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CONFERENCE PROCEEDINGS

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KEYNOTE SPEAKER

Prof. Fernando Albuquerque Costa

Institute of Education of the University of Lisbon

PLENARY SPEAKER

Dr Simon Brownhill

Faculty of Education, University of Cambridge, Cambridge, England

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Murtala Sale
GICICTEL1702052

The Role Of Motivation In Quality Teaching For Sustainable Development At Primary School Level In Katsina Metropolis, Nigeria

Murtala Sale
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Abstract
The use of motivation in teaching is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. When behavior of motivation in teaching and learning used, would facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using motivation during teaching and learning in primary schools in Katsina metropolitan, Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of using motivation in learning process and also give the opportunity for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of motivation during teaching and learning will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date motivational facilities to all primary schools in Katsina metropolis for effective teaching and learning process.
Key words: Motivation, Quality Teaching, Sustainable Development

Erhan Sur
GICICTEL1702055

Design, Practice and Research the Effects of Mobile and Web-Based Learning Systems and Defining the Learners Attitude

Erhan Sur
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Abstract
In this study it was aimed to investigate the effect of web based and mobile learning systems on learning. With this aim it was designed and practiced a sample of both web-based and mobile learning environments. The sample group consisted of the students of Sinop University Gerze Vocational School who enrolled in "Introduction to Computer" course. The 89 students were selected via simple random sample method. Independent two groups were formed among the chosen 89 students using simple random method. The students were to use the designed system for one month.
The exam paper of 16 items which was developed as a measurement scale was applied to 42 students who were succeed in the lesson beforehand. As a result of the Kurder-Richardson (KR 20) analysis to increase the reliability of the test the 16 items were decreased to 9 items and the Cronbach Alpha value was found 0,67. In order to define the web-based learning attitude of the students; web-based learning attitude scale which was developed (Cronbach Alpha=0,917) by Erdogan et al. (2007) was applied. In order to define the mobile learning attitude of the group, the scale of Erdogan et al. was adapted by the researchers. The Cronbach Alpha value of mobile learning was found as 0,748 before the practice and it was

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found as 0,808 after the practice. Both of the scales consist of 26 items in five Likert type. The minimum score of the scales was 26 and the maximum score was 130.

In this study; mobile and web-based learning effect on the subject of computer hardware unit were analyzed. It was also analyzed the difference between success points of mobile and web-based learning groups. Furthermore it was also aimed to define the change in students` attitude before and after practice.

To define the learning success and the attitudes of the students pre-post paired t-tests were applied to both of the groups and for comparing the groups with each other (pre-pre, post-post) independent t tests were applied. These tests were done using SPSS 18.0 program. The data was statistically analyzed and interpreted.

The findings gathered from the data indicated that; while the mean value of mobile learning group was increasing, the pre-post scores were not statistically meaningful (p=0,084). On the other hand the mean value of web-based learning group was increased and the pre-post scores were statistically meaningful (p= 0,009). The difference between post-tests of the mobile learning and web-based learning group were not statistically meaningful (p=0,899) and it was found that designed system have positive effect on learning.

At the end of the research; the mean scores of the mobile learning group`s attitude before using the designed system was 92,90, and the mean score after using was defined as 93,37. Although the increasing mean scores of the group, there wasn't any significant difference between pre-post attitude scores of the students (p=0,466).

In the Web-based learning attitude scores, the scores of pre-practice was 88,43 and the scores of post-practice was found 88,0. The decrease in the scores could be stemmed from coincidence (p=0,806).

The mean values of pre-attitude test scores of both groups (p=0,267) and the post attitude tests of both groups (p=0,379) were compared and the results were found statistically insignificant.

The Relationship between Iranian EFL Learner's Attitude and Motivation towards English Regarding their Gender

Sahar Ahmadi
Department of English Language, Iran

Sahar Ahmadi
GICICTEL1702056

Abstract

In learning process, affective factors have crucial roles. Among these affective factors, attitude and motivation was studied in this study. This research tried to investigate the relationship between Iranian EFL learners' attitude and motivation toward their English, regarding their gender. To gather the needed data three instruments were used: The Nelson English Language Proficiency Test, the Harter's Classroom Affect and Motivational Scale and The Attitude Of Learners Toward English which the validity and reliability of the last questionnaire were clarified by Tabriz University Professors (Dr.Yoosef Adib and Dr.Eskandar Fathi Azar) in 2006. The participants were 70 aged 14-18. Analysis of the results revealed that there was a positive relationship between Iranian English language learners' attitudes, motivation and their proficiency. But, the results showed that there was no relationship between Iranian English language learners' gender and their proficiency and there were no significant differences between male and female Iranian English language learners' attitude, motivation,

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	and proficiency. Key words: Attitude, Motivation, Language Proficiency
Donald R. Bates **GICICTEL1702059**	**Seeking Partner for Research Paper: "Can Meditation Improve Undergraduate Essay Writing?"** **Donald R. Bates** **Assistant Professor of English, Dodge City Community College, Dodge City, KS USA** **Abstract** **The world has become complex, turbulent, and more reliant on knowledge than ever before in a constantly changing, global knowledge-based economy (Napora 5). More and more, students are entering college with an unprecedented amount of digital distractions, as well as anxiety and stress related issues. Consequently, many college undergraduates have difficulty demonstrating focused and well-organized writing samples.** **At the same time, a renewed interest in mindfulness practices has emerged as a useful tool for increasing focus and reducing anxiety. A few studies have also explored the impact of meditation on classroom cognitive engagement, and academic performance.** **As a community college English professor, I have access to a diverse student body that could be utilized as control and experimental groups for testing. I am seeking a colleague in the area of social sciences that can work as a partner to co-author a study to see if meditation practices in the classroom can have a positive effect on student writing.**
Edna Luz R. Abulon **GICICTEL1702063**	**Examining teachers' conception of and needs on action research** **Marie Paz E. Morales** **Philippine Normal University, Philippines** **Edna Luz R. Abulon** **Philippine Normal University, Philippines** **Portia R. Soriano** **Philippine Normal University, Philippines** **Adonis P. David** **Philippine Normal University, Philippines** **Ma. Victoria C. Hermosisima** **Philippine Normal University, Philippines** **Maribel G. Gerundio** **Philippine Normal University, Philippines** **Abstract** **Action research is viewed as a path towards better student achievement. This track may be attained through the reflective nature instilled in the teacher that sparks initiatives to promote better classroom practices in the aspects of pedagogy, assessment, and parental involvement. This descriptive survey explores**

	Filipino teachers' conceptions of and needs on action research which may be barriers to implementing action research in their classrooms. Participants were randomly selected science and mathematics teachers in government schools in the Philippine's capital city. Their concepts about action research were investigated by a survey and interviews, which indicated that they had positive views about action research helping to develop student learning in science and mathematics, and promote lifelong learning. Teachers' prior concepts on its long-lasting impacts transcend from instructional practice to addressing student problems. Furthermore, their perceived moderate level of difficulty in conducting action research indicated some areas needing professional development programs, such as statistics, data organisation, literature searching, and writing reports. Recommendations include professional development training programs to address issues in classroom practices through action research and for the Philippine government to review workloads of teachers and provide them with better opportunities for theory-practice-influenced teaching.
Marie Paz E. Morales **GICICTEL1702064**	**Exploring the Impact of Culture- and Language-Influenced Physics on Science Attitude Enhancement** **Marie Paz E. Morales** **Philippine Normal University, Philippines** **Abstract** ''Culture,'' a set of principles that trace and familiarize human beings within their existential realities, may provide an invisible lens through which reality could be discerned. Critically explored in this study is how culture-and language-sensitive curriculum materials in physics improve Pangasinan learners' attitude toward science. Their cultural preference or profile defined their cultural dimensions, epistemological beliefs, and views on integration of culture and language in the teaching and learning processes. The culture- and language-influenced curriculum materials in physics were heavily influenced by Pangasinan learners' cultural preference or profile. Results of the experimental participants' pretest and posttest on science attitude measure, when compared, showed significant statistical difference. Assessment of science attitude enhancement favored the experimental group over the control group. Qualitative data gathered from post-implementation interviews, focus group discussions, and journal log entries indicated the same trend in favor of the experimental participants. The study yielded that culture and language integration in the teaching and learning processes of physics concepts allowed students to develop positive attitude to science, their culture, and native language. Keywords: Cultural profiling, Culture sensitivity, Language sensitivity, Filipino learners, Science attitude
Olga CSILLIK **GICICTEL1702070**	**Gennovation' in the Teaching Methods at the Corvinus University of Budapest** **Daruka, Magdolna** **Corvinus University of Budapest Teacher Training Center** **Csillik, Olga** **Corvinus University of Budapest Teacher Training Center** **Abstract**

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	Nowadays students enrolled in higher education belong to the generation of 'digital inhabitants'. Compared to the previous generation, these students have significantly different preferences and motivation concerning studying and learning. In the rapidly changing educational environment we have to find out which kind of innovations can be best used to increase the quality of education. The main question of our investigation was how could we use digital devices and synthesize effectively the formal and informal, online and traditional forms of teaching and learning in order to foster creativity, interactivity and experimentation, moreover to improve personal learning. The aim of this study was to try out some new teaching methods by a highly theoretical, obligatory course-unit, where students were required to comprehend knowledge that is out of their major (e.g. social science students were expected to learn economics and make recommendations). For the pilot program we used the so called 'flipped classroom' method. During the semester we examined the student's learning motivations and their attitude toward the course. We moreover made a comparison between different methods, tasks and learning outcomes by online and traditional classes. We permanently analysed the log files stored in the Moodle system to ensure that activity has been carried out in the online space. We also made questionnaires to measure individual differences. To end our project the acquired knowledge will be measured, both among students who took part in the flipped classroom and those who participated in the traditional course. There are two fields, which can be highlighted from the participant's evaluations: quality and efficiency. The average grades in the pilot group were better as well than in the parallel group. Keywords: Higher education, 'gennovation', flipped classroom, motivation, efficiency, learning autonomy
Eva BONAR **GICICTEL1702072**	**How social science students evaluate "Economy course" flipped classroom from motivational aspects** **Sass, Judit** **Corvinus University of Budapest Teacher Training Center** **Bodnár, Éva** **Corvinus University of Budapest Teacher Training Center** **Abstract** **University lecturers face with the problem of students' amotivation and their need for interactive ways of learning and for usage of technology.** **One possible solution for these problem is flipped classroom, that requires home preparation and gives opportunity for active in-class learning with the help of different methods e.g. story line.** **The aim of the study was to measure students' learning motivation in flipped-classroom on the basis of self-determination theory (SDT) and their attitudes toward different aspects of flipped classroom. Furthermore we compered evaluations of flipped-classroom-students (N=27) and traditional learners (N=300).** **We measured students' learning motivation and attitudes with help of SDT questionnaires developed by Deci and Ryan (2000): attitude toward the course, the, the material and the learning methods. We also measured perceived change**

	of competencies with help of competence-list.
	The tutor's perceived competence, effort and involvement of students was the highest, while student expected more supportive feedback and interest toward them.
	Students reported increased intrinsic motivation, the course was evaluated as more interesting and enjoyable, students perceived higher autonomy, improving competencies in scheduling learning, time management, openness to innovation, cooperation with others and teacher and synthesis of information, and ICT than in traditional course.
	For more than half of the participants working with material was interesting with low tension, but they perceived low level of competence as well. Motivational potentials of methods was the highest for video, presentation, making mindmap, infographics board game, while it was the lowest for Facebook profile and crosswords.
	According to our first experiences, however flipped classroom method needs greater activity and more effort from both the side of the teacher and the students, but it makes teaching and learning process more effective, and enriches with experiences.
	Keywords: flipped classroom, student motivation, student satisfaction, economics course
Karima Merchant **GICICTEL1702075**	**The Writing Eight Exercise And Its Impact On Kindergartners** **Karima Merchant** **Haque Academy, Karachi, Pakistan** **Abstract** **The aim of this study was to analyze the impact of the Writing Eight Exercise, an exercise from the Brain Integration Therapy, with Kindergartners who are struggling with writing tasks in school. The study was spread over 15 weeks where the children were required to do this exercise 4 times a week. The data collection methods included observations, student work samples and feedback from teachers and parents. Based on the results of this study, it can be concluded that the Writing Eight Exercise had a positive impact on students' approach towards writing tasks, letter formation and fine motor skills.** **Keywords: writing, letter formation, fine motor skills**
Ivo Santos Soares **GICICTEL1702077**	**The Bologna Process and the Portuguese Higher Education System: a reflection over the path to the quality and competitiveness** **Ivo Santos Soares** **Universidade Europeia	Laureate International Universities** **Abstract** **Notable progress has taken place in European higher education over the last 15 years, specifically in the areas of quality and competitiveness in line with the recommendations from the action lines of the Bologna Declaration.** **These developments contributed to student centered learning that was oriented toward the quality of learning and competitiveness which began in 2005. In early 2006, about 40% of higher education institutions implemented the Bologna cycles system as part of their training. This figure roses to 70% in 2007 and 98.6% in 2011, which demonstrated that massive progress was made, not only in this area**

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	but also regarding the implementation of other tools such as academic learning outcomes and the ECTS credit system. **Concerning the promotion of cooperation in matters of evaluation and accreditation for the certification of quality in higher education, the Agency for Assessment and Accreditation of Higher Education, A3ES was established, which was dependent on the Ministry for Higher Education for integration into the European Network for Quality Assurance in Higher Education (ENQA) as the supporter of higher education quality.** **In Portugal, the Bologna process has been implemented. The three-degree system is implemented and standardized according to European standards and the national qualifications framework. In terms of quality, we have an education system focused on the student, and the supplement system to the degree as a common practice, the recognition of academic training at tertiary level is already commonly used through the simple analysis processes and the ECTS system is now standard in all higher education institutions.**
Klavdija Zorec **GICICTEL1702079**	**The Role of Undergraduate Research Programs in Influencing Aspirations to Pursue Graduate Education and Faculty Careers among Underrepresented Students** **Klavdija Zorec** **Department of Educational Psychology, College of Education, University of Hawaii, Honolulu, Hawaii, United States** **Abstract** **The purpose of this study was to examine student outcomes of participation in undergraduate research program for underrepresented students. This report was designed to assess the influence of the Summer Pre-Graduate Research Experience (SPGRE) program on aspirations to pursue graduate education and faculty careers among underrepresented students. Secondary data came from 21 underrepresented students who participated in interview questionnaire at two points over a program duration: at the near start ("pre"-test) and at the near end of the program ("post"-test). Students' aspirations were coded and inter-reliability of the data was established. Outcomes in student aspirations to pursue graduate education and faculty careers were analyzed and discussed in relation with students' primary reason to enter the program. For students, who's graduate school and/or faculty career aspirations increased after participating in the program, perceptions of interaction with mentor and others on the program were compared and discussed. Findings indicate that the program positively influenced students' aspirations to pursue graduate education and faculty careers; upon participation in the program, majority of the students clarified, or confirmed their educational and/or career plans. For students, who's graduate school and faculty career pursuit increased upon participation in the program, working on the project closely related with student initial interest and collaboration with mentors and others in the program appeared to be important components of positive undergraduate research experience. Recommendations for further research are suggested and limitations of the study are presented.** **Key Words: Undergraduate Research Programs, Underrepresented Students, Graduate School Aspirations, Faculty Career Aspirations, Social Interactions**

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The Need for Critical Border Praxis in Education: Opening and Maintaining Lines of Communication

Timothy G. Cashman, Associate Professor
University of Texas at El Paso, El Paso, Texas, USA

Timothy G. Cashman
GICICTEL1702082

Abstract
This study explores how critical border dialogism (Cashman, 2015) and ultimately, critical border praxis (Cashman, 2016) are necessary approaches for transnational cooperation and conflict resolution across international borders. United States (US) and Cuba tensions are investigated in educational, historical, cultural, and economic contexts. Research took place in Cuba during a March 2015 educational exchange to Cuban secondary and university educational sites. Cuban social studies educators were interviewed and surveyed to better understand how United States (US) international policies are discussed in the Cuban educational system. This study will provide comparative perspectives on how similar issues are addressed by educators in two countries with a recent history of governmental tensions. Moreover, this work considers the teaching of recent developments in US and Cuban relations in US classrooms and the teaching of historical and territorial issues.
Ultimately, this research will provide additional insight for those who educate on the effects of US international policies in US and international classrooms. Critical border praxis (Cashman, 2015) serves as an archetype for cross-border dialogue in the field of education.
Key words: critical border praxis, social studies, comparative education

Mubarak S. Aldosari
GICICTEL1702084

Barriers to the Successful Employment of Individuals with Intellectual Disabilities

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Abstract
The aim of this study is to identify the main barriers to the successful employment of individuals with intellectual disabilities (ID) from their colleagues' perspectives. To achieve the goal of the study, the researcher selected a purposive sample consisting of 43 individuals who work daily with individuals with ID. The researcher used a questionnaire of 32 items distributed over 6 dimensions (barriers): social skills, transportation, academic skills, attitudes toward individuals with ID, laws and legislations, and work skills and experiences.
The findings of the study revealed that based on their colleagues' views, the barriers to the successful employment of individuals with ID were high with an overall mean of 3.56 and a standard deviation of 0.87. Results revealed that there were statistically significant differences in the barriers faced by individuals with ID seeking successful employment in the domains of social skills, transportation, academic skills, and law and legislation because of the type of work variable (private, government). Lastly, in the academic skills domain, results revealed statistically significant differences when testing for the colleagues' type of position variable (colleagues/ supervisor).
Keywords: Barriers, employment, individuals with mild intellectual disabilities,

