in each subject. Two hundred randomly selected teachers of Senior Secondary II English Language and Mathematics in ten randomly secondary schools in Kwara State and intact classes of SS II students taught by the teachers will constitute the sample. Data shall be collected through tests, observations and vignettes, patterned after Kirschner, Borowski and Fischer (2010) and Baumert, Kunter, Blum, Brunner et al. (2010); and analysed using descriptive and inferential statistics to compare the teachers' DSCK/DPK/DSCPK in both subjects.

37196

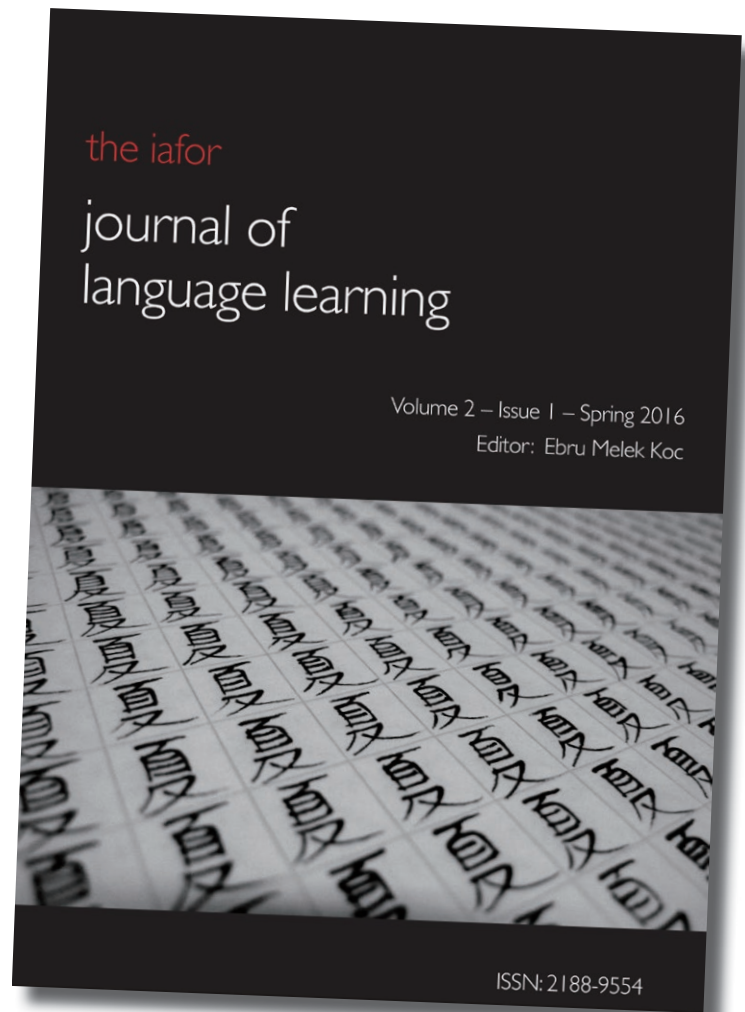
Writing Learning Outcomes for Courses/Programs and Beyond

Lucia Taylor, Dixie State University, USA

Program assessment for accreditation purposes is one of the main topics of discussion among higher education faculty members. Classroom management techniques often focus on day-to-day needs that help produce lectures and assignments. Well-written learning outcomes at the course level will support strong programs and help teachers/instructors with their daily lesson plans and assignments. Many times, when assessment is brought up, faculty members feel like extra work is added to their already busy schedules. There is a need for understanding how the cycle of assessment works, and how everything starts in the classroom. Every successful teacher is able to identify the goal of their course, and select and design assignments that will facilitate the learning process. In order to sustain a viable program there is a need for strong, well-written learning outcomes that are supported by course learning outcomes and that will feed into the institutional learning outcomes.

