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CONFERENCE PROCEEDINGS

19th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2017, Rome, Italy

07-08 June, 2017

Conference Venue
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KEYNOTE SPEAKER

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The Integrated Approach To English Language Teaching In The Ghanaian Esl Classroom

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Abstract
A key concept of the English language syllabus for both JHS and SHS levels is the integrated approach (as opposed to segregated-skills approach) to the teaching of language skills. Like the communicative language teaching method, the integrated approach exposes English language learners to authentic language and challenges them to interact naturally in the language. The designers of English language curriculum believe that the receptive (listening and reading) and productive (speaking and writing) skills are interrelated and hence complementary, and they must not be taught separately. Teaching language skills separately in language learning setting has been defined as traditional approach to teaching a second or a foreign language. Teachers of English in Ghana are expected to move away from the traditional approach to the integrated approach to language teaching. This paper aims at finding out whether teachers of English in Ghana are familiar with the Integrated Language Teaching method and is being employed in the Ghanaian ESL classroom. A classroom observation, a questionnaire and a semi-structured interview were conducted with 24 English language teachers from 4 junior high schools and 8 senior high schools. Qualitative and quantitative analyses of data revealed that there was a disparity between the curriculum developers' expectations and classroom practice, and that selection of teaching methodology was highly influenced by the thought that the students had to sit for high-stakes tests but not that they had to attain communicative competence.
Key Words: Integrated Language Teaching, Language Skills, Communicative Competence

The Effect of Vocabulary Learning Strategy Training on University Students' Word Knowledge in an EFL Context

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Abstract
Lexical competence is now considered to be at the core of communicative competence. This is endorsed by psycholinguistic research and corpus linguistics which show more use of chunks than rule-based constructions. The change has been embraced in ELT. Research demonstrates that vocabulary learning strategies make learning more successful but there is a need for training learners in the use of vocabulary learning strategies. This presentation considers what it means to be a strategic language learner in the context of second language vocabulary acquisition. It looks at possible roles for language learner strategies at their crucial intersection with second language vocabulary acquisition. We will first consider what vocabulary learning strategies are as in the literature and which strategies are likely to be a priority in maximizing their benefits in learning

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vocabulary. Then we will consider how strategies can best be implemented in the classroom. Finally, results from a research project that investigated the effect of training in five vocabulary learning strategies (VLS) on the vocabulary learning of EFL Moroccan university students will be reported.

Keywords: Second Language Vocabulary Acquisition, Vocabulary Learning Strategies, Strategy Training, EFL University Students, Word Knowledge.

Sándor Karikó **GICICTEL1707062**	**For the ground of philosophy of education** **Sándor Karikó** **Department of Applied Education, University of Szeged, Szeged, Hungary** **bacon@jgypk.u-szeged.hu** **bacon@jgytf.u-szeged.hu** **Abstract** I feel it necessary on both theoretical and methodology levels to think over the meaning, the possibilities and the challenges of philosophy of education, also its usability for our educational activities. Philosophy of education is part of the so called applied philosophy, which examines the interconnection of the world, mankind and education. It tries to grab the deepest relations and the edification of these three elements. Though, the educators, sociologists, philosophers and professors of education should continue working out convincing and steady answers. What we shall consider (and would be nice to make an arrangement) is, that itself the matter of education is not identical to the flow of tuition and socialisation. Finally, I hope and I would like to believe in, that forming the goodness is the most noble and the most important mission of education. Keywords: education, socialization, care, goodness, philosophy of education
Joyce Malyn-Smith **GICICTEL1707064**	**Developing a Big Data Career Pathway** **Joyce Malyn-Smith** **ED.D, Managing Project Director, Education Development Center** **jmalynsmith@edc.org** **Joe Ippolito** **Senior Project Director, Education Development Center** **jippolito@edc.org** **Abstract** "Big data" has become a big deal. As the volume, velocity and variety of data increase exponentially, the use of data as decision drivers has extended into every scientific, industry and business enterprise. Auto mechanics, nurses, real estate agents, and teachers (for example) are now expected to use data in their professions. Analyzing data, spotting patterns, and extracting useful information have become gateway skills to full participation in the workforce and civic engagement of the 21st century. Individuals skilled in the variety of tasks and duties required to acquire, aggregate, clean, organize, and analyze these massive data sets are now in high demand. However there is a large and growing gap between the need for a workforce skilled in working with big data and the supply of qualified graduates. In the United States alone, it is estimated that by 2018 there will be a shortfall of 1.5 million data savvy managers and analysts for projected job openings.

This presentation will outline efforts taken to develop big data career pathways that are equipped to provide individuals the essential skills needed to succeed in this rapidly emerging field.   We will describe how diverse panels of big data experts have:
•	identified the work responsibilities, skills knowledge and behaviors that are essential to Big Data Enabled Professionals (BDEPs);
•	articulated the big data middle skills required by Data Practitioners, the technicians who support the work of BDEPs;
•	Developed performance based indicators that illustrate what proficient performance of big data middle skills "looks like.
We will then share how community colleges are using these resources to design training programs and curricula focused on preparing graduates to succeed in big data careers.
Keywords: big data, careers, training, assessment, college

Education in Digital Age: Developing Flip Book to Teach Cellular Biology

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Abstract
This study was aimed at developing a Flipbook (FB) of cell biology for high school biology students, and testing its feasibility and effectiveness. The method used research and development (R&D) steps, consisted of problem and potential identification, data collection, FB design, validation, a small- scale test, a large-scale test, and product completion. The small- scale test was carried out on science class XI IPA 1, and the large-scale test was conducted on all students class XI at SMA Negeri 1 Jakenan. The findings showed the FB, validated by media experts, satisfied a very good criteria (95%), validated by subject matter experts it safisfied a good criteria (75%). Students also assessed the book as a very good one (57.89%; 42.11%). Teachers assessed it as a very good book (90%). Student learning achievement was increased after the use of FB, above the classical passing grade (78.57%). In sum, the Flip Book (FB) was feasible and effective for use in high school biology teaching.
Keywords— Education, Digital Age, Flip Book (FB), Cell Biology

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The Move Towards Blended Learning

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Abstract
With advances in digital technology, many teachers are moving from traditional instructional practices towards blended learning. A blended course consist of instruction that is a mix of face-to-face teaching and online learning. When deciding to move from a traditional instructional model to a blended model many

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factors need to be considered. A few of these factors include: the digital infrastructure of both the school and students' homes, the technological literacy of both the instructor and the student, assessment concerns, and curricular reinvention. In this session we will discuss the challenges that can occur when a move is made toward blended instruction. We will look at several Google for Education applets that, for some, are the 'go to' applets for blended instruction. We will work through some sample lessons from a variety of subject areas that incorporate blended learning and discuss when digital learning is appropriate and not appropriate.

The Relationship among EFL Teachers' Critical Thinking, Self- Esteem, and Classroom Management

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Abstract
The purpose of this study was to investigate the relationship among Iranian EFL teachers' critical thinking, self-esteem, and classroom management. To carry out the study, 60 EFL teachers who teach in different public and private schools in Gorgan, Iran, participated in the study. Honey`s (2005) Critical Thinking Questionnaire containing 30 items was used to measure teachers' critical thinking. Regarding self-esteem, the Coopersmith's Questionnaire was employed. Two sessions of each teacher's classes were observed by two raters who used Murdoch`s (2000) checklist to assess each teacher's classroom management. To find out the relationship among three variables of this study, the Pearson correlation coefficient was applied in order to identify the relationship among EFL teachers' critical thinking, self-esteem, and classroom management. The results revealed that the three variables were significantly correlated with one another. The regression analysis demonstrated that teachers' critical thinking and self-esteem was a significant predictor of their classroom management.
Keywords: Critical thinking, self-esteem, classroom management

Enriching Democratic Culture through Reflective Pedagogy of Multiculturalism: Reading between the lines of NCF-2005

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Abstract
National Curriculum Framework-2005 envisages a reflective pedagogy considering the plurality of Indian society. It aims at strengthening a national system of education in a pluralistic society. Similarly it advocates for curricular practices based on the values enshrined in the Constitution, such as social justice, equality, and secularism and is obviously by ensuring quality education for all children. Since NCF-2005 is a strong base of existing Indian school education, the relevance and the crux that has already been widely discussed need to be revisited. Considering content analysis as a methodology, this paper examines

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NCF-2005 in a different way. A special focus is given to the proposed pedagogy of reflective practice and that of critical, ensuring multiculturalism. The measures those the governments- both centre and states- have already been taken, the shortcomings, and how to address the issues in a fruitful manner, etc. are also discussed in an FGD. The group comprised of 8 teacher educators who are well aware of the NCF-2005 and its concerns. The opinion derived out of FGD is that the pedagogy suggested is unique and excellent, but there is an urgent need for training the teachers on how to make it practical to ensure the best behind it. Contents of NCF have been discussed chapter-wise.

Keywords: NCF-2005, Reflective Practices, Multiculturalism, Critical Pedagogy, School Education, Curriculum

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Buthaina Hameed Al Asfoor **GICICTEL1707071**	**Introducing Pressure Area Assessment Tool in Geriatric Hospital Wards; a practice developmental approach** **Buthaina Hameed Al Asfoor** **Geriatric hosapital/ Bahrain, Minstry of Health, Kingdom of Bahrain** **Basfoor@health.gov.bh** **Abstract** Historical evidences showed that pressure ulcers have been known to exist since ancient times and probably for as long as man has been on earth. Old aged, in specific, thought to be at a greater risk of developing pressure sores due to the reduction of functional capacity of body systems including the integumentary system. Pressure ulcer reduces the individual's quality of life, and considered as a significant financial burden to the healthcare system. In geriatric hospital in the kingdom of Bahrain, the fast progression of pressure ulcer, after its onset, is found to be significant. This progression indicates lack of regular assessment of elderly patients' skin condition. This project aims to introduce pressure ulcer assessment tool (PAT) in geriatric hospital as a practice developmental approach. It is expected to promote and facilitate change through educating nurses about doing proper assessment in a sustainable manner. The strategy used to identify the training need is the observation. This idea comes from the perspective that health promotion and disease prevention are of great importance for elderly people, the fact that pressure ulcer is a preventable hospital-acquired condition, and the lack of such vital assessment tool in this area of nursing. Facilitators are trained to reinforce coping skills and help nurses by monitoring the process of change in the field. As the practice development is systematic in nature, McCormack and Manley (2005) practice model of training is adopted in order to implement the change through education. Objectives of the PAT educational program are designed based on Bloom's Taxonomy (1960) behavioural objectives. In order to maintain quality standards of health, a policy to use PAT is enrolled to ensure the nurses' professional conduct and accountability. The training program is evaluated carefully and regularly to help rolling the training cycle. The evaluation focus is on nurses acquired new skills, knowledge, and attitudes.
Ali Hassanpour-Dehkordi **GICICTEL1707075**	**The efficacy of three learning methods, collaborative, context-based learning, and traditional, on learning, attitude, and behavior of undergraduate nursing students' behavior: integrating theory and practice** **Ali Hassanpour-Dehkordi** **Shahrekord University of Medical Sciences, Department of Medical-surgical,**

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Abstract

Background: Communication skills training, responsibility, and respect, self-awareness, are important indexes of changing learning behaviors in modern approaches. The aim of this study was to investigate the efficacy of three learning approaches, collaborative, context-based learning (CBL), and traditional, on learning, attitude, and behavior of undergraduate nursing students' behavior.