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	negative attitudes, social skills, academic skills, transports, work skills and experiences.
Noureddine AZMI GICICTEL1702085	**The impact of ICT-enabled English language instruction on students' learning achievement** **Noureddine AZMI** **Ecole Nationale de Commerce et de Gestion, Cadi Ayyad University- Marrakech** **Abstract** **Most research studies have focused more on the benefits of ICT use in English language teaching and have included great expectations. However, the EFL classroom does not reflect the same enthusiasm and commitment. No matter how abundant and authentic Internet material is, it does not always provide relevant content. Most Internet material and applications including chat, podcasts, blogs and digital videos were not originally made for foreign language learning. This raises questions about the real utility of the material to help students improve their performance on written class assessment. The present research study has investigated the use of ICT in the English language classroom and assessed its impact on students' English learning achievement (performance on written class assessment). A quantitative field experiment research tool was used to assess the impact of ICT use on students' English learning achievement. Participants involved in the research study belonged to two intact classes (Control group: Class 1) and (Experimental group: class 2) with almost an equal number of female and male students. A pre-experiment test was administered to determine both groups' English language abilities and skills so that the difference in the experimental group and the control group's score from the pre-test to the post-test could be easily determined. This would also indicate the change in the value of the dependent variable that could be expected to occur in both cases with and without exposure to the experiment. The experiment was conducted over a period of 10 months then a post- experiment test was administered to see if there were any differences among groups. The experiment used two different modes of teaching. Teaching the experimental group depended mainly on multisensory delivery that included computer applications presenting content in a variety of media formats providing sound, text, graphics and video. The control group mode of teaching was limited to the use of conventional methods including print material with a less frequent use of ICT. Research findings show that only high-achiever students are more likely to benefit from the digitalization of class content.** **Key words: ICT; English language teaching; Blended learning; Performance on written class assessment**
  Buthaina Hameed Al	**Psychological Impact of Menopause: Factors and coping Style** **Buthaina Hameed Al Asfoor** **Pychiatric Hospital/Bahrain, Minstry of Health, Kingdom of Bahrain** **Abstract** **Menopause is a natural phenomenon, which refers to the time in a woman's life when her menstrual period stopped making the end of her ability to conceive. Physical and psychological changes are commonly associated with menopause. There are several factors, which contribute to the coping mechanisms in relation**

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Asfoor **GICICTEL1702087**	to psychological distress experienced by women during this phase of life. The aim of this study is to determine the psychological impact of menopausal period on Bahraini women's, the coping mechanisms used during this period and the factors contributed. The study is a qualitative descriptive and includes a convenience sample of 12 menopausal women from Bahraini community. Some variables like marital status, educational level, occupation, beliefs, and cultural back ground are considered to explore factors which may affect the coping mechanisms during menopause. Data collected through face-to-face semi-structural interviews. Result shows that women who are married and supported by their family report few or no complains and cope rapidly with the changes. Those who face difficulties found to be divorce or widow. Educated and working women report anxiety with the onset of menopause as it is associated with retirement and sudden changes, and they try to adjust by involve themselves in social activities. Whereas illiterates and housewife report less anxiety and are totally involved in housekeeping. Generally 41.7% perceive menopause as a positive experience and 58.3% perceive it as a negative experience. Those who have positive views describe it as the normal stage or the beginning of the pure and cleanliness. The negative views of others were described as the loss of femininity and fertility, the age of diseases and senility, or the terminal stage of the human life . Finally it was found that natural menopause didn't cause psychological problems, but it's affected by several factors that can interfere with women's' perception and coping. The results of this study are assumed to help in the planning of educational program to develop community awareness in this area.
Rabia Redouane **GICICTEL1702088**	**Issues in Learning and Teaching Less Commonly Taught Languages: Case studies of Arabic and Chinese** **Rabia Redouane** **Montclair State University, New Jersey, USA** **Abstract** The study addresses issues related to learning and teaching two Less Commonly Taught Languages (LCTLs) Arabic and Chinese. Specifically, it aims at investigating learners' types of motivational orientation that influence their choice of learning the LCTL, and their attitude and perception towards the nature of the language of study and its areas of difficulty, surveying the teaching methods and pedagogical activities, and identifying the impact on learners' motivation on continuing with learning the language of study. Sixty university learners of Beginning Arabic and Chinese participated in this study. The research questions that guided this study are: 1. Do learners express different motivational orientations depending on the type of language of study (Arabic or Chinese) ? 2. Do learners' attitude and perception towards the LCTL differ depending on the type of language of study (Arabic or Chinese)? 3. What are the learners' attitude towards teaching method and pedagogical activities used in the classroom? 4. What are the implications of teaching methods and pedagogical practices on Arabic and Chinese learners' motivation? Data were collected through a detailed survey, and participants' responses were quantitatively and qualitatively analyzed. This presentation will discuss in-depth the findings of the two case studies. Based on the findings, pedagogical suggestions

	for teachers of these LCTLs to improve the teaching of these languages will be proposed. Also recommendations to enhance students' motivation and attitude toward these languages will be offered. This study will offer an up-to-date evidence in the current LCTLs field of education and a step to move away from a previous research that focused mainly on studying one specific LCTL or did not go beyond comparing two different typological languages. **Keywords: Less Commonly Taught Languages, Issues in Learning and Teaching, Pedagogical implications**
Özlem Yalçinkaya GICICTEL1702089	**Corruption In Turkish Higher Education- A Student Perspective** **Özlem Yalçinkaya** **Dokuz Eylül University, English Language Teaching** **Abstract** **It has been two years since a newspaper article which reported the corruption in Turkish academia was published referring to paid-to-be-published articles by Turkish academicians (Kaplan, 2014). According to this news, Turkish academicians launches a journal, with two ''parts''. Part A is dedicated to natural sciences while Part B is social sciences based. A paper published by one of these gets citations from both Part A and Part B. So when you actually look at it, an ordinary paper gets more citations than Science. This is just an example of the corruption in Turkish academia. This article aims to demonstrate the hidden parts of higher education in Turkey with the help of anonymous students and information gathered by a well-known Turkish collaborative hypertext online-dictionary called Eksi Sozluk.** **Keywords: higher education, students, corruption, academia.**
Dr. Miri Yochanna GICICTEL1702090	**Modifying Novice EFL / ESL Teacher's Self-Efficacy via Self-Translation** **Dr. Miri Yochanna** **Hakibbutzim College of Education, Tel Aviv, Israel** **Novice English as a foreign or second language (EFL/ESL) teachers' self-perception is highly affected by their belief of their English language ability. This belief directly affects their self-efficacy, which in turn has negative effect on their teaching ability.** **This study focuses on the use of self-translation as a process that enables the novice teachers to get a new sense of their language ability through bilingual experiences. These experiences have a positive influence on their language related self-perception. Identifying oneself as bilingual has a positive influence on the teacher's self-perception, which in turn has a positive influence on their self-efficacy.** **Forty third and fourth year EFL majors experienced self-translation in English and Hebrew via narratives of personal experience during a one semester course in the spring semester of 2016. The narratives were analyzed across languages.** **The objectives of the study were: 1. The role self-translation can have in enhancing self-perception; 2. Examining the effect of enhanced self-perception through successful self-translation and its effect on self-efficacy in novice EFL/ESL teachers.** **A mixed method approach was used for data collection. Questionnaires were distributed in a pre-post design. The qualitative measure included the analysis of**

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	participants' reflective responses. Quantitative data show a correlation between the participants' beliefs of bilingual teachers' abilities and their perception of their own teaching ability. Furthermore, a significant positive change was noticed in both self-perception and self-efficacy. Qualitative data support this and show a higher comfort level with language abilities after the self-translation experience, enabling more focus on teaching and thus increasing self-efficacy. Implications for the use of self-translation as a tool in EFL/ESL teacher training will be discussed. **Summary** This presentation focuses on the process of self-translation as a tool to aid novice EFL/ESL teachers to improve their language related self-perception and their self-efficacy and indirectly their teaching abilities. Key word: ESL, teacher education, novice ESL teachers, self-translation, bilinguals
Tuğba Aydın Yıldız GICICTEL1702096	**The Effectiveness of Discourse Information in Relative Clause Attachment: Young L2 Learners of English** **Tuğba Aydın Yıldız** **Bülent Ecevit University, Zonguldak, Turkey** **Abstract** The study aims to examine whether young Turkish L2 learners of English apply discourse and syntactic information in the same way as native speakers of English do, during offline tests of RC attachment ambiguity in L2 English. Therefore, the sentences involved the syntax and discourse information, varied by different verb types consisting implicit-causality (IC) verbs (i.e., *detest*) and non-implicit causality (NON-IC) verbs (i.e., *babysit*), in RC sentences such as; *John detests the children of the* musician who… and *John detests the children of the musician who…* (Rohde, Levy & Kehler, 2011). The study was included a multiple choice question test consisting 79 questions. 19 IC and 19 NON-IC verb RC attachment sentences were used as experimental questions and the rest of them were fillers. The participants were 10 young learners of English at the age of 12, and their proficiency in English was evaluated with Oxford Proficiency test, and only the advanced ones were integrated into the experiment. The results were statistically analysed with the help of SPSS. It was found that the RC pronoun was attached to non-local attachment preferences for both IC and NON-IC conditions of the sentences. Therefore, it is appropriate to state that IC verbs do not lead any alteration of attachment preference for young L2 learners of English. These findings can be explained by some of different points of view such as; the participants were too young to dissolve the ambiguity, so this can be a disadvantage about cognitive abilities, or, because of the cross linguistic effect of L1. The study will be extended with adult L2 learners of English, and in Turkish language. Keywords: Relative clause, Attachment ambiguity Acknowledgement: This presentation is a part of the research project supported by Bülent Ecevit University

The Effect of Teaching Modern English Drama on the ELL Students' Fluency and Accuracy of Speaking, a Task Based Approach

Kian Pishkar
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Abstract
Speaking a language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than grammatical comprehension and vocabulary memorization (Chastain, 1988). In teaching-learning processes, drama method may have some positive effects on ELL students' speaking fluency and accuracy. This study attempts to probe one of the main concerns of language learners, that is, how to improve their speaking components, e.g. oral fluency and accuracy. To attain this aim, the researchers investigated the effect of two selected texts from modern English dramas on students' speaking fluency and accuracy. They distinguished fluent from non-fluent and accurate from no accurate learners. Therefore, the current study was designed as a true experimental research and the data were gathered from 60 EFL students of English language and literature at Hormozgan University in Iran. The data were the recorded speaking transcripts which were analyzed to show the probable progresses after four-time (10 weeks) treatment. The factors to be considered in present study were the numbers of filled and unfilled pauses in each narration, the total number of words per minute, mean length of utterance, and number of stressed words. The results were compared and their temporal and linguistic measures were correlated with their fluency scores. They revealed that the speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores, and thus, students' speaking fluency increased, whereas the students' speaking accuracy decreased in some areas of speaking abilities and oral communications.
Keywords: Modern English Drama, Fluency, Accuracy, Speaking Here

Avni Yildiz
GICICTEL1702102

The Reflections of Lesson Study Held by Mathematics Teachers of Gifted Students: Problems Established on Geometric Construction

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Abstract
In this study, it was aimed to reveal the reflections from the lesson study carried out with mathematics teachers of gifted students who work in the Science Art Center (SAC). SAC is an institution where the gifted individuals are educated out of school. The lesson study carried out to develop the problems that mathematics teachers build on the geometric construction. Thus, it can be said that this research will be original when the studies are examined and will provide important contributions to the literature.
Participants of the study in which the case study method was used; it constitutes 3 mathematics teachers. One of the teachers has been working in the Science Art Center for about 10 years and the other two for 8 years. At the beginning of the course work, attempts were made to determine the effectiveness and diversity of the geometric construction problems that mathematics teachers ask to their students. Thus, during the lesson study, the teachers could be helped in their deficiencies and the reflections from the lesson study could be better presented by comparing the teachers' previous situations. In this context, after the determinations made, the lesson study was started and the studies were carried out with the group of the researchers and the three teachers. These studies lasted for five weeks, during which a four lesson study cycles were completed. Interview was used as data collection tool. The obtained data were analyzed using qualitative data analysis methods.
As a result, it was found that lesson studies have a positive impact on teachers' awareness of the importance of geometric construction and that teachers have improved their ability to construct such problems.
Keywords: Lesson Study, Mathematics Teachers of Gifted Students, Geometric Construction Problems.

Serdal Baltaci **GICICTEL1702103**	**Investigating Pre service Mathematics Teachers' Content Knowledge on Permutation and Combination Topics Using Problem Posing Processes** **Serdal BALTACI** **Assist. Prof. Dr., Ahi Evran University, Faculty of Education, Elementary Mathematics Education Department, Kırşehir, TURKEY.** **Avni YILDIZ** **Assist. Prof. Dr., Bülent Ecevit University, Ereğli Faculty of Education, Elementary Mathematics Education Department, Ereğli, Zonguldak, TURKEY.** **Abstract** **Permutation and combination is one of the topics that students and teachers have some difficulties. Thus, it is important to determine the misconceptions of pre service mathematics teachers' content knowledge of permutation and combination and to take measures toward this case. Of course, there are different strategies in determining conceptual mistakes. However, when the literature**

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analyzed, it is seen that problem posing potential has been ignored. Therefore, in the present study, 4th grade pre service mathematics teachers were asked to set and solve problems based on permutation and combination conceptions. Thus, it can be said that this research will be original when the studies are examined.

This study designed as a case study. Six senior middle school mathematics pre service teachers participated in the study. In the current study, one of the purposeful sampling methods, maximum variation sampling was used in order to identify the participants. For this reason, pre service teachers who could express themselves, agreed to volunteer, and from three different achievement levels (low, medium, and high) were chosen. Clinical interview method was used as a data collection tool. The obtained data were analyzed using qualitative data analysis methods.

As a result of this study, we determined that many of the pre service teachers had various conceptual mistakes on the permutation and combination topics. Because some pre service teachers could not understand differences between permutation and combination, they had difficulty when generating problems. For reason, they included "sortable" and "selection" words for the permutation and combination problems, respectively.

Keywords: Permutation, Combination, Problem posing, Preservice mathematics teachers.

Multiculturalism and teacher education: Perspectives of Jewish and Arab pre-service teachers and teacher educators

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Eman Nahhas
GICICTEL1702104

Abstract

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 of 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.

A mixed method research design was used. First, perceptions of multiculturalism, as it pertains to teacher education, 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 systematic random sample of teaching educators including lecturers who teach in the Department of Education, and pre-service teachers, drawn from two teaching 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

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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.
Key words: Multiculturalism, Jewish Arab relations, Social identity, Openness to diversity.