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Journal Information Session

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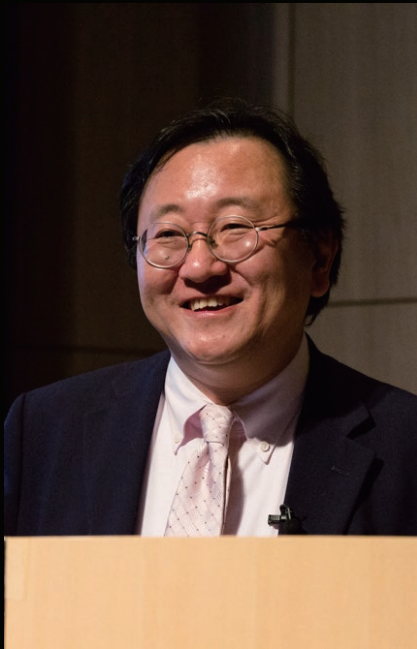
Volume 3 Issue 2 of the IAFOR Journal of Language Learning is targeted for October 2017 publication. Interested authors are invited to submit their papers as soon as possible.

For details of how to submit your paper, view the Author Guidelines on the journal website: ijll.iafor.org



Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...



The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017.

Above left: Dr Toshiya Hoshino gives a Keynote Presentation as part of an ACSS2017 Plenary Panel entitled “East Meets West”. Dr Hoshino is Professor at Osaka School of International Public Policy (OSIPP). He is a member of IAFOR’s Board of Directors. **Above middle:** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR’s Academic Governing Board. **Above right:** Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

Below left: Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled “East Meets West – Healthy, Active and Beautiful Aging in Asia”.

Bottom left: ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. **Bottom right:** ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR’s International Academic Advisory Board, questions whether data science can do without the field survey.

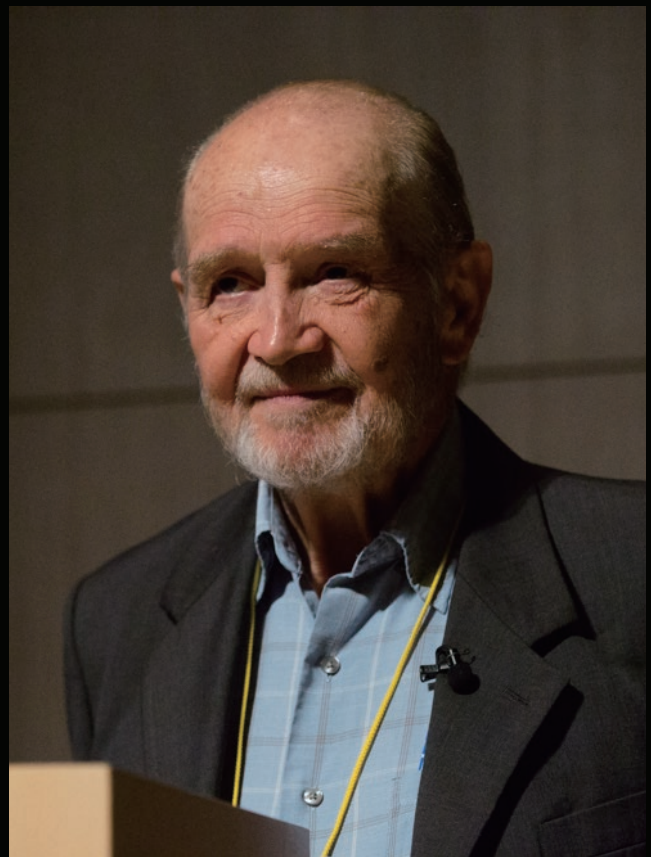




The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

Above left: Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetaryity". **Above right:** In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

Below left: In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace. **Below right:** The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life.





Above: To ensure that delegates have an especially memorable experience, IAFOR conferences include tours to places of historic and cultural interest, led by experienced tour guides.

Fushimi Inari Grand Shrine in Kyoto, Japan, features a pathway lined with orange torii, each donated by a Japanese business, that leads 4 km up the mountain.

Below left: Professor Ted O'Neill of Gakushuin University, Tokyo, Vice-President (at large) of IAFOR, gives a Keynote Presentation entitled "Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan" at The Asian Conference on Language Learning 2017 (ACLL2017). **Below centre:** Featured Speaker Professor Mark Pegrum presents on moving beyond web 2.0 when designing authentic mobile learning for everyday contexts in Asia at The Asian Conference on Technology in the Classroom 2017 (ACTC2017). Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. **Below right:** Professor Barbara Lockee, Associate Director of the School of Education and Associate Director of Educational Research and Outreach at Virginia Tech, USA, explores the changing landscape for instructional design professionals in educational contexts and their potential to serve as change agents in the adoption of learning innovations at ACTC2017.