Methods: This study was a quasi-experimental study with pretest and posttest design and control group. The research units were nursing students of last semester. The samples were randomly assigned to three groups; CBL, collaborative, and traditional. The method of gathering data was the standard questionnaire of students' behavior and attitude assessment, filled out by the students prior to and after the intervention. Also, the rate of learning was investigated by researcher-developed questions prior to and after the intervention in the three groups.

Results: In CBL and collaborative learning groups, the mean score of behavior and attitude increased after intervention. But, no significant association was obtained between the mean scores of behavior and attitude prior to and after the intervention in the traditional group. However, the mean learning score increased significantly in the CBL, collaborative, and traditional group after the study in comparison to before the study.

Conclusion: Use of both CBL and collaborative approaches was useful in terms of increased respect, self-awareness, self-evaluation, communication skills, and responsibility as well as increased motivation and learning score in comparison to traditional approaches.

Keywords: Collaborative, CBL, learning, behavior, attitude

An Exploration of Useful Learning Math Apps

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Abstract

Mobile devices are increasingly adopted for teaching and learning in and out of classrooms. In addition, One Portal All Learners (OPAL)[1]resource library shows that Primary mathematics makes use of outdated web-based applets which are not compatible[2] with these mobile devices. Moreover, many of these applets are also not localised to our national curriculum (Wee & Mak, 2009).

Aligned with the ICT Masterplan 4[3] goal of "Quality Learning in the Hands of

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Every Learner - Empowered with Technology", we propose an approach to design and develop open sourced Mathematics learning resources, compatible with almost any mobile devices in an efficient and sustainable manner. For scaling up these ICT practices, we will be guided by the 3A framework of Accessible (Licenses creative commons attribution), Adaptable (Open source codes) and Affordable (free of charge). We will share our journey in creating such mathematics mobile apps for primary school children for the benefit of all.

Keyword: Mathematics, primary school, android app, iOS app, OER, Singapore Math

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Thu-Thuy Vu **GICICTEL1707082**	**Embedding academic writing in the disciplinary curriculum for first year transition and success**

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Abstract

The imperative to widen public access to higher education has led to a strong movement from elite towards mass education. As a result, students in Australian universities are increasingly diverse in terms of capabilities and preparedness for university studies, especially academic language literacy (ALL). Recent studies have recommended the embedding of academic literacy support within the disciplinary curriculum to promote student transition and success more effectively and efficiently.

In line with this recommendation, a multidisciplinary team collaborated on seeking ways to embed academic literacy support in a common first year unit at an Australian university. Efforts were made to identify ALL needs essential for successful studies in the early stage of the program and design lectures, resources and/or tutorial activities to scaffold students' learning and development of these ALL needs.

This paper reports the evaluation of the impact of this embedding approach on students' learning and experience. Data included: (a) marks of the two written assignments; (b) student responses in two surveys (one administered centrally by the institution and the other specifically designed for the embedding approach) and; (c) interviews with interested students. It was found that there was significant improvement in students' marks in the two written assignments and their overall grades in the studied cohort compared to the previous year. The submission rates were also significantly improved. Nvivo analysis of student responses showed highly positive experience with the embedding approach, with a minimum of 90% students rating their experience with each of the strategies as satisfaction. Their recommendations point to a number of areas for further improvements both with the embedding approach and the way they could be supported more effectively. These included a more streamlined and integrated package to bring together all resources developed in the unit, additional one-on-one ALL assistance or smaller group workshops for struggling students, and online version of the resources for ease of access and usage in other units.

A Study on the Lack and Reconstruction of the Social Support System and Thanksgiving Education for the Vulnerable Adolescents

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Abstract
The problem of the growth and development of vulnerable adolescents is a social subject which currently under spotlight. starting from the system of social support, through the positive analysis of protection policy, social care and guide system to reveal the incentive of lack of appreciation to education function of vulnerable adolescents, so to bring up to perfect social security system, protection system and judicial system, to strengthen educational support system and implement various favor bestowing, while drawing support from the strength of mass media, exploiting directional function of public opinion, integrating resources of communities to develop thanksgiving practices, to finally promote the fair development of the vulnerable adolescents both physically and mentally.
Keywords: vulnerable adolescents, thanksgiving education, social supporting system, function, missing

Teacher's gender and the curriculum implementation

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Abstract
The theme of the study: Teacher's gender and curriculum implementation.
The study aim: Carry out a research of teachers, - men and women, differentiated competencies and curriculum implementation model's correlation analysis and create teacher's experiences competencies teaching model.
Hypothesis: Teacher experience exchange with students successfully take place if:
-       There are identified positive and negative factors, differentiated by teacher's gender, that impact student's knowledge, skills and attitudes.
-       The educational process needs to use professional work competencies model that is differentiated by teacher and student's gender.
The study at the beginning was designed to create theoretical and empirical basis, which was created on institutionalism based modelling and theoretical and empirical approaches. During the study process there were identified teachers competencies and analysis, set criteria for evaluation for contemporary teaching process implementation. There are defined and differentiated by gender, psychological and physiological factors that affect teaching quality and pedagogical process as a whole.
The quantitative study shows that teacher's professional work is significantly different taking in account teacher and student's gender. For instance, a male teacher in comparison to a female teacher used visual teaching materials and tools more often during classes. The study results shows communication differences between teacher and student based on gender differences. There is also a different curriculum structuring process and teaching practise.
Based on study results, hypothesis was confirmed and in the future study it is

	necessary to continue to study the necessary competencies needed for the implementation of curriculum, taking in account the teacher and the student gender. **In addition to the above-mentioned theoretical study, putting into practice the teacher's professional competencies teaching model, there is an opportunity to reduce impact of gender related factors and at the same time reduce the negative impact on curriculum implementation process. With the practical application of the above mentioned study model, it would be possible to raise the daily pedagogical work's quality.** **Key words: gender; curriculum; competencies**
Sándor Karikó **GICICTEL1707087**	**Education – what for?** **For the philosophical foundations of education** **Sándor Karikó** **Institute of Applied Pedagogy and Psychology, University of Szeged, Hungary** **bacon@jgypk.u-szeged.hu** **Abstract** **I feel it necessary on both theoretical and methodological levels to think over the meaning, the possibilities and the challenges of philosophy of education, as well as its usability for our educational activities. Philosophy of education is part of the so-called applied philosophy, which examines the interconnection of the world, mankind and education. It tries to grab the characteristics and the deepest relationships among these three elements. Therefore, the educators, sociologists, philosophers and professors of education should continue working out convincing and steady answers. What we should take into consideration is that the matter of education itself is not identical to the process of education and socialisation. It would be advisable to find a solution to this issue in everyday pedagogical practices. Finally, I hope and I would like to believe that forming the goodness is the most noble and the most important mission of education.** **Keywords: education, socialization, care, goodness, education of philosophy**
Dr. Vicki L. Holmes **GICICTEL1707088**	**Word Tag Clouds for Language Learning: Using WEB 2.0 Tools in the Classroom** **Dr. Vicki L. Holmes, Director** **English Language Center, University of Nevada, Las Vegas** **vicki.holmes@unlv.edu** **Dr. Bette Brickman** **International Languages, College of Southern Nevada** **bette.brickman@csn.edu** **Abstract** **Summary: Word tag clouds, artful images of word mash-ups, are ubiquitous. One can see them on billboards, in magazines and newspapers, on invitations and posters and even on moving vehicles. Advertisers have been using the power of word clouds to draw in patrons for almost ten years, yet the efficacy of these simple images often goes untapped by educators. The presenters aim to change that by sharing a multitude of activities and uses for word tag clouds in language (EFL, ELL, FLL) acquisition. The participants will leave the workshop armed**

	with skills and ideas to implement in their own classrooms. There are many word tag generators, but among them none is easier to use than Wordle. The presenters will first share model lessons for vocabulary, grammar, and reading created with Wordle. Additional sites such as Word Sift and Tagxedo will then be demonstrated for other uses to inspire language learners. Examples of student created word clouds will highlight the versatility and utility of these simple and FREE Web 2.0 tools. Moreover, surveys of hundreds of students who have used word tag clouds in our classes will demonstrate the power of this tool to both delight and enlighten learners. The presenters' word cloud activities and lessons can easily be adapted for all ages and levels of language competency. The materials are simple to prepare with only minimum technological skills and limited time. Sample lessons include ice-breakers, simple poetry writing, sentence construction, vocabulary practice, critical thinking and reading exercises. Given that the presenters are English language instructors examples are provided of students' work in English language acquisition but are readily adaptable to any language class. **Abstract** The presenters provide a "how-to" with models for using word tag clouds to enrich language acquisition classrooms, sharing lessons tested in their own classrooms. Examples of student- created word clouds as well as surveys of their experiences will demonstrate the versatility and utility of these simple and FREE Web 2.0 tools for all levels of language learning competency.
Ali Rezaei **GICICTEL1707089**	**Effective group work strategies in face to face and online courses** **Ali Rezaei** **California State University, Long Beach** **csurezaei@gmail.com** **Abstract** The present study used a unique design in which multiple factors were combined together in a multiphase study to find if there are any significant interactions among six factors known to be effective in successful group work. The results indicated that designing a collaborative environment is not easy and the effectiveness of group work depends on how the effectiveness is measured. Furthermore, an interaction of six major factors including mode of instruction (face-to-face vs online), type of task (convergent vs divergent), anonymity of participants, homogeneity of students in terms of their skill level, utilization of peer assessment, and finally group size, was found to play significant roles in the effectiveness of group work. Key Words: Group Work, Group Discussion, Collaborative learning, Active learning
Mariam Khachatryan **GICICTEL1707096**	**Unethical Purchase Of Academic Papers In Public Universities Of Armenia** **Mariam Khachatryan** **Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia** **mariam_khachatryan14@alumni.aua.am** **Sona Budaghyan** **American University of Armenia, Yerevan, Armenia**