The Preventive System Of Education: A Remedy For Child Abuse

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Benedict Chika Ibolekwu GICICTEL1702107

Abstract
Child abuse is one of the greatest evils plaguing the society today. It occurs in various forms and manners. Sometimes one is unaware of cases of child abuse that occur in one's presence even though various organisations and government agencies have tried to define and identify aspects of child abuse within the society. But the fact remains that child abuse is growing and taking different forms in the society. One of the reasons may be because of the lack of proper knowledge of what constitutes child abuse and better ways of handling children and minors. This paper tries to examine the nature, causes and aspects of child abuse and neglect in the society in the light of Don Bosco's preventive system of education. It presents stipulated ways in which children, minors, and young adults should be treated and their rights upheld within the society. It also gives recommendations for a healthy relationship between the young and other members of the society.
Key Words: Reason, Religion, Loving Kindness, Humanity

The advantages of using group projects in teaching marketing

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Tamara Gvenetadze GICICTEL1702108

Abstract
Background: The main purpose of research was to check whether the usage of group projects while teaching marketing would increase the group working skills among students besides the theoretical knowledge.
Methodology: The research was conducted at the beginning of the semester. The students did not demonstrate presentation making skills or group working skills.
Findings/Research Outcomes: Learning and working in groups involves sharing learned values, resources, and methodology of working together. Effective groups learn to succeed by combining these factors. Any group, and each individual within it, will only be as effective as they are willing to respect differences within the group and work as a team.
As a result of this method students undergo the process of forming groups and becoming a team. They form a team that has specific goal that is shared by all members and they all have an agreement that they want to achieve this goal by working together. In order to achieve goal teams should know how to communicate effectively and cooperate successfully. Each member tries to contribute to the team performance in a best possible way.
Future Scope: Students' intentions and personal motivations should be taken into account and emphasis should be made on the fact that during group work phase

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	professional skills development is definitely an asset for them. Being part of a team helps students develop interpersonal skills such as speaking and listening as well as team working skills such as leadership, working and motivating others. Some of these skills will be useful throughout whole academic career and all are valued in future by employers. **Students who acquire strong project management and presentation making skills during the studying process at the university pursue higher goals in future professional career development.** **Keywords: Teaching marketing, Group work, Presentation making, Communication, Time management**
Marta Otero **GICICTEL1702109**	**Inclusion of happiness parameters in university teaching by the implementation of new ludic practices to reduce the operational methodology model for solving engineering problems** **Marta Otero** **Department of Applied Chemistry and Physics, Institute of Environment, Natural Resources and Biodiversity (IMARENABIO), University of León, 24071 León, Spain** **Sergio Paniagua** **Department of Applied Chemistry and Physics, Institute of Environment, Natural Resources and Biodiversity (IMARENABIO), University of León, 24071 León, Spain** **Carla Escapa** **Department of Applied Chemistry and Physics, Institute of Environment, Natural Resources and Biodiversity (IMARENABIO), University of León, 24071 León, Spain** **Ricardo N. Coimbra** **Department of Applied Chemistry and Physics, Institute of Environment, Natural Resources and Biodiversity (IMARENABIO), University of León, 24071 León, Spain** **Ana I. García, Luis F. Calvo** **Department of Applied Chemistry and Physics, Institute of Environment, Natural Resources and Biodiversity (IMARENABIO), University of León, 24071 León, Spain** **Abstract** **The goal of this work was to transform the classical dynamics based on simple problem solving for active dynamics of playfulness, in which each student participates actively as a role game. For a long time it has been found that the way that students have to face solving an engineering problem is rather different from real situations. Students are asked to look for the solution of an exercise or a problem depending on data available through the statement. However, the actual experience of solving engineering problems is not that but the engineer must study, evaluate and decide which information is required. Thus, recreational activities aiming that students assimilate the importance of data acquisition for solving a problem were designed. The results were highly satisfactory, since the**

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	students were aware of the lacks in the operational methodology used in solving exercises and began to value this new workflow. The conclusions obtained from this work indicate, on one hand, the existing estrangement between conventional teaching methodology and real way to solve engineering issues. On the other hand, this work presents new dynamic proposals as a bridge to get over these differences. Keywords: Data collection; engineering problems, playful dynamics.
Goran Jakimovski **GICICTEL1702114**	**Model for mobile, collaborative and multimedia e-learning environment** **Danco Davcev** **Faculty of Computer Science and Engineering, University Ss. Cyril and Methodius, Skopje, Macedonia** **Goran Jakimovski** **Faculty of Electrical Engineering and Information Technology, University Ss. Cyril and Methodius, Skopje, Macedonia** **Abstract** **Integration of mobile devices in the multimedia delivery systems provides the users with access to multimedia content outside the classroom (workplace). In order to provide users with multimedia content that is suitable for their mobile devices and according to their needs, we use the mobile cloud (mCloud) computing environment as paradigm that is ideal to overcome these problems. In this paper, we propose a model for mobile, collaborative and creative multimedia learning in Mobile Cloud (mCloud) environment which goes beyond the existing solutions and provides personalized delivery of multimedia learning content. Our empirical results confirm that the increased possibilities for the exchange of ideas among the students and teachers within the Mobile Cloud (mCloud) and/or Social Networks (SN) lead to more creative work of the students (mobile learners) confirming the efficiency and usability of the proposed model. We would like to emphasize the participation of companies in definition and creative design of the student projects contributing in this way to bridging the gap between University knowledge and skills required by the companies.** **Keywords— E-learning, Mobile learning; multimedia; collaboration; interaction; creativity**
Parisa Farrokh **GICICTEL1702115**	**The Effect of Textual Context on Iranian English Learners' Lexical Knowledge** **Parisa Farrokh** **English Translation Department, Lahijan Branch, Islamic Azad University, Lahijan, Iran** **Roxana Sheikh** **English Translation Department, Lahijan Branch, Islamic Azad University, Lahijan, Iran** **Abstract** **The present study intended to investigate the effect of textual context on Iranian EFL learners' lexical knowledge. The question this study tried to answer was whether textual context has any effect on Iranian EFL learners' lexical knowledge. To answer this question two intact classes consisting of 30**

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	intermediate students (at Simin Institute in Tehran, Iran) were selected out of 100 ones based on their scores in an OPT test. This test was conducted to homogenize them. The selected students based on the OPT test were randomly divided into two groups one which referred to as control group and the other referred to as experimental. The pretest was conducted to both groups. Then the experimental group practiced kinds of context clues as treatment for duration of five sessions, while the control group received no treatment. At the end of the project, a posttest of parallel test was constructed and was administered. Next, the data were analyzed through two-one way ANCOVAs and independent sample T-test. The result confirmed that the null hypothesis of the study was rejected showing that textual context had a positive effect on Iranian EFL learners' lexical knowledge, and there was a considerable difference between the mean score of students in the experimental group (participants who were in textual context group and received treatment) and the control group (participants who were in non-textual group and received no treatment), hence demonstrating that textual context had an effect on Iranian EFL learners' lexical knowledge. Key words: Context clues, EFL learner, Lexical knowledge, Textual context.
Türkan Erdem GICICTEL1702116	**"Impact of Facebook on Art Teaching''** **Türkan Erdem** **University of Necmettin, Erbakan,Ahmet Keleşoğlu Faculty of Education, University Necmettin Erbakan, Konya , Türkey** **Abstract** It has been observed that informal learning and teaching has a positive contribution to understanding the transition from traditional art to digital art, and to diversifying the use of material, through its reflection in art teaching via social networks. In this statement; the pretest-posttest control group pattern will be modeled as the research method for the study group, which will be realized with 45 participants in the A.K. Faculty of Education Department of Fine Arts, Art Teaching Program. As part of the four-week experimental work, a free-themed "mail art project" will be presented. Participants will be divided into two groups as experimental group and control group, one using the Photoshop technique and the other not using the Photoshop technique. In this context, the experiemental group will carry out a mail art project with Facebook application and the control group with the traditional method. In the research process, a Facebook account will be opened to provide online guidance and contribution to participants, and the mail art project will be disseminated in the digital environment. At the end of the study, both groups will be posttested and the effectiveness of the experimental process and its impact on the mail art application will be tested.'' Keywords: Facebook – Art –Education
Barzan Hadi Hama Karim GICICTEL1702120	**A Case Study of a Kurdish University Teacher's Perceptions on the Use of ICT in EFL Classroom** **Barzan Hadi Hama Karim** **Department of English Language Pedagogy, Eötvös Loránd University, Budapest, Hungary**

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Abstract

The rapid development of Information Communication and Technologies (ICTs) has made tremendous changes in the educational process at the tertiary level in all the countries across the world. ICT is said to bring a variety of benefits in facilitating the teaching and learning for English as a foreign language.

This case study explored the perceptions of a Kurdish university teacher on the use of ICT in his classroom teaching and also examines to what extend he feels that ICT offers good tools to help his students. A student's opinion on questions regarding the perceived benefits of technology and what she thinks about her teacher's technology usage are also investigated.

Study findings show that both the teacher and student have a positive perception towards the use of ICT. However, the teacher claimed that he faces challenges in using ICT and due to insufficient facilities his use stays at a personal, rather than pedagogical level. There is also a mismatch between teacher's expectations and the actual levels of ICT use due to the limited infrastructure, support, and consequent uncertainty of students' competence levels of ICT use.

The result of the study may be useful for English instructors and foreign language program leaders in a Kurdish context to manage better ICT integration into the process of teaching English as a foreign language.

Keywords: ICT, EFL teachers, Perception

Long Term Psychosocial Support in Disaster, Psychological first aid (PFA)

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Dr. R.K. Prajapati
GICICTEL1702121

Abstract

The last decade has been marked by major disasters around the globe. Regardless of their origin, these events have deeply impacted the population living in the affected areas. The loss of life, serious injuries, destroyed homes and other property, displacement, and family separation creates serious disruptions and repercussions in people's lives, and can affect their mental health and psychosocial well-being. With time, most of those affected will manage to recover on their own, depending on the circumstances. There is a close relationship between mental health and physical health, especially in an emergency context. In addition to saving lives and treating physical injuries, it becomes very important to have a good understanding of the mental health reactions of populations. Providing clear information, helping to trace relatives, and listening carefully to expressed needs are actions that, when offered in a timely and appropriate way, will ensure that most of the affected population will react without developing mental disorders.

Key Words: Disaster, Psychological Support, Mental Health, Wellbeing.

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Adebanjo Israel Osobu GICICTEL1702130	**Making Classroom Time More Valuable**
	Adebanjo Israel Osobu **English, Oduduwa University, Ile Ife, Nigeria** **Abstract** **I have 134 7th grade writing students, and with only 47 minute periods, there is not enough time in the day to get it all in! Opanimo has given me time that extends beyond the learning day.** **Students are able to access resources, PowerPoint, reading selections, and assignments from their mobile device or computers at home; this helps them stay ahead of where we start class the next day. I also teach two class periods that are reading/writing combined. Opanimo has proved effective as a learning platform for these students to practice reading strategies and skills, without taking time out of our already full class period.** **Facilitating Peer Conferences** **Currently I'm using Opanimo to give my students more time to have peer conferences. Students are grouped by class periods and they post their stories in their group. Their classmates will offer feedback and suggestions for improving effectiveness of the piece.** **We have a specific response framework that we use when responding to our classmates' writing.** 1. **Reply to at least 3 peers** 2. **Reply with a specific positive, and then a "what if"** 3. **Students are also expected to reply to anyone that comments on their writing** **Using Opanimo for peer writing engages my students in the revision stage of the writing process by providing a novel and different way for them to read and respond to one another's writing. It also allows them to continue their collegial conversations even after the class period is over. Often, students even go beyond the required three responses because they enjoy getting to read what their classmates have written.** **Utilizing Shared Folders** **I have many favorite features in local application, but my favorite would have to be Folders. I have uploaded powerpoints, writing mentor texts, assignments, videos, and web links into Folders. My students have access to everything we use at school right at their fingertip; no more lost papers or keeping up with copies. Opanimo folders keep those references right where I need them – with students!** **Advice for Teachers Getting Started With Opanimo** **Give yourself time to play with it and learn how to use it before you introduce it to all of your students. I first launched Opanimo** **With two of my seven class periods. This made it easier for me to manage, troubleshoot, and get used to, than if I had started with all 134 of my students at the beginning of the year.** **I would also advise you to make using Opanimo** **Meaningful. I added folders and resources that compelled my students to login and use Opanimo. It wasn't just another form of social networking for them.**

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Jung, Dae Bum **GICICTEL1702122**	**An International Study on Different Factors of Operating School Temporary Position: Focusing on Cases of Korea, Holland, Germany, Sweden** **Jung, Dae Bum** **Department of Nursing, Jinju Health College, Korea(South)** **Abstract** The necessities of strategies for the labor force in the school temporary position are superior in education practice. In the perspective of government, a new paradigm and method for them such as employment stability, better treatment and fewer tasks have been sought. However, the information for them is not enough. While seeing the main issue to manage an temporary workers and the feature of the system for them in schools of Holland, Germany and Sweden, this study shows an effective plan for not only the labor force in the school temporary workers and but their skill development. Based on the result of a plan in education office, supporting office, and schools this study proposes the political and institutional method to revitalize the efficient management of temporary workers in school. Keywords: HRM in School, School Temporary Position, Efficient Operating Personnel Strategy, Star Model
Norazrina Ag. Ahmad **GICICTEL1702133**	**Enhancing Oral Presentation Skills through Video Presentation** **Norazrina Ag. Ahmad** **Academy of Language Studies, Universiti Teknologi MARA, Sabah, Malaysia** **Bernadette Peter Lidadun** **Academy of Language Studies, Universiti Teknologi MARA, Sabah, Malaysia** **Abstract** Technology has evolved rapidly over the years and we cannot deny how significantly it has affected the teaching and learning process in the English language classrooms. Educators around the world use various technologies in their classrooms simply because they believe that technology could harness an interesting learning experience aside from being an effective learning tool. As such, the advent and abundance of newer technologies have allowed for the prevalent use of videos in the ESL classrooms because they can be used to stimulate ESL learners in using the English language. With regard to this pedagogical development, this study looks at the impacts of video presentation productions by ESL students', particularly in doing an assignment on a movie review. 111 undergraduate students were purposely selected as representative samples in the study. A set of questionnaire was devised and tested for reliability (Cronbach's Alpha = 0.896) to collect data on the students' experiences in their production of the video presentations. 12 video presentations were also selected and evaluated to examine how the students completed or approached their video presentation task. The findings demonstrate the potential of videos in motivating and enhancing students' experiences and skills in ESL learning especially in terms of oral presentation skills as well as movie editing skills and creativity. This was not only bound in a classroom setting but also beyond this boundary. Keywords: technology, video presentation, oral presentation skills, movie editing skills, creativity.

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Christian Joshua Cabral GICICTEL1702134	**Manila Science High School Students in a Foreign Academic Environment: The Life at Korea Science Academy of KAIST**
	Christian Joshua Cabral **Senior High School Student, Manila Science High School, Manila, Philippines** **Rubeena Chamackalayil** **Senior High School Student, Manila Science High School, Manila, Philippines** **Archer John Elipio** **Senior High School Student, Manila Science High School, Manila, Philippines** **Janella Reyes** **Senior High School Student, Manila Science High School, Manila, Philippines** **Abstract** **The emerging global structure requires interaction between societies and the international flow of knowledge. Exchange of students and study abroad programs are components of this internationalization process. This study reveals different kinds of exchange student program experiences, the cultural and academic impacts of the program, how the program changes the expectation of participants, and the coping mechanisms of the key participants when faced with hardships. Four former students of Manila Science High School who are currently studying in Korea Science Academy (KSA) of KAIST, Busan, South Korea, were interviewed via email and other social media platforms during the first and second week of January of this year. According to the key participants, they became more open-minded and independent, and they state that these characteristics are important for them to be able to cope with the foreign environment they are living in, to acquire valuable knowledge and to accommodate people from diverse backgrounds.** **Keywords:** *internationalization, exchange students, culture, phenomenological study*
Hadjer Chellia **GICICTEL1702135**	**Analyzing the Sociolinguistic Profile of the Algerian Community in the UK in terms of French Language Use: the Case of Émigré Ph.D. Students** **Hadjer Chellia** **University of the west of Scotland, UK** **Abstract** **The present study reports on second language use among Algerian international students in the UK. In Algeria, French has an important status among the Algerian verbal repertoires due to colonial reasons. This has triggered many language conflicts and many debates among policy makers in Algeria. In higher education, Algerian English students' sociolinguistic profile is characterised by the use of French as a sign of prestige .What may leave room for debate is the effect of crossing borders towards the UK as a result of international mobility programmes, a transition which could add more complexity since French, is not so significant as a language in the UK context. In this respect, the micro-objective is to explore the fate of French use among PhD students in the UK as a newly established group vis-à-vis English. To fulfil the purpose of the present inquiry, a**

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triangulation approach to research is followed in which semi-structured interview is a primary source of data to know participants' attitudes about French use, targeting both their pre-migratory experience and current one. Web-questionnaires are set up to explore further what emerges in semi-structured interviews. Focus group sessions are further procedures of scrutiny in this piece of work to see the unconscious use of French language. This research has trifold-dimensions. It is primarily relevant to international students' experience of study abroad in terms of language use in the guise of internationalization of higher education and could contribute to the sociolinguistics of the Algerian diaspora: the dispersed residence of non-native communities - not to mention its significance on the Algerian research field abroad.

Methods and Skills of Teaching Science

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Almahdi Ali Elwan
GICICTEL1702137

Abstract
It may be difficult to identify a particular method of teaching suitable for all educational situations, but it is possible to determine the most appropriate methods to teach in a specific position of a tutorial. There are many factors that determine on the basis of the selection method of teaching, including: the nature of the subject matter, and the characteristics of the learners, and the goals of teaching the material.
In fact, it may be difficult to identify a particular method of teaching suitable for all educational situations, but it is possible to determine the most appropriate methods to teach in a specific position of a tutorial. There are many factors that determine on the basis of the selection method of teaching, including: the nature of the subject matter, and the characteristics of the learners, and the goals of teaching the material. Table No. 1 shows the different elements of the flag matched the most appropriate teaching methods can be used for teaching and learning. For example: The lecture is considered the most appropriate way to teach the facts, while exploring the most appropriate way is the way to teach and learn to think.

Investigating the case for Teacher Facilitation of Children's Superhero Fantasy Play in Schools in the Irish Context: A playful outlet or a precarious pursuit?