Above left: During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, reads world-famous haiku before inviting audience members to compose haiku of their own. In addition to the yearly haiku workshop, LibrAsia2017 features the IAFOR Vladimir Devidé Haiku Award Ceremony, at which all award-winning entries are read out. The IAFOR Vladimir Devidé Haiku Award is an open competition for previously unpublished haiku written in the English language. The award is for haiku regardless of whether in the traditional or modern style; it transcends haiku divisions and is based only on literary merit.

Below left: Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, gives a resounding performance at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. **Below right:** At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art and the Yokoo Tadanori Museum of Contemporary Art, and Honorary Director of the Abeno Harukas Museum of Art, Japan, speaks on "Art and Narrative in the Public Sphere", examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

Bottom left: Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on "Constructing History" at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity. **Bottom right:** In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.





Above left: In a Featured Panel Presentation on the right to education at The Asian Conference on Education & International Development (ACEID2017), Osaka University's Professor Haruko Satoh, Chair of the Politics, Law & International Relations section of IAFOR's International Academic Advisory Board, examines the conference theme, "Educating for Change", in the context of the conference screening of *Among the Believers*, and the friction between preserving culture and challenging culture in areas of the world where education is highly politicised. **Above right:** At the same conference, Professor Adrian Ziderman, Sir Isaac Wolfson Professor in Economics and Business Administration at Bar-Ilan University, Israel, gives an interactive Spotlight Workshop on publication ethics as part of his role as Research Chair and Trustee at the Committee on Publication Ethics (COPE).

Below left: Also at ACEID2017 Featured Speaker Jessica Loh gives an engaging presentation entitled "Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context". Jessica Loh is Director of Outreach at the Institute of International Education, Thailand. **Below middle:** Professor Hiroshi Nittono, Full Professor of Experimental Psychology at the Graduate School of Human Sciences, Osaka University, Japan, gives a Keynote Presentation on the psychology of Japanese "kawaii" culture at The Asian Conference on Psychology & the Behavioral Sciences 2017 (ACP2017). **Below right:** ACP2017 Featured Speaker Professor Ronald Mellado Miller of Brigham Young University – Hawaii, USA, presents on "A Poverty of Hope: Towards a Psychology of Humanitarian Success", discussing how programmes and implementations can meet both physical and psychological needs and how taking into account psychology can enhance humanitarian success and achieve far more than simply extending life.

Bottom left: In a Featured Panel Presentation at The Asian Conference on Ethics, Religion & Philosophy 2017 (ACERP2017), Professor Koji Higashikawa of Kanazawa University, Japan, engages the audience on the subject of free speech and hate speech in the context of the conference theme, "History, Story, Narrative". **Bottom middle:** In the same ACERP2017 Featured Panel Presentation, Shiki Tomimasu discusses the important ethical issues surrounding Japan's recent Hate Speech legislation, drawing on his experience at Kanagawa Law Office, Japan. **Bottom right:** In a Featured Panel Presentation entitled "Perspectives on Natural Religion" Professor Thomas Brian Mooney of Charles Darwin University, Australia, discusses key commonalities in the theory and practice of Natural Religion at ACERP2017.





The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE. This interdisciplinary event considered the joint themes of "Educating for Change" and "East Meets West: Innovation and Discovery".

Top left: Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, gives a compelling Keynote Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on "Interdisciplinary Education for Innovation and Change". Professor Hall is Vice-President of IAFOR. **Top right:** IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of "Education: A Supertanker in an Ocean of Change and Innovation", discussing change in education from a number of different perspectives, at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017).

Below left: In a Featured Presentation at The IAFOR International Conference on Education – Dubai 2017, Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Fadi Aloul is Professor and Department Head of Computer Science and Engineering and the Director of the HP Institute at the American University of Sharjah (AUS), UAE. **Below right:** As a Featured Speaker at the same conference, Dr Sufian Abu-Rmaileh of UAE University, UAE, presents on "Leadership Skills & Styles for Successful Administrators". Dr Abu-Rmaileh is President of TA Toastmasters and former President of TESOL Arabia.