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Abstract

Academic dishonesty is known to be a widespread phenomenon in higher education institutions. A type of academic dishonesty, unethical purchase of academic papers among students of public universities of Armenia, is a topic of discussion in the country. However, no empirical study has been conducted on the type of academic dishonesty. This study is aimed at contributing to filling this gap and exploring current trends in unethical purchase of academic papers among students and the kind of measures taken to regulate academic integrity in public universities of Armenia. Faculty members and experts from governmental and non-governmental organizations, as well as employees of specialized centers that sell academic papers were interviewed to get insight into current academic integrity policies and reasons that drive students to unethically purchase papers. Based on the interview results, a survey was administered to 623 students from different fields of study in 12 public universities of Armenia to confirm findings of the interview and reveal current trends in the purchase of papers by students. As findings suggest, there is no government regulation concerning academic integrity and such problems mainly receive university-level solutions. Most universities do not have written policies on academic integrity despite the fact that it is required by newly operating accreditation standards. Nevertheless, interviewed faculty members and administrative staff of the universities have negative attitude towards the phenomenon. Based on the study results, a number of reasons, such as laziness, desire to get high grades and scholarship, lack of academic writing skills, lack of literature and laziness may be essential factors in driving students to obtain papers written by others.
Keywords: academic integrity, plagiarism, academic papers, unethical purchase, Armenian universities

Yarhands Dissou Arthur GICICTEL1707101	**Contextualizing Parental Influence in Students' Mathematics Interest Development Process. The Ghanaian Perspective**

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Abstract
Parental influence on the student's mathematics interest development process cannot be neglected if student achievement in mathematics is connected to interest in mathematics. The advances in research made regarding parental association to their children interest in terms of achievement, attitude and beliefs proves that parental values and beliefs system shapes students values and performance. The study which aims at exploring the effect of parent's level of education, Parent's mathematics Interest ,as well as determining the role parental motivation play on student's mathematics interest development. The study as part of it aim is to determine the effect of student's agent of motivation on student interest in mathematics.1263 respondent were selected randomly from ten randomly selected secondary schools in Ghana. Questionnaires were used to investigate parental involvement in student's interest in mathematics.Chi-sqare test of independence was used to investigate the effect of parental factors on student's interest. The findings suggest that student interest in mathematics is influenced by the parent's educational background, parent's interest in mathematics, and the agent of student motivation but independent on parental motivation. The study concluded that parental involvement is very keen in the interest development process and when taken seriously it will translate to improve performance.
Keywords: Parents interest, Parental influence, Mathematics interest, students interest, Ghana.

Modern African Literature And The Challenges Of The Twenty – First Century

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Abstract
Based on the premise that literature is a cultural production, modern African literature expresses the socio-cultural, historical and other experiences as well as the sensibility of its people. This paper attempts to highlight the critical challenges facing modern African literature in this century. It also tries to posit that literary

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works that focus on certain criteria of cultural acceptability of African-ness constitute modern African literature. Since modern African literature is still relatively young compared to Western literatures, there have been debates and controversies over what is truly African literature. One of the current challenges of African literature in this century is the language of modern African literature and whether African writers in the West writing and publishing there are still African writers. However, it is believed that cultural identity and what constitutes the African imagination is the general rule of the content, theme and form of any African literary piece. Recommendations are given at the end of the paper which, if effectively used, will help overcome the problem of language of modern African literature.

Keywords: African Literature, Challenges, Twenty First Century

Ould Si Bouziane Sabria GICICTEL1707103	**The Use of Language Learning Strategies to Improve Students' Pragmatic Competence: A Case Study of EFL Learners at the Intensive Language Teaching Center of Mostaganem** **Ould Si Bouziane Sabria** **The Intensive Language Teaching Center, Faculty of Foreign Languages, Abdelhamid Ibn Badis University, Mostaganem, Algeria** **osbsabrina88@gmail.com** **Abstract** **The growth of English and its further implementation in various domains have become more and more vital in Algeria. Learners are highly interested in the English language and its use effectively and appropriately. Thus, the ability to use English adeptly is essential if language learners are to achieve communicative competence to develop pragmatic competence. Many researchers have tended to heed largely on the teaching of pragmatics rather than on how students acquire pragmatic competence. Its importance has been increasingly carried out, but a few researches on how to achieve it have been done. For this reason, this study investigates students' use of language learning strategies (LLSs) to improve pragmatic competence and to enhance the learning of English as a foreign language as well. It aims also at raising learners' awareness of the importance of pragmatic knowledge and LLSs for classroom instruction. To carry out this investigation, a sample of 10 pre-intermediate, 10 intermediate and 10 advanced learners was taken. To collect data, a questionnaire was given to students in which, they were asked to fulfil the LLSs they think are necessary to improve their pragmatic competence. The results showed that applying LLSs, namely, direct strategies could help them achieve communicative competence and hence become pragmatically competent learners.** **Keywords: language learning strategies, pragmatic competence, communicative competence**
Danilza Lorduy Arellano GICICTEL1707108	**An Action Research Study On The Impact Of Reverse Mentoring: Transforming English Classrroms´Realities** **Danilza Lorduy Arellano** **Arellano, Education Faculty, Universidad de Cordoba , Colombia** **dalorduy@hotmail.com** **Liliana Valle Zapata**

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Abstract

Teaching English at elementary level in Colombia has become a challenge for teachers and administrators of state schools. These teachers are content area professionals who are due to teach the language with scare or any knowledge about it. To cope with this difficulty, the teaching practicum process from the English teaching program at Universidad de Cordoba, is taken as the basis of classroom instruction while is carried out. During this process Pre-service teachers gain teaching knowledge from in-service teacher's experience but, at the same time, pre-service teachers contribute to help In-service teachers to improve their English teaching practice, playing the role of indirect mentors (Reverse Mentoring).

The purpose of this presentation is to share the results of a Case Study that aimed at exploring initially teachers' beliefs about teaching speaking to children within the framework of Reverse mentoring, in an on-going research about the ways Reverse Mentoring Influences In-service teachers' practice about teaching speaking to children and how their teaching of Speaking improves as a result of the process of Reverse Mentoring.

This study was conducted in 2 state elementary schools in Monteria, Colombia with 2 In-service teachers and 2 Pre-service teachers from Universidad de Cordoba English Language Teaching program. The data collection procedures and instruments were questionnaires (BALLI inventory, Horwitz, 1998) interviews, class observations and stimulated recalls.

Results showed that reverse mentoring played an important role on transforming in-service teachers ´beliefs about difficulties on language learning, communicative strategies, motivation and expectations, foreign language aptitude and nature of language learning. Moreover, improvements on some specifics of teaching such as approach to teaching, planning lessons, use of L1 and students 'participation were also observed in current teachers 'classroom practices.

Keywords: Pre-service/in-service teacher, reverse mentoring, beliefs

Motivation in Classroom

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Analyzing the Sociolinguistic Profile of the Algerian Community in the UK in terms of French Language Use: the Case of Émigré Ph.D. Students

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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

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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 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.

Math Anxiety: Affective and Cognitive Response

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Abstract

Neurocognitive studies suggest that math anxiety elicits an affective response within the fear and pain network in the brain. In order to deal with these negative emotions, brain areas associated with emotion regulation are active during math performance which may lead to limited capacities, impaired performance, and less efficient processing even in simple tasks. However, by extending these cognitive and emotional control capacities within the fronto-parietal brain network, high math-anxious individuals may still be able to compensate for the anxiety-related performance deficit. The neuroscientific literature suggests interventions which focus on controlling the negative emotional response to math (Lyons and Beilock, 2012a) to overcome the vicious circle of math anxiety and poor math performance. The most important problem for research on math anxiety is that the neurocognitive activation patterns for math anxiety are confounded with math performance, since high math-anxious individuals usually perform worse in math tasks than their low anxious counterparts. When performance is not controlled for, the resulting effects of math anxiety could be due to this performance difference rather than due to math anxiety.

Keywords: Math anxiety, affective response, negative emotional, and neurocognitive response

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Student Engagement: Specific Purpose in Learning Process

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Abstract
Student engagement has been defined as "participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes" and as "the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes" Student engagement is increasingly seen as an indicator of successful classroom instruction, and is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work. Student engagement also refers to a .student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process.

Students' views on the role and importance of music education

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Abstract
The aim of the present study was to investigate the attitudes of 500 elementary students of special music classes (classes with three times more music lessons per week than the average) and general classes toward music education within and out-of-school, as well as to examine the recent prestige of music education in the system of school subjects and to reveal pupils' opinion and beliefs about the quality, experience and variety of musical activities.
Findings confirmed the results of previous studies conducted in Hungary that school music is one of the least favourable school subjects. However, even those younger students (1st–2nd grades students) who do like music activities did not rank music as their favourite subjects either. Generally, a decrease can be observed in students' attitudes toward music lessons from the 3rd grade and a remarkable decrease can be seen mainly for fifth-year students. Girls showed significantly more positive attitudes for music lessons than boys (Levene's $F = 1.05$; $p = 0.305$; t (493) = 5.18; $p < 0.001$). More pupils complained about the monotony of music activities and the quality of teaching and instructions. Results showed that the majority of the students were dissatisfied with or disinterested in musical activities.
Investigating the consumption of and attitude towards different musical styles it can be observed that students of special music classes preferred folk music much more as compared to the other classes' students. Operetta, opera and Hungarian folk music have become the most dismissed musical styles by students, whereas soundtrack, pop and rock music were admitted the most preferred styles.
Keywords: school music, music education, school subjects, music consumption

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Does subject choice in a joint honours degree affect graduate employability?

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Abstract
Joint or combined honours degrees generally permit students to study two subjects to full honours degree depth, by studying half the curriculum content of the respective equivalent single honours degrees. This affords great opportunities for students to study a broader curriculum base that they feel passionate about, albeit at the expense of depth of study in each subject, a strong defining feature of the majority of UK honours degrees. However does the decision to study certain subjects in a joint/combined honours degree affect the students' subsequent graduate employability? The literature is very poor in explaining this, either generally or for specific combinations of subjects. This paper will present analysis of the Destination of Leavers from Higher Education survey at the level of the individual combinations studied – data which has not previously been critiqued in the public domain. This analysis will determine whether certain combinations lend themselves to higher rates of graduate employability, irrespective of other factors affecting employability in particular the characteristics of different universities. We will conclude with recommendations around the preparedness or otherwise of students for graduate employment, as determined by their choice of subjects to study.