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Dr. Tríona Stokes
GICICTEL1702141

Abstract
Superhero play is a type of fantasy play regularly witnessed in young children's pretend play (Pugmire-Stoy, 1992). Superhero fantasy play in schools is a subject which invites diametrically opposed views. Opposition towards superhero fantasy play tends to focus upon both its potential for violent content, and its links with commercial enterprise through the popular westernised figures it represents (Levin, 2003; Levin, 2008; Kinard, 2014). Conversely, enhanced social and interpersonal skills and the provision of opportunity for exploring power structures have been described as potential benefits of superhero play (Marsh,

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	2000; Quintero, 2009). By its nature, superhero play offers an examination of issues of power and control through children's adoption of varying roles which merits further consideration. In this paper, an overview of the contrasting views of superhero play is presented which assists in building an understanding of the tensions that exist between children's attraction to superhero play and adults' apprehensions about its desirability, which have long been documented (Gussin-Paley, 1988; 2004; Carlsson-Paige, 2008). There follows an examination of the challenges the facilitation of superhero play in an Irish context would present further to a recent doctoral study investigating children's school-based pretend play (Stokes, 2016).
Ruth Forrest **GICICTEL1702142**	**To what extent do male and female students differ in terms of their perceptions of what it takes to succeed on School Placement as part of their Initial Teacher Education experience?** **Dr Ruth Forrest** **Lecturer in Education, Froebel Department of Primary and Early Childhood Education, Maynooth University, Maynooth, County Kildare, Ireland** **Abstract** **This paper sets out to investigate to what extent there may be differences in terms of how male and female students perceive success criteria associated with School Placement, and the measures required in order achieving these standards. This area of study was prompted by informal discussions which were had between student teachers and their supervisors prior to the students engaging in a three-week placement, in a primary school, during which they are required to teach for the full day.** **Anecdotally, students report that organization of written materials and detailed planning for the three weeks is the most challenging part of the process for male students. Female students, on the other hand, are allegedly most concerned about containing high standards of organization and behavior management for the duration of the placement. Furthermore, sustaining energy levels is cause for concern amongst female students. This has been reported on an informal basis during pre-planning meetings between the author and student teachers.** **Arising from these insights, clarification is sought with regard to perceived success criteria and the challenges associated with achieving these targets. Pertinent literature, national and international, where available, will be sourced and highlighted in relation to potential gender differences between perceptions of the challenges and the associated outcome of the placement.** **Recommendations from the students which relate to how they feel they might better be supported in dealing with their perceived difficulties will be presented and consideration given as to how best to address the issues raised.**
Ferdi Koç **GICICTEL1702145**	**Being examined of Yesârî Âsım Arsoy's his song in Hüzzam maqam named "Ömrüm seni sevmekle nihayet bulacaktır" in term of the performance style differences from three singers (Yesârî Âsım Arsoy, Münir Nurettin Selçuk and Bekir Sıdkı Sezgin)** **Ferdi Koç** **State Conservatory, University of Sakarya, Sakarya, Turkey** **Abstract**

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	Yesârî Âsim Arsoy, one of the twentieth century's composers in Turkish music, has been one of the most important composers of the period due to his unique style and the different horizons he brings to music. Turkish music has been taught through the Meshk from past to today and passed on to future generations in this way. Therefore, from the time when a song has been composed, have come up the different copies in the different times. This reveals that art is a living object. Hence, there is a difference in performances between the period in which a song has been composed and the performances in the following periods. This is an important feature of Meshk's contribution to Turkish music. Knowing the differences in performance of a song in Turkish music has been affecting the styles of the performers positively. In consideration of this subject, Yesarî Âsım Arsoy's life, art and composing in summary will be told and also be examined the performance differences of his song named "Ömrüm seni sevmekle nihâyet bulacaktır" in hüzzam maqam, which had been sung by himself, Münir Nurettin Selçuk and Bekir Sıdkı Sezgin. They are the important soloists of different periods. Keywords: Music, Turkish music, Yesari Asım Arsoy, music performance differences, music style.
Nekeyla N. Oliver **GICICTEL1702146**	**Entrepreneurship and Innovation: Introducing Design Thinking to Female Students in the UAE** **Nekeyla N. Oliver** **Instructor, Advising and Academic Development** **Zayed University** **Instructor, Advising and Academic Development** **Abstract** When thinking of the Middle East, there are still outdated perceptions lingering around regarding women and their current and future prospects in society. The United Arab Emirates (UAE) has shattered that notion by providing women with many opportunities to progress and advance in a number of different areas. This includes various sectors such as education and business. With the initiative to become a more innovative and progressive nation, the UAE has realized that women will play a significant role in the country's future (Goby & Erogul, 2011). Emirati women are leading the charge in higher education. Female students greatly outnumber the number of male students enrolled in universities in the country (Ridge, 2011). So it is not surprising that the nation's effort to foster a spirit of entrepreneurship and innovation would target this population (Jabeen, Faisal & Katsioloudes, 2017). Universities in the UAE have been mandated to offer students a course centering on the concepts of entrepreneurship and innovation. Johnson (2010) noted that innovation can be deemed as a change, whether it be to a product, service, organization, etc., that can result in establishing a new entity. Entrepreneurship, although often seen as just a tool for small businesses, "…results in the creation of value for the individual, community or society…involves capturing ideas, converting them into products and, or services and then building a venture to take the product to the market…" (Johnson, 2010, p.138). Entrepreneurship is not a new endeavor in the United Arab Emirates, even for

women, despite not always initially producing the higher salaries typically associated with the region (Erogul, 2014). However, it has been "…seen as a vital source for economic growth…" (Gallant, Majumdar & Varadarajan, 2010, p.218). Hence, this is one of the reasons for the push to change the attitude towards pursuing new avenues to be more productive and contribute to the country (Erogul, 2014; Jabeen, Faisal & Katsioloudes, 2017; Ryan, Tipu, & Zeffane, 2011; Zeffane, 2015).

So the university's instruction of Emirati students, particularly female students, focuses on not just entrepreneurship but also includes techniques to become more innovative and embrace newness, all of which can be foreign and frightening for many young adults. However, this unfamiliarity with the concepts allows it to be introduced in manner that opens their minds to move beyond the traditional idea of entrepreneurship. This process occurs through the utilization of design thinking.

According to Owens (2006), design thinking is "…a way of thinking that parallels other ways of thinking…offers a way of approaching issues, problems and opportunities almost uniquely suited to innovation…" (p.3). It is conducive to creativity and innovation when solving a problem or developing a variety of solutions that for an issue. It can even spark that creation of a new invention (Beckman & Barry, 2007; Johansson-Skoldberg, Woodilla & Cetinkaya, 2013).

Within the university, design thinking is used as a means to get students to think outside of the traditional box when approaching problems. The objective is to encourage the young women to allow their ideas to flow freely, give them an opportunity to properly develop them and implement those that have fully grown to create something new or even discover a way to improve an existing technique. And although they can easily apply this to the process of entrepreneurship, the aim is to promote the strategy to be implemented in every facet of their lives, from their university course work to their future career fields.

There is room for growth in the area of entrepreneurship and innovation in the United Arab Emirates. Encouraging women to more actively participate in the venture may contribute to that growth. And hopefully by changing the way that female students view and approach entrepreneurship, particularly through the use of design thinking, may be catalyst to spark that growth spurt. However, more time and engagement is necessary before determine the success of this strategy.

Cokavi Theatre Company **GICICTEL1702154**	**Educational English theatre around schools** **Cokavi Theatre Company** **Department of English, Educational theatre company, Madrid, Spain** **Abstract** Cokavi theatre company offers original English plays to students from primary and secondary. Each play is written for the appropriate age and level, our primary shows are very interactive and involving, students come up to stage to perform one short scene with actors. Our actors are all professional native or bilingual speakers, our performances are 100% in English and we perform during school time; either at schools or nearest local theatres. Our company has been touring around Spain and Turkey, our last tour has been around Gran Canarias getting such an amazing feedback from students and teachers.

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	https://vimeo.com/205586183
	All levels contain activities that cover the four essential skills for second language acquisition:
	Reading, Writing, Speaking and Listening.
	In terms of reading, most of the activities are related to comprehending the plot and script of the play. The aim is for students to organize and identify the correct sequence of events (introduction and conflict)
	In regard to writing, students will be able to express their own feelings, imagination or creativity using vocabulary from the play and appropiate grammatical structures for the corresponding skill level.
	With respect to listening and understanding, we recommend working on songs before watching the show to acquire specific vocabulary and important information
	Finally, concerning speaking, oral activities are suggested. Most of them can be solved in pairs or small groups of three people. These activities will help students put the language into practice and know other students' opinions and feelings on the play, as a way to reflect on emotions and experiences.Cokavi Theatre Company is focused on two important objetives; Always teaching important values that will help them in their own life and with their relationships and, of course, practicing a foreigner language with real actors with the correct pronunciation.
	Experience tells us that it is very important to prepare the activity before the performance because this material is an advantageous tool for them to take the most of the activity, because it helps them to feel like they understand the story and most important being a part of it and getting more confident with a foreigner language. Also for actors is much gratifying to feel that kids are IN the story, singing the songs along with them and participating. It is a great activity where they also learn how to behave in a theatre with real actors, which is very important too.
	<u>Why it's so important to watch theatre in english?</u>
	- It increases their interest in learning English, so they can discover the language.
	- In the days prior to and following the play, students are highly motivated, teachers can use the written and audio resources provided to take advantage of this motivation
	- Working with songs from the play is an excellent opportunity to learn new vocabulary whilst having fun
	- It preserves the relationship between children and the art of theatre
	- It entertains whilst extolling human values in the process.
	- **Can the play be performed at our school?**
	- **The playing area must have...**
	Width (A) : 6m
	Depth (B) : 4m
	Height (C) : 2.5m
	Backstage (D) : not required but preferably 1,5m
Aynur Yürekli Kaynardağ GICICTEL1702157	**How communicative do we teach languages?**
	Aynur Yürekli Kaynardağ
	School of Foreign Languages, İzmir University of Economics, İzmir, Turkey
	Abstract

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This study examines the impact that learners have on the effective implementation of CLT in a monolingual EAP class in a country where English is taught as a foreign language. Based on recorded language lessons of four different learner groups, it discusses to what extent students affect classroom interaction patterns, content-creation and the type of questions that are asked during the lessons. The findings suggest that the teaching/learning context, learners specifically, have an influence on the time spent on pair and group work; the contribution to the academic content required to fulfil the task at hand, and the number of display, referential and elicitation questions asked by the teacher. It suggests that context specific issues have a determinant effect on the implementation of communicative teaching approaches, highlighting the need for post methodology in language teaching.

The multi model approach to privatization of higher education institutions in the GCC

Dr. Fatima Badry
American University of Sharjah, Sharjah, UAE

Dr. Fatima Badry
GICICTEL1702158

Abstract
Experimentation with private higher education in the GCC began in 1993 with the establishment of three private universities by Western entities in Dubai, UAE. Since the 1990's the region has witnessed a boom in private universities following the "Western models." It is reported that by 2013 there were close to 870 higher education institutions in the Arabian Gulf states (Gulf Affairs, 2017) most of which are private. Many factors explain this explosion. A phenomenal economic and social transformation due to oil wealth, technological advances and globalization, sharp increases in living standards, and a population boom of expatriate workers and investors needing alternative colleges and universities. In addition national universities established during the early decades of independence (1960s, 1970s and 1980s) were judged by many to be inadequate for educational expectations for GCC citizens to be part of the knowledge society of the 21st century.
There are multiple arrangements that govern the establishment of these HEIs in the GCC. However, the classical distinctions of private/ public colleges or for-profit/ non-profit universities or even branch and independent campuses (Heath, 2012) fail to elucidate the role of the state and the dynamics of control and governance. This paper discusses an alternative typology grouping private institutions into 4 models that cut across state lines: The elite branch campus model, the education malls model, the state regulated privatization model and the semi-private model. This classification clarifies the role of the state and allows an assessment of each model's educational viability and long-term prospects.
Keywords: GCC; higher education; privatization; globalization of education.

In-service teacher education for English language teachers in turkey: does it reflect reality or formality?

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ABSTRACT
In the field of education, professional development is one of the central

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	components to reach effective outcomes, and it includes a career-long process and related policies to strengthen the skills of educators to make them perform better in the field (Schwille and Dembélé, 2007). However, there are still continuing problems encountered in different contexts in terms of applying the described teacher education practices which result in inconsistencies between reality and formality (Kohl, 2005; Anderson, 2008; Flores, Simao, Rajala, and Tornberg, 2006; Büyükyavuz, 2013). This study aims at investigating in-service education of English language teachers in Turkey in a broad perspective including Ministry of Education's regulations on in-service education in Turkey, local in-service education directors, school managers, in-service English language teachers, and pre-service English language teachers. The main purposes of the study are to delve into regulations on in-service education of teachers in Turkey, to check whether the regulations are put into practice, what the stakeholders' views about current in-service education are, and finally what pre-service English language teachers' expectations of in-service education are. As the nature of the study is qualitative, as data collection tools semi-structured interviews and documentation analysis have been used. The results show that the regulations reflect the ideal in-service education for teachers; however, in-service teachers are generally not satisfied with current practices of Ministry of Education, and state that the large part of their needs are not met. In addition, there is a parallelism with pre-service and in-service English language teachers' views about effective in-service teacher education that teachers' needs should be identified first, practices should be organized for each branches separately. Furthermore, it has also been found that the views of in-service teacher education directors and in-service teachers conflict on the issue of practices' effectiveness. Keywords: In-service teacher education, English language teachers, Turkey
Bouhaib Falah **GICICTEL1702161**	**Pedagogical Robotics – A way to Experiment and Innovate in Educational Teaching in Morocco** **Bouhaib Falah** **Al Akhawayn University, Ifrane** **Hanane Noreddine** **Ministère de l'Education National et de la Formation Professionelle, Rabat Morocco** **Abstract** **Over the last decades, robotics in education has emerged as an interdisciplinary, project-based learning activity offering major new benefits to education at all levels. They have become an urgent and essential need for the development of students' mind. In this work, we highlight the role of practical pedagogy and consequent educational methodologies while using robotics in school education in Morocco. In this framework, the necessity of shifting from the traditional learning methodology to an approach that gives a great importance on the curricula by integrating robotics in Moroccan school and in training professional teacher are suggested.** *Keywords:* **Robotics, Traditional, Curricula, Pedagogical, Innovation, Methodology.**
Frank J Yunker III	**Creating a Web-Centric Learning Environment for Improved Student Outcomes**

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GICICTEL1702162	
	Frank J Yunker III **Fulton-Montgomery Community College**
	Abstract Community College students are typically balancing academic coursework with work responsibilities and family life. Sixty-seven percent of the 168 students surveyed reported holding down a job while attending college. Nearly half (30% of the total surveyed) of the workers were holding down a full time job. Forty percent of the students surveyed are head of the household, either living on their own or with their children. The community college environment seeks to adapt to the changing lifestyles of the population they serve. One method is to allow students the flexibility of missing class without missing the lecture material. The Web-Centric learning environment was applied to two computer programming courses. The Web-Centric course creates video lectures that mirror the in-class lecture and these videos are required to be viewed in advance of the scheduled lecture. While students are encouraged to attend the lecture as part of the coursework, there is no penalty to the student who misses the class. Quizzes on the material are offered online. In addition, programming code discussed in class is then uploaded to the course learning management system so that students who missed class can see the material presented in the lecture. Student absenteeism in the classes rose from 7% prior to the implementation of the system to 22% in the Web-Centric environment. However, student retention improved significantly from 79% to 95%. The gains were made by those students who completed the course. Average grades for students who completed the course rose from 85% to 96%, despite the increased absenteeism. Key Words: Retention, Web-Based Learning, Web-Centric, blended, Adaptable Education
Remzi Y. Kincal **GICICTEL1702164**	**How Adult Literacy Works: A Study on Scepticism and News Media Literacy** **Prof. Dr. Remzi Y. KINCAL** **Atatürk University, Kazım Karabekir Faculty of Education** **Asst. Prof. Dr. Osman Yılmaz KARTAL** **Çanakkale Onsekiz Mart University, Faculty of Education** **Asst. Prof. Dr. Akan Deniz YAZGAN** **Çanakkale Onsekiz Mart University, Faculty of Education,** **Abstract** It has been seen that the governments and stakeholders of society's interests towards literacy skills have increased in the 21st century. In the scope of these interests, it has been aimed that adults would use their knowledge in the different platforms, and they would develop their literacy skills in the parallel with ongoing information technology. But there are some problems like learning disabilities and deficiencies in self-confidence and self-efficacy in literacy skills at different levels in adult population at local, regional and even global levels. Learners, who have a limited improvement in basic literacy skills in the primary or compulsory education, have not shown healthy behavioural patterns to practice their societal

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roles in their adulthoods. In this manner, literacy is not only important for personal development but it is also an important indicator which has positive effects for educational, social and economic outputs. According to the literature, it has been seen that the different researches about adult literacy have done such as "The Adult Literacy and Lifeskills Survey (ALL), The International Adult Literacy Survey (IALS), and the OECD's Programme for the International Assessment of Adult Competencies (PIAAC)". The results of these studies have emphasized there are needs about practical attempts toward adult literacy. In other words, qualified researches have been needed to direct the sustainable politics. The studies which will be about adult literacy have been seen to be practical attempts towards understanding and solving of social problems like unemployment, poverty, the increase of health expenses and violence.

21st century is called as digital age. Both digital tools in the digital age platform and ongoing application interfaces in the information age platform have strengthen subjective impose, and also they have tried to hide the relativism emphasize. This has caused the media tools to broadcast poor information flow consisting of prejudice, propaganda, manipulation and disinformation and also, it has increased the percentage of hidden flows. It has been expected that the man who is the subject of digital age has equipped with the hardware to make the basic material practical taken into consideration that the basic material of digital age is digital information. In this scope, news media literacy has been appeared to be an alternative analysis in the usage of news media which is daily habits of adults who are the subject of our study.

When media literacy paradigm and news media are mentioned, receptors are expected to be active prosumer – producing consumer. So, it has been expected that individuals are not only to obtain the news from just one source but also they must have a profile which they reach different sources for news contexts, criticize, assess, search for alternatives and make their own news contexts. This profile described is conceptualized as news media literacy in digital age. A communication process has been come through which news contexts are canalized in both traditional and digital platforms and web 1.0 and web 2.0 technologies which are from digital platforms, and moreover individuals are to be both source and receptor potentials. News media literacy brings individuals the equipment about the difference between dirty information and hygiene information, and moreover it brings them active writer feature who has dirty information-hygiene information concern about their own producing news contexts in the communication process.