Bottom left: In a lively Featured Presentation at The IAFOR International Conference on the Social Sciences – Dubai 2017, Dr Virginia Bodolica, American University of Sharjah, UAE, discusses "Managing for Innovation and Sustainability: Lessons from the Gulf Region", illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men's College, UAE, gives a Featured Presentation as part of The IAFOR International Conference on Education – Dubai 2017 on educators' productivity, sharing the results of a research project investigating how the most productive TESOLers "fit it all in" and attain the ever-elusive work-life balance.





In January 2017, The IAFOR Hawaii Conference Series 2017 was held at The Hawai'i Convention Center, Honolulu, Hawaii, USA, as two consecutive events on the themes of "East Meets West: Innovation and Discovery" and "Educating for Change".

Top left: Professor William G. Staples of the University of Kansas, USA, speaks on "Everyday Surveillance: A Case Study of Student Information Systems" at The IAFOR International Conference on the Social Sciences – Hawaii 2017 (IICSSHawaii2017). Professor Staples is well known internationally for his work in the areas of social control and surveillance. **Top right:** In her Keynote Presentation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017), Dr Jaimey Hamilton Faris of the University of Hawaii at Manoa, USA, introduces the audience to the concept of "liquid archives". Her academic writing focuses on issues of global trade networks and systems, environmentalism and sustainability in contemporary art, especially in the Asia-Pacific context.

Below left: Featured Presenter Donna McIntire-Byrd discusses eco-diplomacy and water conservation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017). Donna McIntire-Byrd serves as Chief of the Energy & Sustainable Design Unit for the US Department of State Bureau of Overseas Buildings Operations. **Below right:** In a Keynote Presentation, Dr Linda Furuto of the University of Hawaii at Manoa, USA, addresses the audience at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017) on the topic of "Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections".

Bottom left: Professor Curtis Ho of the University of Hawaii at Manoa, USA, sits on a Featured Panel that explored how we educate for positive change, striking a balance between the need to challenge while also respect and preserve local and indigenous cultures and their languages, at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017). **Bottom right:** In a Featured Presentation at The IAFOR International Conference on Technology in the Classroom – Hawaii 2017 (IICTCHawaii2017), Dr Kristin Palmer discusses the use of open educational resources (OER) and massive open online courses (MOOCs). Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia, USA.





Above: Aunty Kehaulani Lum and Uncle Bruce Keaulani of the Living Life Source Foundation, Hawaii, demonstrate a traditional Hawaiian greeting at IICEHawaii2017.

Below left: Distinguished psychologist Professor Michael B. Salzman of the University of Hawaii at Manoa speaks as part of a Featured Panel on “Aloha as a Way of Being: Hawaiian Perspectives on Learning” at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017). **Below right:** Dr Xu Di, also of the University of Hawaii at Manoa, addresses the audience as part of the same IICEHawaii2017 Featured Panel. Dr Di’s recent publications focus on bridging Eastern and Western philosophy for educational practices.

Bottom left: Professor Ken Urano, Featured Speaker at The IAFOR International Conference on Language Learning – Hawaii 2017 (IICLLHawaii2017), presents on the topic of “Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan”. Professor Urano is a member of the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students. **Bottom right:** In a Featured Presentation on statistics in the cognitive/risk era, award-winning research scientist and innovator Dr Nathaniel Newlands of the University of Victoria, Canada, discusses the increasingly critical role statistics plays in unravelling the complexity of our world at The IAFOR International Conference on the Social Sciences – Hawaii 2017 (IICSSHawaii2017).





The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016) brought together a range of academics, policymakers and practitioners to discuss the evolving issues in security and international relations in the Asia-Pacific, a volatile region in which states and peoples fight for power, influence, resources and basic human rights.

Above left: Ambassador Yukio Satoh gives his Keynote Presentation entitled “Shifting Strategic Balance and Asian Security” at APSec2016. Former Permanent Representative of Japan to the United Nations and former ambassador of Japan to Australia and the Netherlands, Yukio Satoh is now based at the Japan Institute of International Affairs, Japan. **Above right:** Current President of the Asian Political and International Studies Association (APISA) and Associate Dean of the Graduate School of International Studies, Ewha Womans University, South Korea, Professor Brendan Howe welcomes delegates to APSec2016, held jointly with APISA’s tenth annual congress in Osaka, Japan.