Using Humor in the Language Class for Optimal Positive Results

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Saida jamal

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Abstract
Ideally, the activity of teaching and learning in a language class is supposed to yield optimal positive results for the assessment of both the teacher and students in their own characteristic modes. But unfortunately this is not the case in all situations; sometimes students fail to demonstrate the required measure of competence and performance as required by the educational system. Reasons attributed to this situation could be divergent but generally these are related to student's lack of interest, want of commitment and demotivation in the class. Language teaching methodologists have been offering various suggestions to remedy the situation. Use of humor is one such strategy to obtain positive results in learning and teaching. In order to find out the validity and efficacy of this proposition the researchers carried out an empirical investigation based on two questionnaires-one administered to language teachers and the other to a group of 30 students selected randomly from different departments studying English as an additional course to improve their competence and performance in English as a foreign language. The aim of this research paper is to report the findings of this study carried out in 2016 at the Imperial College of Business Studies Lahore (Pakistan) which suggest that the use of humor in the language class can

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potentially have positive impact on student performance. They can feel relaxed, confident, and more forthcoming in their interaction leading to their better achievement and performance in the class. Such a strategy can also be salutary for the language teachers who can wetness the success of his teaching on the face of the students by their active participation in the class .However, total success of injecting humor in the class dependents on how appropriately and efficiently the teacher uses it in the real class.

Keywords; Humor, Assessment, Competence, Performance, Language Teacher, Language Class, Empirical Investigation, Questionnaire, English as a Foreign Language, Language Teaching, Language Learning, Educational System, Demotivation, Language Teaching Methodologist.

The Effects of Project based Learning on learners of English

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Abstract
The aim of the study is to increase students' motivation and challenge, and to provide suggestions as to how to improve learner motivation.

There is a need to help teachers find the ways of eliciting learners' desire to learn. To this end it is of great importance to organize in-service training that will enable teachers to improve their pedagogical knowledge about intrinsic motivation as it plays an important role in learning another language. Maintaining 'intrinsic motivation' mostly depends on the types of classroom activities. Project based learning activities are believed to foster 'intrinsic motivation'. It is why 'Project based learning' has been chosen as the proposal topic.

Why this topic?

Project based learning helps students, and develops their skills for survival in a knowledge society.

In this study the focus will be on activities such; solving complex problems, building self- confidence, working in group and creating social bonds and overcoming the feeling of shyness.

Two other aims of this study are :

First: As my profession at the ministry of higher education, involves teacher training, there are many training programs and workshops held annually by the ministry of higher education in cooperation with the ministry of education with the aim to control Education system in schools and universities. Therefore, this is a big chance for me to be a trainer and participate in such significant training programs and workshops. It is evident that this will enhance and improve the education system.

Second: Teaching both at a secondary school and a university, I will have the opportunity to improve myself and make contributions to the solutions to the problems in the education system that have a great impact on students.

This study will focus on the following topics:
- How to help learners to rely on themselves,
- How to help them to solve problems by their own.
- How to help them to overcome feeling of shyness, so as to be more active one.

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	- How to help them to create self-confidence. - How to help them to build up social relationship. - How enable them to work in groups and exchange ideas or data with one other. **Significance of the Study:** This study is expected to provide insights into the role of motivation in English learning, the learning processes and the strategy use to enhance student motivation in reaching the learning goal. **Method:** This is an Experimental study, which focuses on the interactions between teacher and students. Teacher asks learners to carry out an activity. Learners are supposed to understand what they are asked to do and accomplish the task they are asked to do. The emphasis will be on the activities involving fun, motivation, challenge and joy. **Methodology:** The stages of the Project based learning are as follows: **First stage:** A topic is introduced to the students. (E.g., why do many of as decide to go to a dentist?) The science of dentistry is explained and necessary information is given about it. What is doctor? Why do we call them 'dentist' and Why don't we call them eye doctor? What is a tooth? Major things related to dentistry are discussed with the class., The words that are appropriate to the levels of learners are taught. **Second stage:** A brain storm activity is conducted in which students interact and tell their opinions about the topic and the get help from the teacher when needed. The learners are observed and motivated by the teacher. **Third stage:** Teacher divides students into groups of two or three and asks them to work in groups, or in pairs, and helps them when necessary. After finishing their group-working, teacher asks, each group should to choose a representative responsible for the presentation related to what they have gathered, studied during group work. Finally teacher evaluates and assesses the presentations and discusses the results with the students, and then provides them with feedback. **Note:** Project based learning activity can be performed either inside the classroom or outside the classroom. **Abstract:** This is an Experiential study, which aims to help students improve their learning skills for the survival in a knowledge society. Without motivation, the goal of learning is difficult to be reached. The motivated students will participate in classroom activities and have an active role in learning processes. This will result in learning English well. This study will focus on the activities such as solving highly complex problems, building self-confidence, depending on themselves, doing group work activities and creating social connectivity and overcoming shyness.
Prof. Hellen Roselyne L. Shigali **GICICTEL1707139**	' Reconceptualisation of Power in Selected African Women Writers' Works' **Prof. Hellen Roselyne L. Shigali Phd** **Department of Literature, Theatre & Film Studies, MOI University, Eldoret, Kenya** **lungrose@yahoo.com** **Abstract** **My PhD literary research(Kenyatta University, Nairobi ,Kenya 2008) engaged a debate that has remained contemporary in African literary scholarship since**

	1980s namely the application of western feminist theories to African literature particularly women writers 'works .The resultant critical texts are tantamount to misinterpretations as distinct from alternative interpretations of dynamic literary texts and they have double ramification of alienating African female writers from their target audience but more sadly, they erase the novel contribution the writers make to global power and empowerment discourses. Both African female writers and critics (Emecheta 1986, Nwapa 1993,Nnameka 1995,Darko 2007) have contested the criticism without interrogating the concept of power underpinning western region-specific feminisms which are imposed on criticism of other regions' literatures. My qualitative literary study fills this gap by interpreting selected African women writers' works using a conceptual framework based on a redefinition of power from African feminist perspective. The framework is fundamentally gender inclusive. It addresses all forms of oppression affecting both men and women. It challenges the monolithic and materialistic concept of power that underpins patriarchal culture and western feminisms that oppose it .I found five forms of power namely; power within,power to,power with others,Supreme power and the monolithic concept being the least desirable in genuine empowerment process(Rowlands 1997). An emancipatory ideology that does not deconstruct patriarchal conceptualisation of power cannot envisage structural social transformation. And this is where African female wrters' works and my research make a crucial contribution to knowledge.My thesis was published in 2010 in Berlin, Germany. But the monograph is not selling, consequently my contribution to knowledge lies locked in there .Hence the urgency to share with fellow scholars here and hopefully publish the synopsis in ja journal that is more accessible. Keywords: Power within, Power to, Power with, Supreme power, Power over others
Ageh Mbi Francis GICICTEL1707140	**Improving The Teaching Of English As A Foreign Language In Thailand** **Ageh Mbi Francis** **High School, Trat Province , Thailand** **ambi1560@gmail.com** **Abstract** **The aim of this paper is to identify various strategies that can be implemented into Thailand educational system to better improve the teaching of English as a foreign language in the country. Historically speaking, Thailand is a country with one official language, Thai however, with advancement in technology and the birth of internet which has tremendously brought changes in terms of business, education, and science, all of which gives room for a high level of English proficiency. Moreover, given the economic downturn in Thailand some years ago, most companies in the country resulted in cooperation nationally and internationally. For instance Mergers, takeovers associations are some common examples and English is used as a working language in most of these companies. It is as a result of the above mention reasons that the government of Thailand came out with a proposal to include English in the educational curricula. Nonetheless, the teaching of English in Thailand is not without some drawbacks. It is against this backdrop that this paper seeks to develop strategies that can be implemented to enhance the teaching of English in the country. This paper will focus on three main strategies that the Thai government could implement to**

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	effectively improve the teaching of English in the country: - **Hiring more of native English speakers** - **Highly equipped classrooms and educational technology** - **More time allocated for teaching English** - **NNT should participate in educative seminars on teaching and learning** **Data has been collected in 10 administrative regions in the country sampling more than 1500 educational institutions. Nvivo and Spss were used to analyze the data to come up with concrete conclusions and recommendations on how to better improve the teaching of English as a foreign language in the country.**
Melvin T. Magsayo GICICTEL1707142	**"Enhancing Academic Performance And Learning Engagement Of Grade 8 Students In Biology Using 5 E's Instructional Strategy"** **Melvin T. Magsayo** **Bukidnon State University, Malaybalay City, Bukidnon.** melvin.magsayo@deped.gov.ph **Abstract** **The purpose of this study was to ascertain if the use of 5 E's instructional strategy in planning and presentation of the lesson in Biology could enhance students' academic performance and learning engagement among eighty Grade 8 students in Iligan City National High School – Pala-o Annex during the school year 2015-2016. This study employed the quasi-experimental non-equivalence pretest-posttest research design. Two intact classes participated in the study. The experimental group was taught with the use of researcher - made instructional materials anchored on 5 E's instructional strategy and the control group with the conventional lecture – method using K to 12 Learning Modules.** **Students' academic performance in Biology was determined using the researcher-made Biology Academic Performance Test (BAPT) was used for the pretest and posttest. Also, the Engaged Learning Index (ELI) was used for posttest respectively. The academic performance test was given to both groups before and after the conduct of the lesson in cell division, Mitosis, and Meiosis; while the engaged learning index was tested to both groups after the implementation of the lesson.** **Findings showed that the experimental group had "very satisfactory" academic performance level; while the control group had "fairly satisfactory" academic performance level. Learning Engagement in the experimental group was "very high" and "average" in the control group. Within this study, it was ascertained that the 5 E's instructional strategy enhances students' academic performance and learning engagement in Biology.** **Keywords: 5 E's Instructional Strategy, Academic Performance, Learning Engagement, Biology, Grade 8**
EBHOMIELEN, T. O. Ph.D GICICTEL1707144	**Indigenous Knowledge, The Administration And Development Of Traditional Medicine Among The Esan People Of Nigeria** **EBHOMIELEN, T. O. Ph.D** **Religious Management and Cultural Studies, Ambrose Alli University P. M. B. 14, Ekpoma, Edo State, Nigeria** ebhomienlenthomas@yahoo.com **Abstract**