News media literacy, which is commented as practical equipment in the digital age, must be one of the important educational aims to bring adults. But there is a need for valid educational arguments which educational policies answer the question "how". In this manner, scepticism has been brought out with the critical thinking which has a natural relationship with in base of critical thinking skill. Therefore, scepticism has been reached the hypothesis that the scepticism is one of the main elements for news media literacy. So, it would be researched whether there is an effect of scepticism levels of adults upon their news media literacy levels in the study.

The study is a quantitative research and also is modelled as casual comparative research known as expost-facto. The adults who have different news media literacy levels have been included in the sample of research with random sampling to analyse the problem of the research. The levels of participants' news media and scepticism literacy have been determined with the questionnaire technique. The

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	effects of adults' scepticism levels upon news media literacy levels have been put forth in the end of the study and educational suggestions about adult literacy have been made. **Keywords: Adult literacy, news media literacy, scepticism**
Erhan SUR **GICICTEL1702165**	**Design, Practice and Research the Effects of Mobile and Web-Based Learning Systems** **Erhan SUR** **Sinop University, Gerze Vocational School, Sinop, Turkey** **Yeliz YAZICI** **Sinop University, Gerze Vocational School, Sinop, Turkey** **Abstract** **Modern technological developments lead a change not only ın the social and economic lives of teh countries but also in the education policies along with the technics using in the teaching-learning environments. Distance education, the education process which is carried out apart from the school building concept, is the umbrella term for the technics used in technological methods in education. Mobile learning and web-based learning Technologies are the two of tehm which is most commonly used and applied into education (Ally, 2009). In this study it was aimed to design, research the effect of mobile and web-based learning systems into practice and compare the success levels of the particiipants before and after the applications of mobile and web-based learning systems. The results showed that there is a difference between the pre and post scores of the two groups but it is not meaningful. It is also seen that web-based group has higher scores than mobile learning groups when the final scores were compared.** **Keywords: distance education, mobile learning, web-based education**
Dr Elvy Pang **GICICTEL1702167**	**What do employers look for in fresh graduates?** **Dr Elvy PANG** **The Hong Kong Polytechnic University, Hong Kong China** **Dr Chi-Hong LEUNG** **The Hong Kong Polytechnic University, Hong Kong China** **Dr John COOMBES** **Hang Seng Management College, Hong Kong China** **Abstract** **Business becomes increasingly competitive. Scholars and practitioners argue that human resources determine organizational performance. Hence, the demand for competent fresh undergraduates has grown substantially, resulting in increased attention by universities designing their curriculum to meet the requirements set for their undergraduates by employers. Despite the fact that some studies in this domain were carried out in different continents (such as Australia, North America and Europe), little is known about what key competencies are required by employers in China.** **This study reports a survey conducted in Hong Kong, one of the world's top financial centres and a major city of China, soliciting its business organizations'**

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opinions of how they perceive the importance of competencies for fresh undergraduates entering the workplace. The present research provides a comprehensive list of desirable competencies and empirically explores the importance of them in the minds of employers. On a seven-point Likert scale, about 200 business firms in Hong Kong were asked to rate a selection of competencies.

The findings identify the extent to which competencies are required for fresh undergraduates. While "ability and willingness to learn" was ranked the most important competency sought by employers as revealed in this study, "developing others" was rated the least important. In terms of research impact, our findings can contribute to the literature of competencies and skills development, human capital, and employability. In terms of impact on education, this project challenges the roles of higher education and curriculum design to prepare graduates for success.

Key words: Employers; undergraduates; competencies; China; Hong Kong

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Katarina Aleksić
GICICTEL1702168

Collaborative Testing – Implications on Knowledge Retention

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Verica Arula
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Abstract
Long-term monitoring of students' achievements (5th to 8th grade, Branislav Nušić Primary School, Belgrade, Serbia) on Serbian language and Computer Science tests, led authors to the conclusion that achievements, in most cases, are lower than expected. Test scores are inconsistent with the level of proficiency students are showing at school, during classes, when knowledge is not formally evaluated or is assessed in a different way. It is also noted that the knowledge that students demonstrate on tests usually does not keep. The lack of functional knowledge is confirmed by students' weak achievements on the Primary School Final Exam.

The authors have noticed that process of testing in both subjects causes discomfort in students, a decline of confidence, uncertainty and fear that they will not be successful enough. The authors have searched for a new type of testing that would have a positive impact on students' achievements, prolong knowledge retention and provide the freedom of communication that foster peer learning and encourage self-testing and auto-correction.

The authors assumed that deficiencies of traditional testing could be overcome by introducing collaborative testing. Trough action research, authors have concluded that collaborative testing contributes to the knowledge retention. Students achieve better results on tests. Testing becomes part of the learning process. The students are in a position to assess their knowledge and to act in order to advance. By developing the social aspects of education, progress of other students becomes our own progress, and responsibility is handed over to the learner at the fullest extent.

Keywords: Collaborative testing, knowledge assessment, peer learning, knowledge retention.

Dr. Simone Schlichting-Artur
GICICTEL1702169

Global Classrooms and Intercultural Competence: Why We Need Learning Outcomes and Assessment Tools

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Dr. Simone Schlichting-Artur
Drexel University, Philadelphia

Caitlin Walczyk
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Abstract

The world system is becoming increasingly more integrated and, as a result, institutions of higher education are being pressured to help students function more efficiently on a global scale. Within this integrated world system, the concept of a "global classroom" has gained popularity, as previous research has suggested that this method of teaching has the potential to foster intercultural proficiency in participating students from different campuses in one virtual realm.

The focus of the research is the assessment of current teaching models and assessment tools, which are used to investigate the outcomes of global classrooms. This study suggests that researchers and practitioners focus heavily on traditional virtual global teaching methods and give little attention to the learning outcomes and assessment tools for a course. Without these crucial components, one cannot determine the effectiveness of intercultural learning and global classrooms, and cannot expand the global learning experience. Furthermore, the study argues that it would also be beneficial to broaden the definition of global classrooms and to rethink traditional virtual global thinking methods by means such as civic engagement or intercultural immersion courses.

Nevertheless, as long as educational institutions do not invest more resources into global classrooms and research into outcomes and assessment, there will be little understanding of the benefits of intercultural competence beyond the surface level. By creating sound tools of intercultural competence and outcome assessment for global classrooms, one can enrich learning in this environment and provide students with the necessary skills to thrive in a connected multicultural world.

Keywords: intercultural competence, global classroom, teaching models

Mrs. Fatoumata Sangare GICICTEL1702171	**View of Social living on administrative work in a medical Job Training: Using the world today healthcare professionals, demonstration & Communication skills**
	Mrs. Fatoumata Sangare **Organisation Mondial De La Sante. O.M.S**

Abstract

The Organizational citizenship behaviors are not the part of formal job Requirements of the employees rather being discretionary in nature these behaviors are extra- role behavior as against in- role behavior. In recent Times O.M.S has been extensible studied, albeit mostly in industrial Management.

However, O.M.S of the teachers has also drawn the attention of the researchers.

The O.M.S as a construct has been analyses and a few underlying factors like Altruism (helping and improved our society), conscientiousness, organizational compliance Academic Development Unit, Center for Higher Education Teaching and Learning, University of Guinea Conakry GAMAR A Medical Office Specialist as an administrative secretary will gain skills in patient relations, reception, medical records, computers, scheduling, coding, and billing.

	This option appeals to one who enjoys helping people, wants to work in a professional setting, and prefers a variety of job assignments. **Students interested in administrative work in a medical setting should enjoy working with healthcare professionals, demonstrate strong communication skills, show an interest in medical and health issues, and be dedicated to professionalism. Students should have typing competency and basic formatting knowledge before enrolling in classes in this program.** **Upon graduation students may be hired to work in physicians' offices, public and private hospitals, teaching hospitals, clinics, laboratories, insurance companies, and governmental facilities.** **All three branches work to represent students to the faculty and administration of the College while planning and supporting co-curricular activities. Members receive initial and ongoing leadership training, as well as year-round support from the Office of Student Life. Staff and students are encouraged to be involved to make Mt. Hood Community College a better place.** **The Teaching and Learning Center's mission is to build a welcoming community of educators focused on identifying and sharing best practices for student success. The TLC will provide a supportive atmosphere where the campus community can explore instructional methods and techniques as well as new technologies.** **Goals** 1. **Investigate best practices in teaching, which are designed to increase student success, retention and completion.** 2. **Design and implement events, activities, seminars and other associated learning opportunities to present information and training to educators in support of student success, retention and completion.** 3. **Provide an environment where educators can explore and learn new technologies, techniques, and instructional methods, which will help students appropriately engage in the learning process.**
Prof. Dr. Aluizio Haendchen Filho GICICTEL1702172	**Evaluating the Use of the Methods Based on LSA and Word Net for Automatic Short –Answer Grading** **Jonathan Nau** **Department of Artificial Intelligence and Smart Systems (NIASI) – University Center of Brusque (UNIFEBE) – Brusque, SC – Brazil** **Guilherme Passero** **Laboratory of Applied Intelligence (LIA) – University of the Itajaí Valley (UNIVALI) – Itajaí, SC – Brazil** **Department of Artificial Intelligence and Smart Systems (NIASI) – University Center of Brusque (UNIFEBE) – Brusque, SC – Brazil** **Aluizio Haendchen Filho** **Department of Artificial Intelligence and Smart Systems (NIASI) – University Center of Brusque (UNIFEBE) – Brusque, SC – Brazil** **Abstract** **In this paper, semantic analysis techniques for automatic short answer grading are described and evaluated. Corpus-based techniques (Latent Semantic Analysis (LSA) and knowledge-based techniques (WordNet) cwere applied. In the LSA method, Wikipedia articles in the Portuguese Languages, composed of**

approximately one million articles, were used to compose the corpus. In the WordNet method, the research was based on WordNet.PT project, structured along the same lines of the Princeton Word Net. The calculated scores were compared to those attributed by the teachers, and high correlation and accuracy coefficients were observed. The work contributes to (i) the introduction to the use of a Portuguese Word Net

for automatic short –answer grading; (ii) the verification of the variability of the results obtained according to the type of answer and the application context; (iii) the verification of the importance of representativeness and reference response conciseness for the effectiveness of the evaluated techniques; and (iv) the critique of the use of correlation for comparison among studies, since this metric varies according to the range of values used and does not necessarily indicate a greater accuracy.

Keywords: Automatic Short –Answer Grading, Latent Semantic Analysis, Word Net, Natural Language Processing

A Model Of Distance Training For The Continuous Training Of Magistrates: The Hybrid Approach As A Solution

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Abstract
E-learning represents a training regime that is conceived as a response to the current challenges in teaching-learning and has gradually gained ground as a complement to traditional training systems.

Therefore, a study is presented on the design of a model of distance learning directed to the continuous training of Portuguese magistrates. The work is organized around the research questions: (i) what needs and interests are associated with the implementation of a distance learning model in the area of continuing training of judges; (Ii) what features must be such a model; Iii) what level of adequacy of a possible proposed model to the context and the target audience. For this purpose, it was chosen a methodology of data collection of a mixed nature and a sequential exploratory design. Thereby, this summary focuses on the analysis of the results of a focus-group interview with the purpose of bringing together different specialists in the area of magistracy and distance education in order to jointly analyze critically a preliminary proposal for a distance learning model for the public concerned. Thus, this focus group was constituted by a group of 9 specialists: i) 3 of the area of training of magistrates; Ii) 2 linked to the academic area with scientific research in the area of e-learning and distance learning and Iii) 4 linked to the training of professionals in a fully online/hybrid regime. The process of data collection as well as the analysis of results took place between September 28, 2015 and June 6, 2016. Based on the analysis of the information collected from the participants, we could verify that the usefulness, viability and pertinence of the conception and implementation of a distance learning model is recognized, and a hybrid approach to the training of judges is advocated.

Keywords: Blended-learning; distance education; professional training;

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	magistrates.
Dr. Mária Šikolová **GICICTEL1702175**	**Some aspects of test validity in the Czech military** **Dr. Ludmila Koláčková** **University of Defence, Language Centre, Brno, Czech Republic** **Dr. Mária Šikolová** **University of Defence, Language Centre, Brno, Czech Republic** **As the language tests in the Czech military are high-stakes tests and their results affect the lives of thousands of military professionals, their quality is often questioned and thus it has to be continuously monitored and improved. The test validity should not be only the matter of testers, but teachers, as well as candidates should have their say, too. That is why one of the research objectives is to find out how the exam is perceived by the candidates. The instrument for the data gathering is a questionnaire developed by the authors and distributed to find out the candidates' opinions on the exam both as a whole and in particular parts. Another evidence of test validity is considered to be the teachers' view on tests which is being gathered in a less formal way, but it is also addressed accordingly. The contribution will illustrate the preliminary results of the data gathered from the questionnaire for the exam candidates, as well as the results of a study dealing with a change in testing writing based on the feedback from the teachers.** **Key words: validity, language of instructions, language testing** _____ **Language tests and their role in society** **Dr. Ludmila Koláčková** **University of Defence, Language Centre, Brno, Czech Republic** **Dr. Mária Šikolová** **University of Defence, Language Centre, Brno, Czech Republic** **Abstract** **Currently, we deal with various kinds of assessment whose results may have a significant impact on our lives, either in a positive or a negative way. Whether we have in mind aptitude tests, language tests, entrance tests for either high school or a university, driving tests, their results are always of profound importance for us. However, what is automatically taken for granted by public is that the requirements for passing the tests are appropriate, and the instruments for the measurement of the required knowledge, abilities, performance, skills or competencies have been constructed in such a way that they reliably and accurately measure what they are supposed to measure. Nevertheless, we often do not realize that it is not always the case and hence, the tests frequently become a potentially dangerous instrument in the hands of the powerful in order to impose their policies. The objective of the contribution is to raise awareness and focus attention on the importance of tests, their design and quality control. It will illustrate the pitfalls in the area of language testing both from professional literature and authors' experience.** **Key words: language testing, reliability, validity, test design**
Dr. Des Raj Bajwa	**Higher Education in India: Challenges and Opportunities**

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GICICTEL1702179	
	Dr. Des Raj Bajwa **Professor, Higher Education Commission, Govt. P.G. College, Kurukshetra** **University, Kurukshetra, Ambala City – 134003, Haryana, India** **Abstract** **Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation instead, it resulted in erecting formidable entry barriers that have generated underside results. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders.** **The higher education system in India grew rapidly after independence. [1] By 1980, there were 132 universities and 4738 colleges in the country enrolling around five percent of the eligible age group in higher education. Today, while in terms enrolment, India is the third largest higher education system in the world (after China and the USA) with 17973 institutions (348 universities and 17625 colleges) and is the largest higher education system in the world in terms of number of institutions.** **[2] There are different types of universities and colleges in the higher education system in the country. They vary terms of their academic, administrative and financial arrangements. Universities can either be established by an Act of Parliament or by the state legislatures. Those established by the Act of Parliament are the central universities and the ones set up by the state legislatures are state universities. Some higher education institutions are granted the 'deemed university' status by the central government through gazette notifications. A few institutions are established by the Parliament / state legislatures as institutions of national importance. Universities, deemed universities and institutions of national importance are degree-granting institutions.** **The expansion of higher education system in India has been chaotic and unplanned. The drive to make higher education socially inclusive has led to a sudden and dramatic increase in numbers of institutions without a proportionate increase in material and intellectual resources. As a result, academic standards have been jeopardized. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender and ethnic imbalances. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under enrolled and have extremely poor infrastructure and facilities with just a few teachers. Apart from these, the system of higher education has met several setbacks with regard to its regulatory framework, finding and frances and the much debated and controversial move of privatization of higher educational institutions. These underlying issues will be identified and addressed in the paper.** **Keywords: Higher Education, India.**
Andi Musafir Rusyaidi	**Study Examining School Teachers' Choice of Coursebooks**