Below left: In a Keynote Presentation at APSec2016, Professor Jun Arima, based at the Graduate School of Public Policy, University of Tokyo, Japan, speaks on Asia’s energy outlook. Professor Arima was Director General of the Japan External Trade Organization (JETRO), London, UK, and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI) in Japan from 2011 to 2015. **Below right:** Keynote Speaker Xingzui Wang, Executive Vice-President of the China Foundation for Poverty Alleviation, addresses delegates at the Plenary Session of APSec2016 on fighting poverty in China.





Above left: Did news coverage create the man or did the man create the news coverage? Professor Gary Swanson discusses the rise of Donald Trump at at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016). Professor Swanson has received more than 75 awards for broadcast excellence including three EMMYS. **Above middle:** Grand Prize Winner of the IAFOR Documentary Film Award 2016, *PLACEBO: ALT. RUSSIA* – a documentary which explores the alternative cultures that are present within Russia's major cities, directed by Charlie Targett-Adams and announced at The Asian Conference on Film & Documentary 2016 (FilmAsia2016) in Kobe, Japan. IAFOR is proud to support the IAFOR Documentary Film Award, a global competition celebrating the best in documentary filmmaking. Documentary has a rich history of exposing truths, telling stories, raising awareness and creating discussion – all practices valued at IAFOR. **Above right:** Professor Richard Roth of Northwestern University's Medill School of Journalism, Media, Integrated Marketing Communications delivers his Keynote Presentation on contemporary issues in journalism at MediAsia2016.

Below: The International Academic Forum is proud to be based in Japan, and we organise a number of events throughout the year that showcase the best of Japanese culture, ranging from the raw power of the taiko drums to the understated beauty of the tea ceremony, from martial arts demonstrations by world class masters to hands-on calligraphy workshops by university clubs and haiku workshops by leading poets. Built into our conference programmes, this range of activities gives delegates a taste of Japan's rich and unique culture.





Above left: Addressing delegates at The Asian Conference on Education 2016 (ACE2016), Dr Peter McCagg gives a Keynote Presentation entitled "International Liberal Arts: Meeting Japan's Higher Education Needs in the Global and Digital Era". In his talk he identified dimensions of the university experience in Japan that can and need to be strengthened in order to create coherence and integrity in students' intellectual experiences. Dr McCagg is the Vice President for Academic Affairs at Akita International University, Japan. **Above right:** In her Keynote Presentation, Professor Insung Jung of the International Christian University, Japan, examines the ways MOOCs are being used by individual learners and university systems, and their impact on access, quality and cost in higher education, at The Asian Conference on Society, Education and Technology 2016 (ACSET2016).

Below: Professor Grant Black (**below top left**), Vice-President of The International Academic Forum (IAFOR), chairs a Featured Symposium entitled "The Globalisation Process for University Education in Japan" at The Asian Conference on Education 2016 (ACE2016) in Kobe, Japan. Professor Grant Black is an associate professor in the program for Modern Languages and Cultures, Faculty of Humanities and Social Sciences at the University of Tsukuba, and an adjunct lecturer in the Faculty of Commerce at Chuo University, Japan. The symposium aimed to integrate education theory and research with the context of long-term social processes in order to address policy reform and structural change in Japanese universities, and contributors included Dr Fumiko Kurihara of Chuo University (**below top middle**), Dr Maria Gabriela Schmidt of the University of Tsukuba (**below top right**), Dr Yasuo Nakatani of Hosei University (**below bottom left**), Dr Yukiko Mishina of the University of Tokyo, Japan (**below center middle**) and Dr Reiko Yamada of Doshisha University (**below bottom right**), all based in Japan.





Above left: At The IAFOR International Conference on the City 2016 (City2016), renowned critic and theorist Professor Bill Ashcroft of the University of New South Wales, Australia, gives a Keynote Presentation on the concept of the Transnation. **Above centre:** Alonso Carnicer, a news reporter at TV3, the Catalan Television channel, and Keynote Speaker at City2016, discusses his Catalan Television documentary, *Shanty Towns, the Forgotten City*, which tells the story of impoverished settlements in Barcelona. **Above right:** Novelist, playwright and poet Gloria Montero, Global2016 Featured Speaker, delivers a talk entitled "Filling in the Lonely, Empty Places" at The IAFOR International Conference on Global Studies 2016 (Global2016).