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	Prior to the introduction of modern western medicine, traditional medicine used to be the prevalence medical method available to the African people both rural and urban communities. The administration and development of the traditional medicine hinged on the indigenous knowledge. Indigenous knowledge is locally based and related to a more or less set of common values, beliefs, experiences and practices held by a particular tribal group, kinship or indigenous community. Hence the task of this paper is to examine the impact of indigenous knowledge on the traditional medicine among the Esan people of Nigeria. The paper gives a brief history of the Esan people and discusses Esan traditional medicine with a view to show how the indigenous knowledge affects the practice negatively and positively. The paper employs the historical, analytical and phenomenological methodology to achieve its objective. Furthermore, the paper discovers that no community can excel in the development of traditional medicine without the application of ethno – science, since there are aliments which are relative to a given ethnic group. Such ailments are approached within the psychosomatic and esoteric phenomena. The paper concludes with the recommendation that if holistic wellbeing must be attained in the arena of medicine indigenous and western knowledge should complement each other.
Saksit Saengboon GICICTEL1709067	**"Learning English Grammar on Sunday"!: Experiences of Adult Thai Learners in a TOEFL Tutorial Class** **Saksit Saengboon** **School Of Language and Communication, National Institute Of Development Administration, Bangkok, Thailand** saksit2505@gmail.com teachersaksitatnida@gmail.com **Abstract** This study examined opinions of Thai learners of English in a TOEFL tutorial class about their experiences in learning the TOEFL grammar through explicit grammar instruction. Participants consisted of 50 learners of mixed age ranges who had enrolled in a TOEFL class at a local university. The analysis of data collected by means of a survey questionnaire, email interviews and teacher's diaries revealed that the majority of the participants found explicit grammar instruction very useful and relevant. In addition, the test-taking strategies they received helped them to cope with a speed test such as TOEFL successfully. Additional key finding was that the tutorial nature of the course helped them to learn effectively, although pair work and small group work were not provided, thereby suggesting that teaching efficacy does not need to be restricted by any particular teaching method. Rather, the findings were reflective of the relevance of "situated pedagogies." In addition, pedagogical and research implications were provided. Keywords: TOEFL tutorial class; explicit grammar instruction; test-taking strategies; situated pedagogies
Dr. Amilah binti Awang Abd Rahman GICICTEL1707150	**The Role of Religious Ethics in Nurturing Critical Thinking: Selected Thought of Modern Muslim Thinkers.** **Dr. Amilah binti Awang Abd Rahman** **International Islamic University Malaysia** amilah@iium.edu.my

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Abstract
The discipline of ethics has been one of the most complicated fields in philosophy. Instead of being a tool of providing man with skills in life, the role of religious ethics has been generally reduced to merely dealings with religious private matters. This paper aims at exploring the role of religious ethics in nurturing critical thinking. This paper employs content or textual analysis as its main methodology. This paper analytically discusses the notions of Abdullah Draz and Abd al-Haq Ansari in exploring the potentials of ethics in Islam as revenue of grooming critical thinking skill. It begins with their discourse on the true identity of ethics in Islam. Then it exposes to the role of cognitive thinking and its scope. Finally the paper touches on their invaluable suggestions for human freedom and critical thinking to function. Surprisingly, both of the thinkers widely discuss about critical thinking practices in their solutions from the perspectives of religious ethics. They also corrected the idea that religion is all about imposing rules. On the contrary, it is man's mandatory responsibility to choose his proper action which involves critical thinking in all categories of actions, as reflected by revelation. This exposure of idea will further enhance the role of religions in thinking skill, which is not much explored so far.
Keywords: Religious ethics, Critical thinking, Abdullah Draz, Abd al-Haq Ansari

Rickey Lu **GICICTEL1707152**	**The pragmatics of discourse markers: Turn-taking strategies** **Rickey Lu** **Assistant Lecturer, English Language Teaching Unit, The Chinese University of Hong Kong, Hong Kong** **rickeylu@gmail.com** **Abstract** For non-native speakers of English, achieving natural fluency and flow in spoken language is often more difficult than writing. Oral fluency in a second language is often paired to cultural pragmatic understandings of speech and turn taking. As language teachers, the authors of this paper examine discourse markers usage between a non-native and native speaker of English through a case study interaction. Possible discrepancies between pragmatic understandings will be discussed and pedagogical implications will be examined. Keywords: Conversation analysis, discourse markers, linguistics, TESOL, pragmatics
Dr. Waheed Hammad **GICICTEL1707153**	**Review of research on educational leadership and management in Arab countries: An analysis of publication trends and research topics and methods** **Dr. Waheed Hammad** **College of Education, Sultan Qaboos university, Muscat, Oman** **whammad@squ.edu.om** **waheedhammad@gmail.com** **Abstract** The past two decades have witnessed calls for extending the study of educational leadership and management beyond mainstream "Western" educational contexts. The purpose has been to develop a better understanding of how leadership and management are practiced in other international settings. This paper presents the

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	results of a review of research literature on educational leadership and management in the Arab region between 2000 and 2016. The study employed a quantitative descriptive form of review of 45 papers published in eight international journals in the field of educational leadership and management over this period. The review included trends of publication volume and geographical distribution, in addition to research topics and methods used by scholars studying educational leadership and management in Arab countries. The study found that research on educational leadership and management in Arab countries is still in its infancy as the volume of studies related to the region is quite little compared to the total volume of research published in the journals under investigation. Examination of the research topics revealed that scholars in the region were more interested in topics related to school leadership. Although quantitative research methods were more prevalent in this literature, interest in qualitative methods has been rising recently.
Željko Krneta **GICICTEL1707155**	**The effectiveness of e-learning methods in relation to computer-based testing: a case study** **Željko Krneta** **Faculty of Sport and Physical Education, University of Novi Sad** **krnetazeljko@gmail.com** **Abstract** **The purpose of this study was to investigate possibility of additional long distance learning as a means of preparing students for final exam. The long distance learning was conducted over the Moodle platform, in the form of a course comprised of materials from Applied Statistics. Each lesson consisted of, apart from textual and graphical elements, 5-10 questions concerning the lesson. The students were free to choose whether or not they would access the course, without any limitations. The final was organized via a computer based test consisting of 30 randomly generated questions from a bank of 90 questions, with each question bearing 1 point.** **The sample comprised 75 of students divided into two groups depending on whether or not they used the course in order to prepare for the exam. The efficiency of preparing for an exam using a combined approach was tested by using a t test for independent samples.** **The results showed that the students who used the online course during their preparation for the exam had a statistically significant increase in success when compared to those that did not (t=3.94; p=0.001). The students that used the online course averaged 19,8±4,2 score on the test, as well as 78% success rate while the group that did not use the course averaged 15,8±4,1 points and a success rate of 28%.** **The analysis of this case highlighted the benefits of long distance learning. The well-illustrated and clearly elucidated teaching material of the course contributed to the better understanding and recognition of statistical terminology. The presence of questions related to the lesson topic helped focus the students' attention towards important segments of the teaching material. Further enhancement of virtual courses and the tests themselves (adaptive method) will be the future goals of our further efforts at increasing the successfulness of studying.** **Keywords: final exam, preparation, e-learning, success**
ESIOBU, Gladys	**Impact Of Constructıvıst-Based Teachıng Mode On Postgraduate Dıploma**

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Obianuju GICICTEL1707156	Teachers' Learnıng Outcomes : The Nıgerıan Experıence

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ABSTRACT

Students' under-performance in the Science has often been hinged on teachers' reliance on lecture method of teaching. Constructivist teaching posits learning to be an active process rather than passive. The student is an active participant in the teaching and learning process through sharing in the meaning of the subject matter with the teacher thereby constructing own meaning of what is to be learnt. This study verified the impact of a constructivist instructional package on 15 Postgraduate Diploma in Education (PGDE) biology student teachers' perception and readiness to adopt pragmatic paradigm shift towards constructivist mode of teaching. A pre-test, post-test research design was adopted. The PGDE student teachers' inclination to and actual use of the constructivist teaching mode during and after the twelve (12) weeks teaching practice in Secondary schools were verified. Instruments developed and used for this study include: Constructivist Instructional Package, Semi- structured Interview, Questionnaire on Teachers' Perceptions of Constructivist teaching mode, Questionnaire on Teachers' Disposition to the use of Constructivist Teaching mode and an Observational Schedule on use of Constructivist-based Instructional package. Results showed that PGDE biology students exposed to the Constructivist-based Instructional Package experienced a significant paradigm shift towards a constructivist perspective of teaching. This change was found to be due to the teachers' acquisition of the unique constructivists' conceptions of the roles of teacher and students in the teaching/ learning process. No gender difference was observed in the student teachers' application of constructivist – based teaching mode during the teaching practice period. However, sustained use of the constructivist- based teaching mode in the schools was more with the female PGDE teachers. These and other findings as well as implications of findings are discussed in the paper.
Keyword: Constructivist Instructional Package, Perception, inclination, PGDE Student Teachers, Gender.

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Samar Masood GICICTEL1707157	University Ranking System in Social Development Context
	Samar Masood **Department of Management Sciences, Comsats Institute of Information Technology, Wah Cantt, Pakistan** samar.masood@hitecuni.edu.pk samar-masood2012@hotmail.com **Abstract** This paper aims to evaluate at some theoretical and methodological issues underlying global and local university rankings and in particular their link with university excellence. The study aimed at identifying social development indicators that could impact the education system of Pakistan and aligned them with university ranking system. Also, a new multidimensional university ranking criteria is introduced to create focus not only on research and internationalization, but all the other factors pertaining to university performance. And finally creating a link between social development indicators and multidimensional factors related to university ranking system of higher education. This paper draws on university ranking system at global and local level and uses secondary sources and descriptive data to collect existing information regarding university ranking to draw conclusion out of it. The results mainly are of importance of university ranking system in higher education context to assess university excellence at global and local level. Importance of social development indicators in specific to underdeveloped countries like Pakistan is considered and their role in evolving a new university ranking system is also shown. The limitation of number of indicators considered is seen and standardization of them should be needed. Measurement of U-Multirank as a new indicator is a new concept which is still in feasibility stage so its implementation with respect to any university is yet to be seen. Lastly, there is a risk for universities to focus on a proposed ranking system regarding funds and efforts involved. This paper carry out a framework that has proven to be useful in improving the ranking criteria at global and local level related to university structure. Not much work is done in evolving university ranking system based on multidimensional indicators and alignment with social development indicators. Keywords: Academic Quality, Higher Education, University Rankings, Social Development Indicators, Multidimensional Factors
Muhammad Abdul hafiz GICICTEL1707170	Social Emotional Health Survey System, Gratitude and Academic Performance among Students College who Memorizing Qur'an (Hafizh al-Qur'an) **Muhammad Abdul Hafiz** **Department of psychology, faculty Of Psychology and Social-Culture Science, Islamic University Of Indonesia, Yogyakarta, Indonesia** hafidz17.bahmim@gmail.com hafidzbahmim17@gmail.com **Hariz Enggar., S.Psi, M.Psi** **Department of Psychology, Islamic University of Indonesia**