GICICTEL1702182	
	Andi Musafir Rusyaidi **English Education and Teaching Department, Faculty of Education and Teaching, State Islamic Institute of Palopo, South Sulawesi, Indonesia** **Abstracts** **Although recent studies on the use of coursebooks in the Indonesian tertiary and primary education have found that teachers have different freedom on the choice of their coursebooks (Supriadi, 1997; Zacharias, 2005), little is known about the use of coursebooks in the secondary levels. This present study investigated the believes of secondary schools teachers in Indonesia about the choice of coursebooks and criteria that the teachers used when choosing their coursebooks. A total of 27 participants from different parts of Indonesia, 24 teachers and 3 principals, were surveyed for their perception on the choice of coursebooks. Each participant was given a questionnaire consisted of 20 questions. The data then interpreted based on the participants' responses. The results showed that teachers in the secondary level are free to choose their own coursebooks and applying some criteria (such as appropriate and attractive contents, clear instructions, and based on the newest curriculum) in choosing their own coursebooks.** **Keywords: Coursebook use; Coursebooks selection, English language teaching**
Anoud Abusalim **GICICTEL1702183**	**Reflection and Excellent Teachers: Conceptualizations and Praxis** **Anoud Abusalim** **Department of Writing Studies, American University of Sharjah, Sharjah, UAE** **Abstract** **Excellence in teaching or attempting to assess or describe it is a subject of contention for several reasons that range from the validity of the instruments that assess it, whether student evaluation forms or teaching awards, to the stern lack of an agreed-upon definition of excellence in teaching. Nonetheless, there is a relatively growing body of literature on excellence in teaching starting from Boyer's Scholarship Reconsidered (1990) to Kreber and Trigewell (2000) research on excellence in teaching in addition to governmental (such as what is seen in the U.K, the U.S and the Middle East) and institutional frameworks and awards that aim to identify, promote and reward "excellence" in teaching.** **Kreber (2002) argues that scholars of teaching are excellent teachers, but they differ than excellent teachers in the nature and sources of their knowledge construction (p. 18). It seems that it is implied that excellent teachers, like other teachers, are ought to be reflective in their work, yet there is little work done towards understanding the multidimensional roles of reflection that take place among those teachers who are considered to be excellent, either by being recognized with teaching awards or by the students 'evaluation forms.** **The paper will attempt to explore the role of reflection in the practice of award-winning excellent teachers in a small, four-year, American, private university located in the Middle East that is branded for its commitment to quality teaching.** **The paper will then try to situate and frame the practices of those excellent teacher- award winners- within the larger body of literature that examines the nature of reflection in teaching.** **Finally, the paper will attempt to situate and frame the existing "reflective practices" of the interviewed teachers within the larger body of literature and**

	conceptualization of reflection and excellence in teaching drawing from their own reflection on their own practices and the role of reflection, if any, in enhancing their own teaching.
Barbara Elizabeth Stewart **GICICTEL1702187**	**College, Monks, and Chile Farms: Teaching Journalism in Bhutan** **Barbara Elizabeth Stewart** **Instructor, Department of Writing Studies, American University of Sharjah** **Abstract** **Bhutan is one of the world's newest, smallest, and most ardent democracies. Ten years ago, the king of Bhutan pushed and cajoled his citizens, who venerate him, into accepting democracy over monarchy. With democracy came a free press, several feisty independent news outlets, and the country's first media studies department at Sherubtse College of the Royal University of Bhutan, where I was invited to teach a few years ago.** ** Sherubtse College, located in the rural east, could hardly be more remote. How to teach reporting in a village without courts, social services, cultural centers or much of anything resembling news? And how to teach journalistic skepticism to students who uncritically honored the king and by extension, all authority -- even student council representatives?** **But we, the three journalism teachers, pushed students to dig deeply into the village doings – and the 40 students were adventurous enough to explore the hills, farms and little shops for news. They interviewed elderly working their farms alone, while their adult children sought better jobs in the distant city. They spoke families damaged by alcoholism and traveled to nearby villages to record the craftspeople whose arts had been passed down for generations. They talked to the little boy monks, sent to monasteries because their parents were too impoverished to feed them. When the elected politicians toured East Bhutan, the students prepared questions for a private interview session. Together, that first class of journalism students compiled an online news site, with stories of the people, lore, problems and events of East Bhutan. Now, four years later, the best of those students are working for Bhutan's news services, and the media studies program, I hear, is thriving.**
  Elena Beketova **GICICTEL1702196**	**The Challenge of Teaching to Adult Learners in Today's Russia** **Elena Beketova** **Northern Arctic Federal University** **Abstract** **As a rule, at the stage of admission to the university, many young people do not yet know what they want from life. The situation changes radically as they grow up. By the time the university graduates knows whether the choice was right.** **In this regard, more and more people in Russia choose not the second higher education, but the master's studies.** **Master's degree is a stage of higher education, following the bachelor's system in Russia.** **The problem is that among the students in the Master's program there are usually students of different ages, both those who just got the bachelor's degree, and those who graduated long ago.**

	Thus, the choosing forms, methods and means of teaching adults is quite an actual problem in modern Russian education. Key words: adult education, pedagogical technologies.
Lekshmi S K **GICICTEL1702204**	**High Fidelity Laser Communication For Aural Alerting Systems** **Leksmi Sk** **M.E Avionics, Dept. of Aerospace Eng., MIT-Chennai** **Dr. G. Anitha** **Asst. Professor (Sr. Gr), Dept. of Aerospace Eng., MIT-Chennai** **Abstract** **The objective of the project is to establish an aural alerting system for TCAS with redundancy by using free space optical communication. This contrasts with using solids such as optical fiber cable or an optical transmission line. The technology is useful where the physical connections are impractical due to high costs or other considerations. Ultrasonic Sensor and Infrared Sensor are used to find the distance from the aircraft to the aircraft/obstacle. An aural is raised when the sensor detects an obstacle (which is generally an aircraft) in RA or TA region. This is accomplished for both LOS and No LOS transmissions. High transmission security, large bandwidth and light weight are some of the important features of this system. Laser power attenuation due to adverse weather conditions and scattering due to turbulence are the general disadvantages which won't be affecting this project as it is a closed environment.** **Aural alerting is achieved by using an optical transmitter (laser) and an optical receiver (photodiode or an LDR).Ultrasonic and Infrared sensors are used to detect obstacles. These sensors are used as dissimilar redundancy. Two laser sources are also used for path redundancy. No LOS transmission has been achieved by using an intermittent transceiver which receives a laser input and triggers another laser input. A Light Dependent Resistor (LDR) or a photo resistor is a device whose resistivity is a function of the incident electromagnetic radiation. The laser beam is focused on the LDR and thus an aural alert is triggered when an obstacle is detected at the transmitter module.**
Agnieszka Ilendo-Milewska **GICICTEL1702054**	**The level of motivation and self-regulation as determinants of the quality of pupils functioning in the school environment** **Ph.D. Agnieszka Ilendo-Milewska** **Faculty of Psychology, University of Pedagogy, Bialystok, Poland** **Abstract** **The content of the article focuses on the issue of self-regulation of middle school students, showing its significance in adolescent, in the light of the Theory of Self-Regulation (Deci), the concept of Baumeister's self-regulation and the Helping Relationship Theory by Lawrence M. Brammer. Various researches has been conducted among middle school students, in order to establish the relationship between the level of selected areas of self-regulation and the quality of functioning in the school environment in the perception of those students. Theoretical viewpoint is the basis for the empirical part of the article. It was assumed that there is a correlation between the level of motivation of students and the quality of their functioning in the school environment. To measure the aspects of self-**

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	regulation, two questionnaires were used: the first one: Learning Regulation Questionnaire (Deci, Williams, 1996) and the School Motivation Questionnaire (R. Sterczyński, 2010). The F/D-U survey (Gaś, 2004) was used to measure the aspects of the basic conditions in the process of supporting a child in his or her way of achieving maturity. The research analysis and conclusions are described. They constitute the practical implication in the field of the quality of functioning pupils in the school environment. The results can help to create effective preventive and educational impact in the school environment. **Key words: self-regulation, motivation, self-control, school environment, behavior, student**
Dr Mario Pace **GICICTEL1702062**	**Adapting Literature to the Language Classroom** **Dr Mario Pace PhD** **Faculty of Education, University of Malta** **ABSTRACT** **Very often we hear teachers arguing and complaining that today, thanks to the era of technology we live in, our students are not only no longer interested in reading but many have even lost the love for learning languages. In fact, notwithstanding all the efforts done by schools, parents and teachers, most students fail to understand the real benefits of language learning and prefer dedicating their efforts to other subjects like sciences and IT. A very good way of motivating students to love both reading for its own sake as well as languages is by adapting literature to the language classroom. This can be very challenging for the language teacher as it requires the implementation of various important concepts and strategies but at the same time very rewarding for students since literature very often deals with feelings, emotions, personal issues and has the ability to potentially enlarge a reader's sense about the many possible ways to live. Many people still consider literature as a separate subject that has nothing to do with language learning, an assumption which is based on a reductive interpretation of the concept of language teaching and learning. Regardless of the difficulties the practitioner can encounter, using literature exposes students to different themes which textbooks usually do not include and consequently motivates students. Even more so if we consider literature as just another word for written or spoken media. Indeed, literature is one of the best tools to master a language as it is used in a real life context.**
Luis Fernando Calvo **GICICTEL1702065**	**Development of a mobile application based on solving engineering problems** **Paniagua, S** **IRENA. ESTI Agronomy. Avda. Portugal 41, 24071. León. Spain** **Escapa, C** **IRENA. ESTI Agronomy. Avda. Portugal 41, 24071. León. Spain** **Otero, M, García Pérez, A.I** **IRENA. ESTI Agronomy. Avda. Portugal 41, 24071. León. Spain** **Coimbra, R. Calvo. LF** **IRENA. ESTI Agronomy. Avda. Portugal 41, 24071. León. Spain**

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Abstract

It aims to transform the classical dynamics based on simple problem solving for active dynamics of playfulness, in which each student participates actively as a role game. To this end, it made a first version of a mobile application, in which, students, and working as a play with peers, solve engineering problems by acquiring data through virtual points. To encourage playfulness, there will be a score of score in which each student can see your score and compare it with their peers. Thus, we have obtained a first version of the App free download called BINQUI ("Bases de la Ingeniería Química" in Spanish) so it can be used by engineering students.

Keywords: mobile application; online teaching; smartphone.

Sr. Therese U. Okeke
GICICTEL1702066

School Safety And Quality Education In Higher Institutions: A Focus On Impediments And Pathways To Campus Safety In Nigerian Universities

Sr. Therese U. Okeke
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Abstract

The quality of Nigerian university education needs to be given more attention now than ever. This is because of the increasing notion of global citizenship, cross border education and internationalization of higher education initiatives by most countries. Quality education is the attainment of quality standards in education through the mechanism of effective teaching, learning, research, systematic monitoring and evaluation for intellectual advancement, self-reliance of the individual and sustainable socio- economic development of the nation. One of the factors that impacts positively on the delivery of quality university education is school safety. School safety connotes absence of danger and threat in the serene and peaceful environment which promotes teaching and learning. However, in Nigeria terrorism in the form of boko haram, rape, cultism, robbery, kidnapping, examination malpractice and more recently, the violent activities of universities' anti-cult groups, indicate insufficient level of safety in Nigerian universities. These problems not only endanger student, staff and the entire university communities but also impact adversely on teaching and learning in the universities. This paper identifies and discusses these factors that militate against school safety and quality education in Nigerian universities. It proffers possible pathway to solution of these problems that will enable Nigeria catch up with the contemporary world in education and development.

Dr. Elizabeth Ashworth
GICICTEL1702067

"I just want to go buy that!": Confronting consumerism in teacher education

Dr. Elizabeth Ashworth
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Dr. Astrid Steele
Schulich School of Education, Nipissing University, North Bay, Ontario, Canada

Abstract

As educators at a faculty of education in Ontario, Canada, we found that teacher candidates (TCs) invariably purchased new materials whenever they had an assignment requiring some form of construction activity. We were concerned

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about this learned, consumer behaviour; lessons of moderation in using the Earth's resources are important elements of sustainability education. We wanted to promote moderation through an educational intervention. Inspired by Selby's (2011) third proposition for education for sustainable contraction, which is to combat consumerism, and influenced by ethical perspectives of caring and sustainability, we assigned a Science/Art integrated project to be constructed of recycled/repurposed/not-new materials. Informed by Reiss' (2010) indicators of ethical thinking, and Rogers' (1995) stages necessary for change in thinking and behaviour, analysis of the written reflections of the TCs, based on their project work, provided insight into their thinking and learning about consumerism and sustainability.

Keywords: art education, consumerism, environmental education, integration, science education, sustainability, teacher education

Project-Based Learning and Solar Energy Utilization Using Locally Designed Solar Concentrator: Encouraging Sustainable Development Practices among Nigerian Secondary School Students

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Opara Mary Felicia
GICICTEL1702068

Abstract

Emerging trends in education reforms have continued to call for quality education that will foster the ability of learners to meet the challenges of the 21st century and encourage their participation in sustainable development issues. The wealth drawn from quality education form the basis to finding solutions to issues of national economy beginning from needs of rural people. The current economic recession in Nigeria radically challenges the system of education to shift from factory model of education to a more proactive system of education through PBL. Twenty secondary school students from Anambra State, Nigeria participated in the study. The study was an experiment that involved the participants in designing a solar concentrator using locally available materials. The students used the designed solar concentrator to generate high temperatures at the focal region of the concentrator. The incoming solar radiation was measured periodically for three days using pyranometer between 8.00 to 17.00 hours. The temperatures of the concentrator surface were measured using thermocouple arrangement while that of the focal region and the ambient were monitored using mercury-in-glass thermometers. Results revealed that the rise in temperature of the focal region was higher than that of the concentrator surface and ambient temperatures. The behavior of the system was similar for all the days, with the maximum temperatures obtained at the focal region between 12.30 hours and 14.30 hours (52°C to 62°C). The temperature of the collector varied between 43°C and 45°C while the ambient temperature varied slightly from about 30°C to 32°C. The results clearly showed that the designed solar concentrator was an effective solar cooker/solar furnace and could function better than most kerosene stoves which exude smoke and pollute the air. Collaborative working in groups also enhanced

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	the acquisition of soft and generic skills. Keywords: Project-based learning, Students, Sustainable Development, Solar Concentrator, Solar Energy
Daruka, Magdolna **GICICTEL1702069**	**Gennovation' in the Teaching Methods at the Corvinus University of Budapest** **Daruka, Magdolna** **Corvinus University of Budapest Teacher Training Center** **Csillik, Olga** **Corvinus University of Budapest Teacher Training Center** **Abstract** **Nowadays students enrolled in higher education belong to the generation of 'digital inhabitants'. Compared to the previous generation, these students have significantly different preferences and motivation concerning studying and learning. In the rapidly changing educational environment we have to find out which kind of innovations can be best used to increase the quality of education.** **The main question of our investigation was how could we use digital devices and synthesize effectively the formal and informal, online and traditional forms of teaching and learning in order to foster creativity, interactivity and experimentation, moreover to improve personal learning.** **The aim of this study was to try out some new teaching methods by a highly theoretical, obligatory course-unit, where students were required to comprehend knowledge that is out of their major (e.g. social science students were expected to learn economics and make recommendations). For the pilot program we used the so called 'flipped classroom' method.** **During the semester we examined the student's learning motivations and their attitude toward the course. We moreover made a comparison between different methods, tasks and learning outcomes by online and traditional classes. We permanently analysed the log files stored in the Moodle system to ensure that activity has been carried out in the online space. We also made questionnaires to measure individual differences. To end our project the acquired knowledge will be measured, both among students who took part in the flipped classroom and those who participated in the traditional course.** **There are two fields, which can be highlighted from the participant's evaluations: quality and efficiency. The average grades in the pilot group were better as well than in the parallel group.** **Keywords: Higher education, 'gennovation', flipped classroom, motivation, efficiency, learning autonomy**
Judit SASS **GICICTEL1702071**	**How social science students evaluate "Economy course" flipped classroom from motivational aspects** **Sass, Judit** **Corvinus University of Budapest Teacher Training Center** **Bodnár, Éva** **Corvinus University of Budapest Teacher Training Center** **Abstract** **University lecturers face with the problem of students' amotivation and their need**

for interactive ways of learning and for usage of technology.

One possible solution for these problem is flipped classroom, that requires home preparation and gives opportunity for active in-class learning with the help of different methods e.g. story line.

The aim of the study was to measure students' learning motivation in flipped-classroom on the basis of self-determination theory (SDT) and their attitudes toward different aspects of flipped classroom. Furthermore we compered evaluations of flipped-classroom-students (N=27) and traditional learners (N=300).

We measured students' learning motivation and attitudes with help of SDT questionnaires developed by Deci and Ryan (2000): attitude toward the course, the, the material and the learning methods. We also measured perceived change of competencies with help of competence-list.

The tutor's perceived competence, effort and involvement of students was the highest, while student expected more supportive feedback and interest toward them.

Students reported increased intrinsic motivation, the course was evaluated as more interesting and enjoyable, students perceived higher autonomy, improving competencies in scheduling learning, time management, openness to innovation, cooperation with others and teacher and synthesis of information, and ICT than in traditional course.

For more than half of the participants working with material was interesting with low tension, but they perceived low level of competence as well. Motivational potentials of methods was the highest for video, presentation, making mindmap, infographics board game, while it was the lowest for Facebook profile and crosswords.

According to our first experiences, however flipped classroom method needs greater activity and more effort from both the side of the teacher and the students, but it makes teaching and learning process more effective, and enriches with experiences.