Below: An image from the series *Life After Injury* by Ukrainian photojournalist Alexey Furman, Grand Prize Winner of the 2016 IAFOR Documentary Photography Award. "With this project I would like to raise awareness on a growing number of war veterans in Ukraine." Winners were announced at The European Conference on Media, Communication & Film 2016 (EuroMedia2016) in Brighton, England. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award please visit: www.iaforphotoaward.org.





Above left: In her role as Keynote Speaker at The European Conference on Arts & Humanities 2016 (ECAH2016), Professor Anne Boddington explores the idea of the “stained glass ceiling”, by examining the challenge of achieving effective intersectionality through gender and ethnic inequalities. Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities. **Above right:** Professor Sanja Bahun of the University of Essex, UK, addresses the part played by the arts, and literary art in particular, in transitional societies, in a Keynote Presentation at The European Conference on Literature & Librarianship 2016 (LibEuro2016). Professor Sanja Bahun’s area of expertise is international modernism, and her research interests include theory of comparative arts, world literature, psychoanalysis, and women’s and gender studies.

Below left: Jared Baxter, ECAH2016 Keynote Speaker and Vincent van Gogh researcher, presents on “Vincent van Gogh’s Symbolist Art”. **Below right:** Dr Eddie Bruce-Jones of Birkbeck College School of Law, University of London, UK, explores the tensions and possibilities inherent in interdisciplinary work at the junction of the legal, the social-scientific and the literary, in his Keynote Presentation at The European Conference on the Social Sciences 2016 (ECSS2016). **Bottom left:** Toshihiko Sakaguchi, EBMC2016 Keynote Speaker and Director-General of JETRO London, gives a talk entitled “Japanese Economy and Business Opportunities” during the Plenary Session of The European Business & Management Conference 2016 (EBMC2016). **Bottom right:** At The European Conference on Politics, Economics & Law 2016 (ECPLE2016), Professor Michael Clarke, Keynote Speaker and Former Director General of the Royal United Services Institute, discusses the way in which the essential rules of international politics were formed and those states and societies that shaped them.





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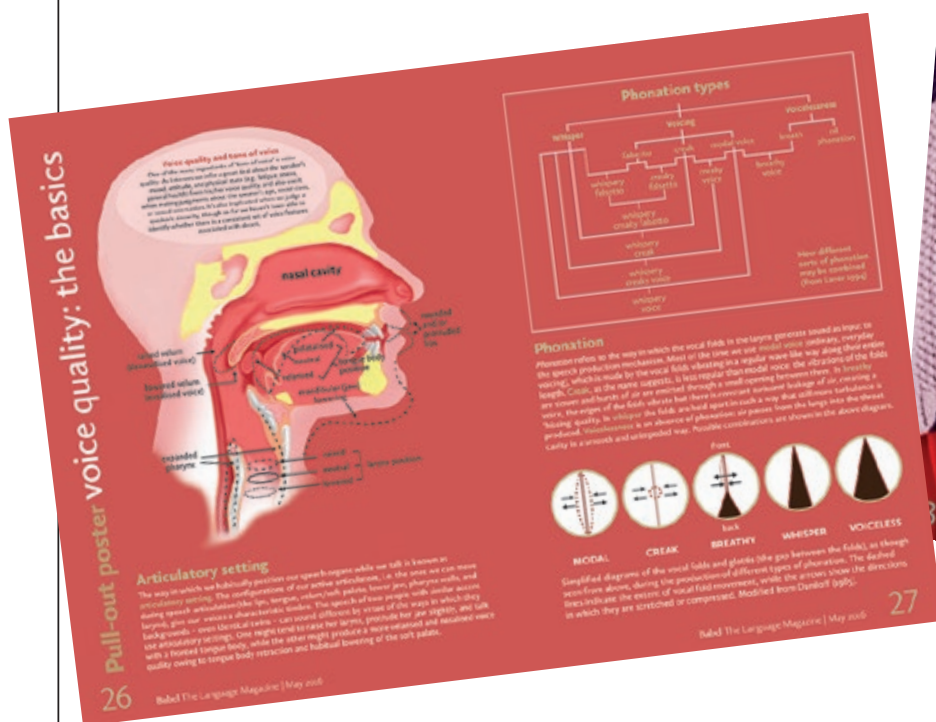
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