	Abstract Academic Performance is the results of student learning activities during their lectures, so that students can obtain good results required to do the tasks and take the exam. Memorizing al-Qur'an is one of the main activities of students outside the lectures portion, designation for the memorization of the Qur'an called Hafizh Qur'an. This research aims to examine the relationship between Social emotional health survey system (SEHS-S), Gratitude and Academic Performance among students college that Hafizh Qur'an. Participants will be involved in this research were college students that memorize al-Qur'an at least one section of al-Qur'an. The data collected use an adaptation scale of SEHS-S (Furlong, 2015), Gratitude (Rusydi, 2016) and Academic Performance use GPA (Grade point average). The hypothesis in this study is a positive relationship between SEHS-S and Academic Performance, Gratitude and Academic Performance. Keywords: Social emotional health system survey (SEHS-S), Gratitude, Academic Performance, hafizh Qur'an, students college
David W. Kim **GICICTEL1707171**	**Child Welfare, Leprosy, and Mental Illness: Australian Medical Volunteerism in Modern Korea (1902-1941)** **David W. Kim** **Australian National University** **davidwj_kim@yahoo.co.uk** **Abstract** Modern Korea witnessed a historical transition from the monarchy era of the Korean Empire (1897-1910) to the colonial reign of the Japanese Empire (1910-1945). During this time, over seventy Australian men and women voluntarily came to the Korean peninsula and dedicated their lives to the local enlightenment of the Kyŏngnam province. While the colonial policy of modernisation was gradually harsh, the liberal ideology of Australian workers under the spirit of the Student Volunteer Movement (SVM) emitted a glow in the traditional Confucian nation. Regional improvements of education, health, and culture were the main concerns, as they made developments for the less privileged people of the society, including women and children. Among them, how did they involve the public health of Korea? What was their strategy to improve the local health in Kyŏngnam province? What was their impact on the modernisation of Korean medical science? Considering testimonial sources of official correspondence, personal diaries, local and international newspapers, original publications, and diplomatic documents, this paper will not only explore the historical development of the regional health in the context of Korean renaissance but will also argue that the initiation of practicing the modern medical and health technology positively challenged the traditional concepts of sickness and treatment, especially for child welfare, leprosy, and mental illness. Keywords: Australian volunteerism, Kyŏngnam, modern Korea, leprosy, and Charles McLaren
Nesren Salah El-Din **GICICTEL1707172**	**How can Distributed Leadership turn Schools into Professional Learning Communities in Oman?** **Yasser F.H. Al-Mahdy** **Educational Foundations & Administration, College of Education, Sultan Qaboos University ,Muscat, Oman**

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Purpose
- The Purpose of this study was to investigate the effect of Distributed Leadership (DL) on the dimensions of Professional Learning Communities (PLCs) in Omani School.
Design/methodology/approach
- The study sampled 355 teachers in Oman using Distributed Leadership Scale (Özer and Beycioğlu,2013), and PLCA-R questionnaire developed by (Olivier; Hipp, & Huffman, 2010).
Findings
- Distributed leadership were positive and significant predictor of the dimensions of Professional Learning Communities. The Omani teachers had high perception of the Distributed leadership and the dimensions of Professional Learning Communities. Results also supported the role of Distributed leadership as a pathway to turn into Professional Learning Communities.
Originality/value
- This study provides some empirical evidence on the role of Distributed leadership as a pathway to turn into Professional Learning Communities in Oman.
Paper type Research paper
Keywords: Distributed leadership , Professional Learning Communities, Oman

Yasser F.H. Al-Mahdy **GICICTEL1707173**	**How can Distributed Leadership turn Schools into Professional Learning Communities in Oman?** **Yasser F.H. Al-Mahdy** **Educational Foundations & Administration, College of Education, Sultan Qaboos University ,Muscat, Oman** yfathy@squ.edu.om **Nesren Salah El-Din** **Educational Foundations & Administration, College of Education, Sultan Qaboos University ,Muscat, Oman** nesren@squ.edu.om **Purpose** - The Purpose of this study was to investigate the effect of Distributed Leadership (DL) on the dimensions of Professional Learning Communities (PLCs) in Omani School. **Design/methodology/approach** - The study sampled 355 teachers in Oman using Distributed Leadership Scale (Özer and Beycioğlu, 2013), and PLCA-R questionnaire developed by (Olivier; Hipp, & Huffman, 2010). **Findings**

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	- Distributed leadership were positive and significant predictor of the dimensions of Professional Learning Communities. The Omani teachers had high perception of the Distributed leadership and the dimensions of Professional Learning Communities. Results also supported the role of Distributed leadership as a pathway to turn into Professional Learning Communities. **Originality/value** **- This study provides some empirical evidence on the role of Distributed leadership as a pathway to turn into Professional Learning Communities in Oman.** **Paper type Research paper** **Keywords: Distributed leadership , Professional Learning Communities, Oman**
Mulat Abaye **GICICTEL1707174**	**Active Learning: Practices and Challenges in Second Cycle Primary Schools of Mekelle Zone** **Mulat Abaye** **Department of English, Addis Ababa University, Addis Ababa, Ethiopia** **mulatmulu@yahoo.com** **Abstract** **This study was carried out with the objective of exploring the practice and challenges of Active Learning methodology in the process of teaching-learning in different classrooms of different grade level. The study mainly aimed at assessing whether active learning methods are being used in actual classrooms, examining if teachers have the required preparation contributing for the effective implementation of active learning methods and assessing the current teachers' knowledge, skills and attitudes towards active learning methods. Besides, the study assessed the challenges in implementing active learning methods in actual classrooms.** **The study was conducted in five second cycle primary schools from Mekelle Zone. Since all the schools were equally important to the study, the sample schools were selected based on random sampling. In addition, based on the type of subjects teachers were handling, teachers' sex, and based on the total number of teachers in a school, appropriate number of teachers was selected from each school. A sum of 15 teachers (60% of the total number) was involved in the study. Moreover, based on students' sex, academic rank and their total number in a class, students were also selected using systematic and stratified random sampling techniques. All the sample students (50 in number) were selected from the classes which were observed by the researcher. To collect reliable data from the subjects three research tools were used (first observations, then questionnaires followed by interviews). Hence, the teachers' and students' questionnaires were administered to all the sample teachers and students from the five different schools and they all return it on time. Classroom observations were actually made first with two co-researches using an observation checklist developed based on literature. In addition to this, interview (with 15 teachers and 10 randomly selected students) was made.** **The analysis procured through the three instruments was analyzed both quantitatively and qualitatively. The results of the study indicated that some teachers lack the necessary knowledge and skills for applying active learning methods. The findings also suggested that active learning methods are not fully implemented in actual classrooms. In addition, the finding depicted that although some teachers seemed to have some clear and positive views about active learning**

methods, there were still a mis-match between what they believed and what they actually do in their actual classrooms --- 'they were not doing what they were preaching'. Although teaching materials, physical layouts of the classrooms, students' initiation and teachers' real commitment were indicated as possible challenges of implementing active learning methods, carelessness seemed to be the major factor. Besides, good knowledge and skills of the methods tends to be a possible factor in some teaches for not effectively implementing the methods.

Lastly, based on the major findings of the study, recommendations have been forwarded mainly with regard to giving pre-service and in-service training of all teachers about what active methods can possibly used in classrooms, how to implement them, appropriateness of a specific active learning methods to a specific lesson and other related matters.

Inadequacies in the Process of Vehicle Inspection in Iran

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ABSTRACT
The present study was aimed to examine the reasons why people are dissatisfied with vehicle inspection process, based on data collected from 10 thousand cars visiting Baran vehicle inspection center (Saveh). A group of car owners did not continue processes because their car problems were not solved. Another group of car owners manage to solve their problems and get safety inspection certificate despite repeated and tiring visits. The two groups mentioned, which are 17 percent of the cars visiting the center, have become dissatisfied with the process due to high repair costs and repeated visits. In such cases, the results of technical tests show that car problems are not solved, which stems from two important factors: a) mechanics, who work in illegal and even legal shops, are inexperienced; b) low-quality spare parts. The findings of the present study refer to the fact that it is necessary to control the way illegal and legal repair shops present passes, to prevent the production of low-quality car spare parts in the country and the importation of spare parts from foreign countries.
Keywords: vehicle inspection, citizens' dissatisfaction, inexperienced mechanics, low-quality spare parts

Blessed Mhungu
GICICTEL1707187

Future Technologies to Enhance Teaching and Learning inside studio-based spaces

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Abstract
What will the design studio of the future look like? What technologies will a design

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student's backpack include in the next five years or ten years to come? Will students need a backpack? How will faculty and students interact, collaborate, and leverage technology in the next generation of education? These are questions, among many others, often permeating campus conversations and discussions in and around higher education environments. Through collaboration and the intentional infusing of advanced technology into studio-based learning spaces, we can invent the future of teaching and learning for design students and educators that will help improve the current traditional structure of a design studio (Davies & Reid 2000; Dorst, 2006; Kvan, 2001; Lackey, 1999; Lawson, 2006; Swann, 2002; Anon, 2016). This research investigated the usage of Learning management systems (LMSs) like Blackboard at Cape Peninsula University of Technology (CPUT) in studio-based environments. The aim of this research was to find out why the faculty was reluctant to utilise the LMSs inside studio-based spaces. Using qualitative content analysis to analyse collected data; students and lecturer interviews reviewed that current LMSs and learning spaces lack the ideal requirements of studio-based disciplines. Key considerations were found to be a need for a re-design of the current e-learning system to cater for studio-based disciplines; otherwise, the present e-learning system; the studio environment, as it is, will not respond to the needs of future technologies that enhance teaching and learning inside studio-based spaces.

Keywords: e-learning, learning management systems, blackboard, virtual design studio, virtual environments, hidden curriculum

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Determinants of ICT Curricula Selection in Schools: An International Perspective

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Abstract
This research is interested in understanding the factors behind the decision to select a specific ICT curriculum for a certain grade in the school system. It is hypothesized here that the reasons for such selection consider diverse contexts and factors including cultural (behavior, cognition), organizational, political and strategic. With this in mind, the research reviews relevant literature and attempt to shed more light on the experiences of different westernized countries in the world including the US, Germany and Australia. What could be synthesized from this literature is that the experiences differ widely across the different countries. The research projects this experience by detailing what each country had adopted in its schools and reasons why this took place. Implications arising from the different countries are highlighted as well.