Keywords: flipped classroom, student motivation, student satisfaction, economics course

Astrid Steele **GICICTEL1702073**	**Troubling STEM: Making a Case for an Ethics/STEM Partnership** **Astrid Steele** **Associate Professor, Schulich School of Education, Nipissing University** **Abstract** Set against the backdrop of a STEM-based (science, technology, engineering and mathematics) activity in a teacher education science methods class, the author examines the need for ethics education to be partnered with STEM education. To make the case, the origin of the STEM initiative, undertaken and strongly supported by both US government and corporate sources, is briefly recounted. The STSE initiative (science, technology, society and environment) is posited as a counterpoint to STEM. Also considered are: (a) an historical perspective of science and technology as these impact difficult individual and social decision making; (b) STEM knowledge generation considered through the lens of Habermas' threefold knowledge typology; and (c) the experiences of the teacher candidates working through the STEM activity when an ethical challenge is posed. The author demonstrates the need for a moral component for science education and makes the case for a partnership between STEM and ethics education. Further, such a

	partnership has been shown to increase student enjoyment and motivation for their science studies. Three possible ethical frameworks are examined for their theoretical and practical utility in a science classroom. Keywords: STEM, STSE, Ethics, science teacher education
Elekalachi Chukwuemeka Innocent GICICTEL1702074	**Developed Empirical Models for the Estimation of Global Solar Radiation on a Horizontal Surface in Three Cities in North Central Geopolitical Zone of Nigeria.** **Elekalachi Chukwuemeka Innocent** **Department of Industrial Physics, Chukwuemeka Odumegwu Ojukwu University, Uli, Anambra State, Nigeria** **Nwokoye A. O. C.** **Department of Physics and Industrial Physics, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria** **Abstract** **The measurements of global solar radiation and its components are not possible for all locations in Nigeria due to the non-availability of solar radiation measuring instruments such pyranometers and pyrheliometers. This prompted the use of different empirical models that based on climatological parameters of a location for the estimation of global solar radiation. In this study, monthly mean global solar radiation H_m, monthly mean extraterrestrial global solar radiation H_o, monthly mean daylight hours (N) and monthly mean hours of bright sunshine (n), latitudes ($\emptyset$), maximum temperature (T_{max}) and relative humidity (RH) as geographical and meteorological parameters for estimating monthly mean global solar radiation in Abuja (9.067 ° N, 7.483 ° E), Minna (9.613 ° N, 6.557 ° E) and Ilorin (8.500 ° N, 4.550 ° E) cities in north central geopolitical zone of Nigeria for the period of 11 years (2000 – 2010) were investigated. The meteorological data for this investigation were gotten from the archives of National Aeronautic and Space Administration (NASA). Using empirical Angstrom model as a base model, sunshine based regression equations, maximum temperature and relative humidity based equations were developed for the cities. The correlation coefficient (R) and Root Mean Square Error (RMSE), Mean Bias Error (MBE), Mean Percentage Error (MPE) and t - stat values were determined for each proposed models and were used to evaluate the performance of each of the developed models. Based on the error indicators and t – stat values, the models that performed best were the sunshine based model (H_1) for Abuja and Minna, and the sunshine – relative humidity based model (H_3) for Ilorin. These models can be applied to other cities in the world with similar meteorological and climatic parameters as the cities under study.** **Keyword: Renewable energy, global solar radiation, sunshine hours, empirical models, maximum temperature, relative humidity.**
Dr Simon Brownhill	**'Jumping the first hurdle': Framing action research questions using the Ice Cream Cone Model** **Dr Simon Brownhill** **Faculty of Education, University of Cambridge, Cambridge, England** **ABSTRACT** **The shortage of using language labs has a negative impact on teaching and**

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GICICTEL1702076	learning English oral perception and production. This study aims at determining the relationship between language labs and teaching English oral perception and production. Two groups were selected for investigation. Two instruments for data collection and statistical analysis were used to gain results. These instruments are tests and questionnairs. Reliability and validity were used to achieve consistent answers. These findings proved the impact of language labs in enhancing EFL learners' oral perception production and explained the relationship between language labs and teaching English oral perception and production. Also the study emphasized that pronunciation difficulties can be solved by teaching listening skills through effective instruments such as language laboratories.
A.A. Beylefeld **GICICTEL1702081**	**School visit by pre-service teachers: an insider's view on students' experiences and staff's perceptions** **A.A. Beylefeld** **Teaching and Learning Manager, Faculty of Education, UFS** **le Roux** **Senior Lecturer, Faculty of Education, UFS** **Abstract** **In this paper we adopt a naturalistic investigative orientation with the purpose of describing and interpreting students' experiences and staff's perceptions of a school-visit project for pre-service teachers. Our developmental intention was to ascertain the worth of the intervention with a view to improved practice. As coordinators of the project, we were well placed to undertake a 'close-up' study by giving a strong role to both fourth-year students and lecturers as evaluators of the teaching and learning context created by the intervention. Drawing on Paulo Freire's conception of naïve consciousness, we explore the gap between students' experiences and staff's perceptions. Using illuminative evaluation, we provide support that the students were stimulated to become socially concerned, albeit not critically, by means of a once-off experience of unequal schooling contexts during their first year. Staff, however, indicated merely an awareness of what needs to be done to integrate the students' initial experiences, and there were no real examples that they had drawn on the project to reinforce these experiences through their own classroom pedagogies. What struck us most, was the contrast between students' and staff's views. This stimulated our reflective deliberation on the possibilities for improved practice.** **Keywords: critical transitivity, curricular innovation, diversity, drawing as research methodology, illuminative evaluation, pre-service teachers**
Martha Alida Jacoba Olivier **GICICTEL1702095**	**Coping with Autistic Spectrum Disorder: Parental challenges and the role of School-Based Family Counseling** **Martha Alida Jacoba Olivier** **Nelson Mandela Metropolitan University, South Africa** **Antoinette Ah Hing** **Nelson Mandela Metropolitan University, South Africa** **Hans Everts** **University of Auckland, New Zealand**

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Abstract

The accurate diagnosis and subsequent advice and support for the parents of a child diagnosed with Autistic Spectrum Disorder (ASD) are crucial in ensuring that the child's specific needs are appropriately met, both before and after the child enters school, when formal learning start taking place.

This paper focuses difficulties related to the ASD-diagnosed child's parents, with regard to the child's learning and development. It addresses three issues – difficulties experienced by such parents; their comprehension of Autism and what is needed in order to cope effectively and prepare their child for formal learning; and how professional intervention pertinent to School-Based Family Counseling can be of help, also when the child starts school.

The first two issues are addressed through a qualitative research investigation, with data collected by means of personal interviews with parents. The results indicate that parents often do not initially understand the lifelong nature of autism; they do not know how to adjust their family lives to meet the special needs of the autistic child and other children in the family; and they are often overwhelmed by how to manage their ASD child. Therefore they are in need of professional intervention.

The third matter, namely addressing such a need for professional help, is attended to by considering how it can be provided through a School-Based Family Counseling (SBFC)-integrated program.

Keywords: Teaching, education, learning, Autism, Parental challenges, Professional intervention, School-based Family Counseling

Analysing EFL Textbooks in Turkish and German Public Secondary Schools: A Comparative Study on Reading Comprehension Texts for 6th Grade

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GICICTEL1702099

Abstract

English is taught as a foreign language and as a part of curricula introduced in public secondary school in Turkey and Germany. In foreign language educational systems of both countries, as in most other countries in the world, textbooks are used as a primary source of instruction especially by EFL teachers who are working at public schools. The books in concern are selected by the Ministry of National Education in Turkey. In Germany, however, they might vary across federal states which has its own education programme, schools and standards although overall educational policies are set by the Ministry of Education and Research (BMBF). This study is motivated to compare EFL textbooks introduced in 6th grade in Turkish secondary public schools and secondary public schools in the Federal State of North Rhine-Westphalia, Germany. It specifically aims to reveal whether the reading comprehension texts in the books in concern significantly differ with regard to lexical density, complexity and readability. The study will report statistical findings obtained from data analysis, practical implications, and conclude with a few suggestions for further research.

	Keywords: Textbook, EFL, comprehension text
Şerife Kalaycı **GICICTEL1702100**	**Exploring Cultural Elements in EFL Textbooks in Turkish and German Secondary Schools: A Comparative Study on EFL Textbooks for 6th Grade** **Şerife Kalaycı** **Kahramanmaras Sütçü İmam University, Turkey** **Abstract** **English as a foreign language is offered as a compulsory or optional course in public secondary schools both in Turkey and Germany. In foreign language teaching, textbooks are regarded as the most prominent source of instruction. The existing literature indicates that they are also used for introducing culture of the societies as they include written and visual cultural and intercultural elements. While a particular set of EFL textbooks is selected by the Ministry of National Education for all public secondary schools in Turkey, in Germany, where general educational policies are set by the Ministry of Education and Research (BMBF), they may differ from one federal state to another. Hence, this study aims to compare EFL textbooks introduced in 6th grade in Turkish secondary public schools and secondary public schools in the Federal State of North Rhine-Westphalia, Germany with regard to the cultural elements they include. It is exclusively intended to explore to what extent the textbooks in concern contain references to the source (Turkish/ German) culture, the target (British/ American) culture and inter-national target culture, and to find out whether the textbooks significantly differ regarding these elements. This study is descriptive in design and will be based on a quantitative analysis of the cultural elements in textbooks. It will report statistical findings, practical implications and suggestions for further studies.** **Keywords: Textbook, EFL, culture**
Charlotte Meierdirk **GICICTEL1702113**	**Growth or a fixed mindset? What difference does it make to the success of a student teacher?** **Charlotte Meierdirk** **School of Education and Childhood Studies, University of Portsmouth** **Abstract** **This study will investigate teacher trainees' learning and teaching beliefs, and the changes in these from their acceptance on the ITE (Initial Teacher Education) course, during the course, and through to qualification. The study identifies those trainee teachers with a fixed or growth mindset and then investigates how the teacher's mindset manifests itself in the teacher's learning and approach to teaching. Teachers can have different self-theories of intelligence; research has identified two types of intelligence belief (also known as Mindsets), namely incremental (or growth mindset) and entity (or fixed mindset). Teachers with a growth mindset believe that they can develop their intelligence, while individuals with a fixed mindset believe that their intelligence is innate. The study is based on student teachers studying on a PGCE (Post/ Professional Graduate Certificate in Education) course at a University in England. The PGCE programme is a post graduate programme leading to Qualified Teaching Status (QTS).**
Cinc Eudjen **GICICTEL1702117**	**The role and significance of game in early development of preschool children**

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Abstract
Man develops and changes from conception through end of its life cycle. Under development we mean series of quantitative and qualitative changes over time period that can be progressive or regressive (but not pathological – those changes are not subject of developmental psychology). Preschool age is period in which whole series of developmental changes occur. Early children development is subject of great number of theoretical approaches and research plans. Child play in early childhood is dominant daily activity. Play has big or even irreplaceable significance onthe general development of children. Difference between play and other activities is that play is free, spontaneous activity which is goal for itself. Pleasure, which is a consequence of play, is the only conscious reason of why child engage in play. Child play is the activity that is, in the same time, game and works because play affects all aspects of child development (senso-motor, cognitive, emotional, moral, social, as well as speech development). In social view, play is preparation of child for life in society with others. Through play, child learns in interaction, communication and cooperation with others. It learns to receive but also to give and share with others. Also, through play child learns basic moral rules, in accordance with its age and level of cognitive development. Very early, through play and socializing with others, child starts to learn what is good, what is bad, what is justly and what is not, what is fair and what is not.
I our work general characteristics of children of early age will be shown. Also we will include classification of preschool children games, in accordance with their level of cognitive development and level of social inclusion.
Key words: early development, preschool education, game, metods.

Early Childhood Science Education Trends in Turkey: Where from? Where to?

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Abstract
There is a growing understanding and recognition of the power of children's early thinking and learning as well as a belief that science may be a particularly important domain in early childhood, serving not only to build a basis for future scientific understanding but also to build important skills and attitudes for learning (Worth, 2010). Teaching and learning science is accepted as an essential element but it is often an overlooked aspect of young children's educational experience. It should be noted that science teaching in early childhood does not refer to transferring scientific knowledge, but rather providing opportunities for kids to learn such knowledge and skills through hands-on, minds-on, and hearts-on learning activities as they make sense of their world. In recent years, early childhood education has gained utmost significance in Turkey in efforts to improve education. Unfortunately, science is the most ignored subject in this stage of education. The current study is, therefore, an attempt in understanding the trends of science education in the early years in Turkish context. The purpose of this study is to review all the national level research from the beginning, including theses, dissertations and articles in the field of early childhood science education. By doing so, it is aimed to capture the essence of research and to summarize the trends in Turkey by employing keyword and content analytical procedures. It is believed that the findings of this study at the national level would provide a comparable data for evaluating cross-cultural trends in the field.
Keywords: Early childhood, science education, keyword and content analysis

Improving Prenatal Health Communication: Engaging Men via E-Health

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Abstract
Research Abstract: Research Objectives, Methodology, Findings, Research Outcomes, Future Scope
The initial goal of the research was to design an e-health intervention focused on the importance of prenatal health that would appeal to men and ultimately reinforce paternal involvement in pregnancy health. Through one-on-one in-person interviews with men that used the prototype of the application we could achieve a qualitative evaluation of perceived usefulness and ease of use of the web-based intervention for participants and how this influenced their behavioral intentions in relation with prenatal engagement.
Once this is a comparative study involving EUA and Portuguese partners, a comparative analysis was conducted.
This study aimed to investigate the value of an e-health application to educate men

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	about pregnancy-related health. The investigation follows three main questions, namely: RQ1: How do men perceive their role in pregnancy health?; RQ2: Is the e-health application a promising avenue for improving men's knowledge of pregnancy-related health information?; RQ3: How can the e-health application be improved to reach and resonate with more men moving forward? In the specific case of research conducted in Portugal, evaluation of e-Health literacy amongst the target group was never conducted in the past so the specific results of the project in this aspect also contributed to knowledge in the field. The implementation of a cross-cultural, international comparative approach to the study of e-health interventions is highly original and although a very small sample was used, obtained results show the relevance of such type of research approach. (Vale a pena acrescentar algo de Future Scope?) Key-Words: Health communication; health education; fathering; behavioral research; Parental Education.
Liqhwa Patience Siziba **GICICTEL1702170**	**Innovative and Progressive teaching Approaches: Redesigning Instructional Approaches to encourage deeper learning and enhance success.** **Prof Liqhwa Patience Siziba** **North West University, South Africa** **Abstract** **One of the crises of the post-apartheid South African higher education sector continues to be the disjuncture between High school and University teaching approaches. High Schools continue to operate in a disjointed manner that churns out students who are ill-prepared to tackle the challenges of Tertiary academic life. This leads to the existing dilemma at most universities. There seems to be low literacy levels amongst the first year students registered at the University under study, as a result academic literacy interventions are set in place. Yet these interventions tend to yield poor success results as student success rates in the Academic Literacy intervention are low. Thus, this article discusses the various factors that contribute to low student success rates in the case of South Africa. One of the common factors that came through during the exploration phase of the research was the diversity of students learning styles that is rarely taken into consideration when most University lecturers design their instructional approaches. The researcher therefore, sought to apply innovative and interactive teaching approaches in their classroom contexts in an attempt to evaluate how innovation in the classroom as well as the alignment of teaching approaches may encourage deeper learning and enhance success at tertiary level. The research proposes an instruction model that addresses the millennial learner profile. This model also allows for blended teaching approaches in the classroom, with a balance of use of technology and collaborative teaching methods. This approach engages the researcher in critical reflection, action learning as well as action research, which is the theoretical approach employed in the research.** **Key words: Reflective practice, innovative teaching approaches**

Dr Cristiana Palmieri
GICICTEL1702181

Innovation in professional development: implementation of a CPD framework to support multiple scopes of practice across diverse medical specialties.

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Sarah Champion
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Abstract
This case study presents the experience of the development of a Continuing Professional Development (CPD) Framework to provide specialists in adult and paediatric medical disciplines in Australia and New Zealand with user friendly and effective learning solutions addressing a very diverse range of practices in an educationally sound manner. The Royal Australasian College of Physicians (RACP) is the professional medical College of over 15,000 physicians and 7,500 trainee physicians, often referred to as specialists, in Australia and New Zealand. Due to the complex and applied nature of the medical profession, continuous learning is an absolute priority which involves specific challenges, such as the constantly evolving state of knowledge and the extensive diversity within the scopes of practice of different specialties.

Specific goals of the College include supporting practical on the job learning; increasing engagement across a range of specialties and sub specialties; promoting efficient and effective use of technology for the health professions; advancing lifelong learning; and sustaining continuous improvement and better patient outcomes. These objectives imply a set of contradictory requirements: to provide a coherent educational framework suitable for all physicians, while considering the differences in their specific practices; but to also ensure common standards of practice while promoting practice change.

To tackle these challenges the College has been using two complementary strategies:

•It has adopted a 70:20:10 model in the implementation of the CPD Framework, thus acknowledging the higher relevance and value of on the job and peer learning. In this context, learning resources have been designed based on innovative applied learning theories with the intent of using theoretical knowledge to facilitate, rather than replace, practice-based learning

•It has used knowledge management strategies (i.e. the use of customer service logs as a way to source feedback to constantly gather data on learner habits and reactions) to inform changes and upgrades to the framework and technology platform.

The interim results of this experience show that our membership values and appreciates the changes the College has implemented and outlines some further possibilities for future developments.