Giovanni Polifroni Lobo
GICICTEL1707189

Implementing New Technologies and Visual Arts to solve problems of Bullying and Cyberbullying within public schools in the Municipality of Puerto Colombia, in the Department of Atlántico

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	Esp. university teaching Ongoing Master Microbiology, Professor Metropolitan University **carlosbeltran@unimetro.edu.co** **biobeltran@gmail.com** **Abstract** **Summary: In Colombia, Bullying has become a subject of national concern due to its negative connotations in the lives of thousands of children and teenagers all over the country. We could certainly affirm that this dysfunctional phenomenon goes beyond the scope of schools, thus becoming a socio-cultural problem. School violence also known as Bullying and Cyberbullying is a problem that affects the life of pupils in their schools, and has become a matter of great concern in the Caribbean Region of Colombia, and likewise, has become an obstacle for a peaceful coexistence in the schools of the Department of Atlántico.** **The proposed area of research falls within the context of human rights, and along with international and national standards focuses on the protection of the rights of children, making emphasis in the necessity of good and human government practices by the Colombian State fighting against the challenges of today's globalizing society.** **Key words: Bullying, child abuse, technology, visual arts, graphic design, ICTs, Cyberbullying, PLE.**
Dararat Khampusaen **GICICTEL1707200**	**Increase Plagiarism Learning and to Decrease It** **Dararat Khampusaen** **English Department, Khon Kaen University, Khon Kaen, Thailand** **dararat@gmail.com** **darkha@kku.ac.th** **Abstract** **Reducing plagiarism in students' academic writing has always been a work requiring effort and time, when the Internet has offered the convenience to copy and paste information. This study investigated plagiarism in 23 Undergrad students' papers. Research instruments were a test on participants' knowledge and attitudes on this issue, research papers written by the participants and the interviews. The findings showed that the participants were unclear on how to cite outside sources in their writing, nor did they understand the importance of the citation in writing. Even though the participants showed negative attitudes on plagiarism, they were likely to unintentionally copy and paste others' work in their writing due to several reasons. The findings also revealed that the participants were not capable at using the outside sources in their writing. Also the low confidence in using the academic English was found one of the main reasons spreading the 'copy and paste' culture among them. Even though the knowledge on plagiarism was high in most participants, only a few of these participants made significant improvement in their work. The author therefore proposes that the institutions should develop a systematic plan to deal with the issue. In addition, plagiarism could be decreased as a result of fostering ethic in academic rather than relying on detecting software**
Ersin Şahin **GICICTEL1707203**	**Comparison of Mental Rotation Skills Between Elite Racquet Sportsmen and Non-sportsman University Students**

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Derya Ayşen Gürkan
Engin Sağdilek
Erhan Kızıltan

Introduction and Objective: The effect of sports on spatial intelligence has been a research topic in the recent years.   Mental imagery is the ability to imagine a physical object or motion with all its details, and it is central to many cognitive functions. Mental rotation (MR) is defined as the ability to envision the spatial position and motion of a two-dimensional or three-dimensional object. As a concrete expression of individual's mental management, guidance and processing skills of the visual information in memory, mental rotation is a widely used method to assess mental imagery, which is a visuospatial skill.

Table tennis, badminton and tennis are racquet sports. Very rapid movements of both the ball and the sportsmen lead to maximum level of development in visual perception, cognitive appraisal and motor output. Our aim in the present study is to compare the visuospatial and cognitive skills of racquet sportsmen with age-matched non-sportsman university students.

Method: After being informed about the study and providing consent, 40 non-sportsman university students with a mean age of 22.5 ± 1.7 (19-27) years, and 30 racquet sportsmen with a mean age of 19.8 ± 2.9 (18-28) years who continued their sports carrier in an elite level were included in the study. Non-sportsmen university students were selected from the engineering, science and literature and education faculties of our university.

Computer based mental rotation test (MRT) is a computer program in which image files belonging to "Mental Rotation Stimulus Library©" is used with written permission of the author. The test is performed on a computer and a maximum time for completing the test is defined as 5 minutes.

RESULTS: Average number of correct answers in the MRT was very close between racquet sportsmen and non-sportsman groups [7.73 ± 2.37 (4-14) vs. 7.97 ± 2.37 (3-14), respectively]. However, racquet sportsmen completed MRT in shorter time [Racquet sportsmen: 107 ± 43 (33-244) seconds; Non-sportsman students: 125 ± 57 (42-251) seconds].

DISCUSSION: Racquet sportsmen achieved similar average correct scores with the non-sportsman university students in 14% shorter time. It is interesting that speed, which is present in the nature of racquet sports, is reflected on a desk-base assessment so different from the ecological nature of the sport.

Keywords: Elite Racquet Sportsmen, Mental Rotation

Şenay Şahin **GICICTEL1707204**	**Investigating The Simple Reaction Times Of 13-14 Years Video Game Players And Team Athletes** **Şenay Şahin** **Faculty of Sport Sciences, Uludag University, Bursa, Turkey** **skoparan2013@gmail.com** **sksahin@uludag.edu.tr**

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Yakup Z. Birinci
Ersin Şahin
Serkan Pancar
Bengül Aydın

INTRODUCTION: Reaction time (RT) is one of the determining factors of successful performance in sports and its significance is increasing gradually. In terms of perception, especially from the standpoint of stimuli, the length or shortness of RT is of great importance in enabling to be able to take action before the opponent in sports. Taking action before the opponent and adapting to rapidly changing situations are very important in terms of sportive performance for the players of volleyball, football and handball which are the team sports in competition sports. In such branches, hand-eye, foot-eye coordination at excellent level, perception speed of visual, tactile and auditory stimuli and motor skills are the determining parameters of the performance of athlete. The aim of the presented research is to examine the simple reaction times of 13-14 years old team athletes and video game players (VGP /e-athlete).

METHODS: A total of 99 subjects (85 male, 14 female) participated voluntarily in the research. They included 19 male VGP, 56 team athletes and 24 subjects who neither played sports nor video games (sedentary). The individuals who met the criterion of spending at least 10 hours a week by training / playing video games for at least 5 years were called as VGP / racket athletes. This group which was called as VGP had not been participated in an official competition yet.

RESULTS: A statistically significant difference was determined in terms of audio-visual right hand SRT ($p < 0.001$) and audio-visual left hand SRT ($p < 0.01$) values of the VG compared to the sedentary subjects. However, no statistically significant difference was detected in the audio-visual right-left hand SRT values of the VG compared to the team athletes ($p > 0.05$).

In conclusion, it was determined that the audio-visual hand SRT values were similar for the VGs and team athletes. In the future studies to be carried out in this field, the effects of both simple and selective RT on elite level athletes and different sports branches may be assessed.

Investigation of Body Awareness of Children with Autism Spectrum Disorder

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Abstract
In this study, it is aimed to examine the body awareness and body parts of 28 male and 4 female students between 6-12 age group with autism spectrum disorder (ASD). For children with autism spectrum disorder, A, B, and C activities were used to examine body parts and their awareness. Picture 1 displays activity A, in which body and its parts are shown irregularly. In activity B, the child is required

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to show his head, abdomen, nose, ears, eyes, hands, feet and mouth. In activity C, two parts of the body are stated consecutively and the child is expected to say the same. In addition, in the activity C, the child is also required to show the right and left sides of his head, right and left hands, right and left shoulders, right and left feet. Tests were evaluated in groups according to sex, and correct and false answers were evaluated as frequency and percentage. In the results of the study, in Test A, the proportion of the correct answers of male participants was 56% and the false answers was 44%, whereas the proportion of the correct answers of female participants was 67% and the false answers was 33%. In Test B, the proportion of the correct answers of male participants was 71% and the false answers were 29%, while the proportion of the correct answers of female participants was 87% and the false answers was 13%. In Test C, the proportion of the correct answers of male participants was 32% and the false answers was 68%, while the proportion of the correct answers of female participants was 40% and the false answers was 60%.

Keywords: autism, body awareness.

In Fulfillment of Their Mission: The Duties and Tasks of a Roman Catholic Priest: An Assessment Project

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Abstract

Devising a strategy and creating tools to assess the development of seminarians for the M. Div. degree poses a daunting task for seminary faculties. On the one hand, the aim of theological education offers resistance to the application of formulaic assessment models that ignore "the nuanced and complex goals of theological education." On the other hand, existing standardized guidelines lack sufficient detail to allow for objective appraisals of student performance. Compounding these difficulties, few faculties share best practices in assessment and have not had the opportunity to wrestle with these issues with colleagues from other theological institutions. Also, few seminaries have considered adapting assessment strategies that have proven effective in other professions as a tool to strengthen their mission of theological education.

For the better part of two decades, the Association of Theological Schools (ATS) has been at the forefront of efforts to examine and introduce current theory and best practices to the community of theological educators. Their work highlights the hesitancy on the part of faculty to embrace objective measurement because of the belief that the "outcomes of a seminary education" are best assessed through a process of "professional judgment." This judgment is often subjective and based upon experience in the field. However, there is always a need for a more precise articulation and objective measurement especially within the areas of professional

development and skill acquisition in the learning taxonomies associated with ministerial training.

John Harris and Dennis Sansom suggest that professional judgment by experts can be strengthened by a greater degree of objectivity when a common language is developed for student assessment. This can be achieved through ongoing dialogue among educators who share the same content knowledge and inhabit a common "language community" with their students. That shared language reveals to students what they are expected to know and be able to do. It provides for educators what they are expected to teach and how they might assess student performance.

In Fulfillment of Their Mission: The Duties and Tasks of a Roman Catholic Priest, and the scoring rubrics that accompany it, are products of an ongoing dialogue of such a language community. That dialogue has brought together academic faculty representing eight seminaries affiliated with the Midwest Association of Theological Schools (MATS) and senior staff representing Education Development Center, Inc. (EDC). MATS is a forty year old association of twenty-four Roman Catholic seminaries from the midwest, southwest and west coast that holds an annual meeting in Chicago to discuss issues surrounding seminary formation, administration and best practices regarding seminary programmatic development. EDC is an international, nonprofit organization that conducts and applies research to advance learning, and provides technical assistance and support to translate new knowledge into policy and sustainable practice. EDC currently manages 325 projects in 35 countries. Its Center for Education, Employment, and Community programs has more than 15 years' experience developing standards-based assessment in fields ranging from manufacturing to information technology.