Despite its specificity, this case study has the potential to offer useful indications and learnings to other organisations facing the need to integrate practical, on the job learning with theoretical knowledge in a context characterized by multiple

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	functional specializations. **Keywords: Innovation in Adult Education, Medical Education, Continuing Professional Development, on the job learning.**
Lyn Newdick **GICICTEL1702192**	**Measuring students' satisfaction on teaching quality at higher education** **Mai Sato** **School of Law, University of Reading, UK** **Lyn Newdick** **School of Law, University of Reading, UK** **Abstract** **The National Student Survey (NSS) is an annual survey administered to all final year undergraduate students in the United Kingdom. The survey is designed to assess the final year students' opinions of the quality of their degree programmes. While some universities choose to boycott the NSS, the results are considered to have made participating universities take student feedback more seriously, and to have encouraged universities to make improvements based on the responses received by students.** **Given the potential importance of the results this paper examines the students' interpretation of the NSS questions on teaching quality, including questions such as what it means to be 'good at explaining things' or to making the course 'intellectually stimulating'. Those findings are compared against the staff's interpretation of the same questions. The paper attempts to unpack the gap between the staff's understanding of the NSS questions and the students' interpretation. Findings are based on 21 semi-structured face-to-face interviews with University of Reading law undergraduate students, and 11 staff members involved in undergraduate teaching.**
 Nor Aniza Ahmad **GICICTEL1702207**	**Mediating Role of Learning Styles, Self-regulation, and Academic Achievement of Students at Public Higher Education Institutions in Malaysia** **Nor Aniza Ahmad** **Faculty of Education, University of Putra Malaysia, Serdang, Selangor, Malaysia** **Siti Aishah Hassan** **Faculty of Education, University of Putra Malaysia, Serdang, Selangor, Malaysia** **Norliza Abdul Majid** **Faculty of Education and Human Development, Sultan Idris Education University, Tanjung Malim, Perak, Malaysia** **Abstract** **This study aimed to identify the mediating role of learning styles, self-regulation, and academic achievement of students at public higher education institutions in Malaysia. Studies related to learning styles and strategies in Malaysia are mainly focusing on personality characteristics and academic achievement of the students. Less research focused on students' learning styles and self-regulation as the contributing factors towards students' academic achievement, especially at higher education level. This research applied cross-sectional survey using Learning Styles Inventory (Grasha, 1996) to identify students ' learning styles. Meanwhile, Self-**

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	regulation Questionnaire (Miller & Brown, 1991) is used to identify students' self-regulation. Students' academic achievement is measured through their cumulative grade point average (CGPA) acquired by the students in their university examination. The population for this study was among the students from Faculty of Education at five research universities in Malaysia namely University of Putra Malaysia, University of Science Malaysia, National University of Malaysia, University of Malaya, and University of Technology Malaysia. Samples for this study were selected by using stratified random sampling. Total samples for this study were 1000 students, in which 200 students were randomly selected from each university that participated in this study. Data for this study was analysed by using Structural Equation Modelling (SEM). This research provides impact towards the proposed policies regarding curriculum and evaluation, teacher training, the role of parents, communities and government agencies in implementing interventions in an effort to increase students' academic achievement, in line with the needs for students to develop based on the country's aspirations in the Malaysia Education Blueprint 2013-2025. Keywords: Learning Styles, Self-regulation, Academic Achievement, Learning Styles Inventory, Self-regulation Questionnaire.
Assoc. Prof. Dr. Betl Balkar **GICICTEL1702209**	**Teacher Opinions Regarding Accreditation Standards For Secondary Schools** **Assoc. Prof. Dr. Betl Balkar** **Department of Educational Sciences,Gaziantep University,Gaziantep, Turkey** **Abstract** **The aim of this study is to determine the opinions of secondary school teachers regarding necessary accreditation standards for secondary schools. The list of accreditation standards necessary for secondary schools was formed from the viewpoint of teachers in this way. Qualitative research technics and methods were used in the study. The participants of the study consisted of 19 secondary school teachers working in Gaziantep province of Turkey. The participants were determined by using maximum variation sampling. Teachers participating in the study varied with regard to their branches. Semi-structured interview technic was used to obtain data and obtained data were analyzed through content analysis method. Interview questions were organized under two main themes named as institutional standards and operational standards. Content analysis was performed under themes, sub-themes and codes. Teachers emphasized operational standards rather than institutional standards regarding accreditation. Student services standard including transportation, food and admission was the most required standard according to the teachers. Teacher stated that student services are inadequate to provide sufficient learning environment for students. Since school climate and culture make accreditation standards functional, teachers considered school climate and culture significant within the context of institutional standards. While physical sciences teachers emphasized mostly health and security standard, social sciences teachers pointed to student services standard mostly in respect of operational standards. Based on the findings, it is suggested that teachers' opinions should be taken into account since they know the need of schools and necessities for achieving educational purposes as practitioners. It is considered that this study will shed light on the standards which should be included in accreditation systems for secondary schools. Future researches can add a different dimension into this study by taking account of socio-economic characteristics of schools.**

	Keywords **Accreditation, Accreditation Standards, Secondary Schools.**
Bernadette Peter Lidadun **GICICTEL1702210**	**Facing your Fear of Public Speaking through Speakers corner: a Public Speaking Experience** **Bernadette Peter Lidadun** **Academy of Language Studies,Universiti Teknologi Mara,Sabah, Malaysia** **Norazrina Ag. Ahmad** **Academy of Language Studies, Universiti Teknologi MARA, Sabah, Malaysia** **Jenny Mosikon** **Academy of Language Studies,Universiti Teknologi Mara,Sabah, Malaysia** **Delia L. Olaybal** **Academy of Language Studies,Universiti Teknologi Mara,Sabah, Malaysia** **Abstract** **Based on a preliminary study on the needs analysis of students in an ESL context, it was found that 41 out of 60 students indicated that speaking is their main problem in learning the English language (Norazrina & Nur Hidyati, 2014). They claimed that they lacked the confidence and the opportunity to speak in the English language. As speaking in the English language is one of the most important skills that need to be acquired by the students, a group of English language lecturers initiated a public speaking activity called "Speakers' Corner" which aims to provide a platform for the students to confidently speak English in public. In the first session of this activity between March and May 2015, 84 students participated by sharing their topics of interest. Thus, this study aimed to explore to what extent this Speakers' Corner activity is able to encourage ESL students to speak in public. Questionnaires (reliability coefficient = 0.752) which aimed to determine the students' feedback on the activity were distributed to 42 participants. The findings showed that the students viewed the activity as a good platform for students to present their ideas in public and it has managed to help them face their fear of public speaking as well as be more confident in speaking. The students' recommendations on the activity were also explored so that further improvement of the activity can be made.** **Keywords** **Speakers' Corner, public speaking, confidence.**
Alejandrina Villagr Monggiotti **GICICTEL1702214**	**ANALYZING TRAINEES' BELIEFS AND FEELINGS ABOUT VISUAL ART THROUGH NARRATIVES : AN APPRAISAL STUDY** **Alejandrina Villagrán Monggiotti** **Benemérita Universidad Autónoma De Puebla** **Abstract** **Writing enables students to improve upon their ability to express themselves and use English as a second language in appropriate situations (Alhosani, 2008). Looking is a practice much like speaking, writing, or singing. Images are meaning generators and these meanings are produced through a complex social relationship that involves two elements besides the image and its producer: How viewers**

	interpret or experience the image and the context in which the image is seen. (Sturken & Cartwright ,2015). The purpose of this study was to analyze and explore students' beliefs and feelings about visual art as input material through the lenses of appraisal theory (Martin & White, 2005). A group Pre-service teachers from a public university in Central Mexico were exposed to visual arts used as input material in order to promote writing and emotion recognition. Classroom observation, narratives and questionnaires were used in order to determine how students perceived visual arts as input material and the impact their beliefs and emotion recognition had on their writing. The analysis reveals that the first-time participants observed as piece of art, were able to recognize characters, symbols, shapes, colors and emotions. Some of them were motivated to write descriptive narratives of a painting. The findings of this study reveal that visual arts' integration in the classroom has a positive effect in students' motivation and visual literacy skills since it led them to critical thinking and to a fluent written expression in the language. **Keywords** Visual arts, Appraisal Theory, Emotion Recognition, Beliefs, Visual Literacy
Faisal Al-Homoud GICICTEL1702232	**Dictionary Use By Saudi EFL University Preparatory Program Students** **Faisal Al-Homoud** **College of Languages and Translation,Al Imam Mohammad Ibn Saud Islamic University, Saudi Arabia** **Abstract** It is undoubtedly true that dictionaries are indispensable tool for language learners, in general. Learners' dictionaries are considered reservoirs of treasures and jewels of information about word and their etymology, formation, behavior, and usage. The current study was set to explore dictionary use among Saudi EFL university students at preparatory programs. The study included 100 female and male students from seven different Saudi universities. A 42-item questionnaire was administered to tap their behavior towards dictionary use in terms of a) the type of dictionary they own, b) language skills they tend to use the dictionary with, c) reasons that make them use a dictionary, and d) the types of information they look up. The results showed that the participants tended to use electronic dictionaries as well dictionaries available on the Internet more than paper-based dictionaries. Moreover, the need to discover the meaning of a new word or to confirm the meaning of a previously met word was the most important reason for the current study's participants to look up a word. When the types of information sought was involved, checking the pronunciation and the spelling of a word obtained the highest scores. Finally, some implications for teaching were provided, with special attention to vocabulary building courses pertinent in some Saudi universities. **Keywords** Dictionary, monolingual, bilingual, language skills, types of information
Dr. Mária Šikolová GICICTEL1702176	**Some aspects of test validity in the Czech military** **Dr. Ludmila Koláčková** **University of Defence, Language Centre, Brno, Czech Republic** **Dr. Mária Šikolová**

	University of Defence, Language Centre, Brno, Czech Republic

Abstract
As the language tests in the Czech military are high-stakes tests and their results affect the lives of thousands of military professionals, their quality is often questioned and thus it has to be continuously monitored and improved. The test validity should not be only the matter of testers, but teachers, as well as candidates should have their say, too. That is why one of the research objectives is to find out how the exam is perceived by the candidates. The instrument for the data gathering is a questionnaire developed by the authors and distributed to find out the candidates' opinions on the exam both as a whole and in particular parts. Another evidence of test validity is considered to be the teachers' view on tests which is being gathered in a less formal way, but it is also addressed accordingly. The contribution will illustrate the preliminary results of the data gathered from the questionnaire for the exam candidates, as well as the results of a study dealing with a change in testing writing based on the feedback from the teachers.

Keywords
Validity, Language Of Instructions, Language Testing

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Abstract
Currently, we deal with various kinds of assessment whose results may have a significant impact on our lives, either in a positive or a negative way. Whether we have in mind aptitude tests, language tests, entrance tests for either high school or a university, driving tests, their results are always of profound importance for us. However, what is automatically taken for granted by public is that the requirements for passing the tests are appropriate, and the instruments for the measurement of the required knowledge, abilities, performance, skills or competencies have been constructed in such a way that they reliably and accurately measure what they are supposed to measure. Nevertheless, we often do not realize that it is not always the case and hence, the tests frequently become a potentially dangerous instrument in the hands of the powerful in order to impose their policies. The objective of the contribution is to raise awareness and focus attention on the importance of tests, their design and quality control. It will illustrate the pitfalls in the area of language testing both from professional literature and authors' experience.
Keywords
Language Testing, Reliability, Validity, Test Design

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Student-to-Student Classroom Discussion: How Important is Participation?

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Abstract
A key benefit of student-to-student classroom discussion is that students actively work with their own and other's ideas regarding the course content, an activity that is theorized to improve student learning (Barnes 2008; Mercer 1995). Students may actively work with these ideas either through participating (actively contributing to the class discussion) or simply by internally following and thinking about the ideas discussed (referred to here as engagement). This study sought to explore what additional benefits, if any, were obtained by students who actively participated (spoke) during class discussion as compared to students who were engaged in the class discussion but chose not to participate. This qualitative study consisted of in-depth interviews with 10 graduate students enrolled in a student-to-student discussion based course. Results indicated that while both engaging in and participating in classroom discussion benefited student learning, those who obtained the greatest benefit from the discussions were those who participated in them. These findings as well as possible explanations for them are discussed.
Keywords
Student-To-Student Discussion; Active Learning; Student Participation; Student Engagement

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Exploring new teacher identity and possible-selves: prospective teachers' fears and expectations

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Abstract
There is a little doubt that becoming a teacher is a long and challenging journey where student teachers/teacher candidates undergo a variety of processes, phases and transformations. Beauchamp and Thomas (2009) points out that examining new teacher identity can be considered as an important step to develop more effective teacher training programmes and identity development of a teacher is related to understanding the notion of 'self'. In relation to the idea of being lifelong ever-growing and ongoing, teacher identity is defined as a process in which teachers constantly re-interpret their experiences (Beijaard, Verloop ve Vermunt, 2004). This study investigates the possible-selves of prospective teachers in relation to the concept of new teacher identity. Aim of the study is to measure possible selves new teachers expect to become and fear becoming in the near feature. In order to achieve this goal, 'New Teacher Possible Selves Questionnaire' (Hanmann, Wang and Burley, 2013; Dalioğlu and Adıgüzel, 2015) is used to measure teacher candidates' expected teacher possible-selves and feared teacher possible-selves. A six point Likert type scale of questionnaire consisting two parts (expected and feared teacher possible selves) is applied to prospective teachers from different universities who are involved to the data collection procedure.

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Statistical analysis is employed to measure the results of the questionnaire gathered from participants. The interpretation of the outcomes of the data analysis will be discussed; pedagogical implications and suggestions for future research will be shared during the presentation.

Keywords

New teacher identity, Possible selves, Prospective teachers

Does Instructional Design Make Difference in Environmental Education of Prospective Classroom Teachers?

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Abstract

The focus of the present study is to determine the effects of various instructional methods and activities, which are used in environmental education lessons of prospective classroom teachers. In the curent study, an experimental design was used. The Environmental Education Outcome Evaluation Survey, which was developed by the researchers, was utilized as data collection instruments. The implementations were carried out throughout the semester. During the semester, traditional teaching methods were used in the control group, while instructional methods in which the prospective classroom teachers were active in the outdoor and indoor were used in the experimental group. Content analysis was used for the analysis of the data obtained through the open-ended questions in The Environmental Education Outcome Evaluation Survey. The answers of the prospective classroom teachers to the open-ended questions showed that the prospective classroom teachers in the experimental group gave more detailed, extensive and explanatory answers while the prospective classroom teachers in the control group had short and superficial answers. The outcomes of the prospective classroom teachers had in the experimental group are quite rich , and there are more prospective classroom teachers who had these outcomes than those of the control group. On the other hand, in the control group in which the traditional lecturing method was used, the outcomes are more limited and the prospective classroom teachers who had outcomes are quite a few. The prospective classroom teachers in the experimental group emphasized various environmental issues/problems with high frequency. Furthermore, the environmental issues, which the prospective classroom teachers in the control group emphasized, are much fewer in terms of variety and frequency.

Key Words

Environmental education, instructional design, prospective classroom teachers, outdoor education.

Anne D'Arcy-Warmington **GICICTEL1702236**	**Let disciplines unite to create assessments that will make students' learning grow stronger** **Anne D'Arcy-Warmington** **Mathematics and Statistics Department, Curtin University, Australia** **Abstract** **"We encourage children to read for enjoyment, yet we never encourage them to "math" for enjoyment. We teach kids that math is done fast, done only one way and if you don't get the answer right, there's something wrong with you. You would never teach reading this way."** **Rachel McAnallen, from "Math? No Problem"** **As educators who believe in communicating ideas and watching knowledge mature and expand in students, the above quote would seem a little out of place and somewhat annoying. First Year Mathematics Tertiary Service units, where students learn the basic mathematical components required for their particular degree, have assessments consisting of timed tests and examinations as the main components. The part of the quote concerning the speed at which mathematics is completed is partially true. The quandary that arises with timed assessments is what exactly do they measure, is it mathematical knowledge or the ability to read, understand, and solve problems in a timely fashion?** **My motivation is to find novel assessments that may be introduced easily, yet still evaluate learning whilst providing useful feedback to students without creating the usual bottleneck of assignments during the semester. Practical ideas that can be implemented will be discussed at this an interactive presentation with brainstorming to find adaptations to assessment ideas that are often put in the 'too hard' basket. On the agenda amongst other ideas will be digital oral presentations, two-part tests, and tests where starter clues may or may not be used. This session is intended to be proactive and energetic to utilise and unite our individual backgrounds, different disciplines and unique knowledge bases to create tasks and exercises that can be modified for all educational areas and levels**
Al R. Schleicher **GICICTEL1702239**	**Why the Debate? Investigating Debate as a Teaching Tool for Language Acquisition** **Al R. Schleicher** **Fulbright Distinguished Award in Teaching, Los Angeles Leadership Academy** **University of Amsterdam** **Abstract** **The aim of the present study is to acquire the outlook of Dutch students and teachers in the efficacy of debate as a pedagogical tool for both first and second language acquisition. Do students acquire a higher level of Dutch language acquisition and English as a foreign language through debating exercises? Using extracurricular team debate and in-class debates as the method of study, participants were 52 debate coaches and 50 secondary school students in the Netherlands. Each group completed a survey questionnaire including nine questions using a 5-point Likert scale. In addition, semi-structured interviews were**

conducted with classroom teachers, debate coaches and students during school hours and weekend debate tournaments. Overall, both groups believe that debate as a tool for learning has a positive effect on different aspects of language performance and critical thinking. However, there is a discrepancy between the two groups with their perceptions regarding writing and listening skills. While there is limited research in the Netherlands on the efficacy of debate as a pedagogical tool for language acquisition, the extracurricular debate community is growing in the amount of students attending tournaments and teachers who view debate as a teaching tool. In addition, students and teachers claim that debate is a positive experience that increases students' overall academic ability. There are several lines of scope arising from this study that should be pursued. First, the survey is still active for student respondents as the Dutch school community is nearing the end of the academic year. Responses may change based on the amount of students who only practice extracurricular debate as opposed to in-class debates. Second, more in-class debates are necessary across the curriculum of language, history, science, and mathematics in order to test if debate is an effective teaching and learning tool. Lastly, the debate community in the Netherlands will need to have further research of their work in order to study the effects on learning outcomes both in and out of the classroom.

Keywords: debate, discourse, language acquisition, ESL, instruction, literacy, pedagogy

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