Through a two-year grant from the Wabash Center for Teaching and Learning in Theology and Religion, MATS and EDC have fashioned a new way for educators and students to view the full range of responsibilities of ordained priests in the church today. In Fulfillment of Their Mission offers a profile of what it is that a successful priest needs to know and be able to do. It draws upon the expertise of active priests and seminary faculty members. It illustrates how widely recognized methods of occupational analysis can be adapted to address the distinctive nature of the priestly vocation. It provides a foundation upon which seminary faculties can begin to build assessment strategies and portfolios that offer objective measurement of the activities that describe ministerial performance.

There is of course a limit to how extensively a standard occupational analysis can be effectively applied to the priesthood. In the spirit of Pastores dabo vobis and as the Program of Priestly Formation (PPF) asserts, "Formation, as the Church understands it, is not equivalent to a secular sense of schooling or, even less, job training." Application of the occupational analysis model has been enhanced to reflect the human, spiritual, pastoral and intellectual domains of formation. This modification has not eliminated the inherent tensions between an occupational and a vocational view of the priesthood. Nevertheless, we believe that In Fulfillment of Their Mission represents a fresh vantage point from which Roman Catholic seminary faculties and their students can view their formational goals.

Aviv Grimberg GICICTEL1707073	PISA Test – Dehumanizing the Educational Act? **Aviv Grimberg** Department of political science/political theory University of Haifa, University of Haifa, Haifa, Israel

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Abstract
Students from close to 70 countries have taken the PISA test since 2000. Its global scope and the great importance attributed to it by pedagogues in many countries are a good reason to examine whether it "dehumanizes" education. This paper focuses on this question. It analyzes the test via Howard Gardner's multiple intelligences theory and suggests the answer to the following question: What types of human intelligences can one identify and develop among students through the subjects covered by the PISA test?
We will show that initial findings indicate that the PISA test dehumanizes the educational act. It enables the identification and development of only three of the students' intelligences (logical-mathematical intelligence, visual-spatial intelligence, and verbal-linguistic intelligence), but it simultaneously ignores other human intelligences, such as the musical-rhythmic and harmonic intelligence and the bodily-kinesthetic intelligence.
Keywords: multiple intelligences theory, self-fulfillment, PISA test

Dr. Ana Hirsch Adler GICICTEL1707077	**Protective Factors in Research and Teacher´s Professional Development in México and Bolivia** **Dr. Ana Hirsch Adler** **Researcher in the Research Institute about the University and Education of the National Autonomous University of Mexico** anaha007@yahoo.com.mx **Dr. Cecilia Navia Antezana** **Professor in the Pedagogical National University – Ajusco Unit** ceeeci@yahoo.com **ABSTRACT** **The central theme is about research ethics, especially in what teachers think about the research that students do in vulnerable communities. A qualitative questionnaire with ten open questions was designed and applied - between March and June 2015 - to a sample of 79 teachers: 56 in Mexico and 23 in Bolivia that are in charge of students that will be teachers in the basic levels of education. We chose the open question about the protective factors that the researchers must consider when they work with vulnerable people. The theoretical approach comes from the Human Research Ethics proposal that was originated and is used in the Health Sciences, but that is also relevant in other knowledge areas. In the empirical part, all the answers were classified in four categories: ethical, affective – emotional, social and cognitive, epistemological and methodological. The ethical dimension was the category that obtained more diversified answers. It has three sub-categories: principles and rules of research ethics, values and professional ethics. The outcomes are useful for the design of new strategies for the professional development of teachers in both countries.** **KEYWORDS: Research ethics, Protective factors in research, Teacher´s Professional Development**

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Back to the Future: Finding a Theoretical Foundation for Reflexive Practice-based Learning

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Abstract
University College North Jutland, Denmark (UCN) has instituted Reflective Practice-based Learning (RPL) as its teaching method; the intended goal is to promote reflection as a constructive critical attitude in students and to strengthen interaction between theory and practice in professional training. While RPL does not offer a specific model of learning, it does lend itself to a theory of learning which approaches learning from the bottom up. It is our contention that phenomenology provides a philosophical basis for developing RPL as a teaching model. Phenomenology sensitizes us learning from the bottom up by emphasizing the relationship between the students' learning processes, educators' learning processes and the thing-to-be-learned. Firstly, we describe phenomenology as a theory for approaching the "truth" of the thing to be learned through a description of both students' and educators' "natural attitude." Secondly we show how phenomenology, understood as a reflexive approach to teaching and learning, can be integrated into educational practices. Thirdly, we propose a model to facilitate and enhance process of reflection for teachers and students alike. The process of reflexive reflection is modelled as a lemniscate, thus providing a disciplined structure for methodical revision of pedagogic activities for individuals in a classroom, and for the class. Finally, we contend that a phenomenological attitude is not only applicable to all disciplines, but provides systematic analytic practices that are disciplined and scientifically defensible, which in turn will continuously enhance practitioners' skills throughout their professional lives.
Key words: Phenomenology, reflexive reflection, life-long learning

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Using Technology-Assisted Education To Further Employee Development

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Abstract
The significance of e-learning and knowledge management in the workplace cannot be overstated. In today's technology-driven working environments the accelerated pace of change is a constant, and organizations are pressed to rapidly train and retrain workers in new technologies, products, and services with increasingly limited timelines and resources. The constant and unrelenting need to manage the organizational knowledge base to keep it current and readily accessible to all stakeholders in the work environment is an additional factor

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driving the need for just-in-time training and retraining of the workforce at all levels.

Discerning employers have recognized e-learning as a more productive tool from both the employers' and the employees' perspectives. They acknowledge that e-learning increases the possibilities for how, where, and when employees can engage in training. Some organizations have been slower to adapt to e-learning as a training option because of costs, technical limitations, and lack of understanding its fundamental advantages. These factors have become less inhibiting as costs of e-learning implementation have steadily decreased and the required technical expertise has been aided by newer, more user friendly e-learning formats.

This paper addresses the significant impact that e-learning is having on workplace education by demonstrating how traditional classroom training is gradually being enhanced by mediated instruction. It shows the advantages that e-learning has realized over traditional classroom education and how e-learning formats are becoming increasingly prevalent as one of the preferred methods of continuing professional education in the workplace. Examples of successful e-learning courses will be highlighted providing a design model of how to construct effective e-learning for workforce education. Additionally, program evaluation data presented will further describe how the change from the traditional classroom model to a mediated delivery model has had a positive impact on employer and employee needs as it relates to training and workplace education.

Keywords: e-learning, distance education, mediated instruction, workplace education, training

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Support and inclusion of people with disabilities in Mexican higher education

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Abstract

The inclusion of people with disabilities is a relatively recent issue in higher education. Although in some countries, such as Great Britain and the United States of America, this process has been part of the educational agenda for more than three decades, in the majority, the educational inclusion has taken a longer way.

Especially in Mexico, disabled people began to be part of the demand of higher education, until the beginning of the 21st century. Since then, some universities began to implement different strategies to enlarge the opportunities for this social group. Currently, it is estimated that 5.7% of the 7.2 million people with disabilities in Mexico have studied at least one year of higher education (INEGI, 2015).

This paper is derived from a broader research, whose objective is to know the possibilities and difficulties that people with disabilities have to face, in order to enter, maintain and graduate from higher education. Here, we are interested in discussing the strategies that universities have implemented to include the students with disabilities. The results show us that the main measures developed by the universities can be grouped in the following in the following areas: 1) Normativity and institutional policies, 2) Academic and economic support, 3) Physical and information accessibility, and 4) Other measures and services.

Likewise, only 10 out of the 43 public universities in Mexico have systematic

	information about their strategies for inclusion, although, not of all them make a follow up of these strategies. Finally, the most frequent actions implemented by the universities are those concerning physical accessibility, but very few institutions have been able to make changes in their policies and normativity and, even fewer, those universities that have provided academic or economic support (grants) to the students with disabilities. Keywords: Inclusive education, higher education, people with disabilities.
Janina Uszyńska-Jarmoc **GICICTEL1707093**	**The Need for Cognition and Competence in Metalearning** **in Students at the Faculty of Pedagogy** **Janina Uszyńska-Jarmoc** **Faculty of Pedagogy and Psychology, University of Bialystok (Poland)** **j.uszynska@uwb.edu.pl** **ABSTRACT** **Research Objectives** **The researcher recognises that the need for cognition and competence in metalearning are important components of any educator's professional competences. The study was an attempt to find the relationships between the abovementioned variables. It was accepted that competence in metalearning can be defined as one's intrinsically motivated, self-regulated and consciously and responsibly employed ability to plan, organize, monitor and evaluate one's own learning process, its sources, results and determinants (Uszyńska-Jarmoc, 2015). The need for cognition, on the other hand, refers to "an individual's tendency to engage in and enjoy effortful cognitive endeavours" (Cacioppo, Petty, & Kao, 1984). It was also accepted that the need for cognition can be an important determinant in the process of gaining competence in metalearning.** **Methodology** **The research aimed to discover the connection between the need for cognition and competence in metalearning. Research sample comprised 250 students in their first-year of study for the degree of licencjat (first cycle degree programme) and in their first year of study for the degree of magister (second cycle degree programme) at the Faculty of Pedagogy. The following questionnaires were used: Need for Cognition Scale – NCS (Cacioppo and Petty, 1982) and Mój system uczenia się [My Learning Strategy] (Uszyńska-Jarmoc, Żak, 2015). The NCS, comprising 36 items with the five-level Likert scale, was used to measure individual differences in the area of the need for cognition. My Learning Strategy, which comprises 64 items, enabled a discovery of 6 groups of hypothetical factors which make up competence in metalearning. The result was validated with the results of confirmatory factor analysis.** **Findings** **Research findings have shown the existence of 1) a connection between the students' cognition and their competence in metalearning, 2) a difference in the level of the variables analysed as regards gender, age, major and field of studies, the type of high school the student had attended, and his/her grade point average at the end of their first semester at university. Results of the analysis confirmed the validity of fostering competence in metalearning in pedagogy students. Directions in which the research should be developed as well as an outline of the implications for future research were proposed.**

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	Keywords: motivation, need for cognition, competences, metalearning, individual differences
Beata Kunat **GICICTEL1707094**	**Diagnosis of Talents and Aptitudes (DTaA) – Construction and Standardization of the Scale** **Beata Kunat** **Faculty of Pedagogy and Psychology, University of Bialystok (Poland)** **b.kunat@uwb.edu.pl** **ABSTRACT** **Research Objectives** **The research aimed to standardize and normalize the Diagnosis of Talents and Aptitudes Scale (DTaA) (Uszyńska-Jarmoc, Kunat, 2015), designed for use with pupils aged 12 to 18. The scale comprises three sub-scales: Identyfikacja zdolności i uzdolnień (IZiU) [Identification of talents and aptitudes (ITaA)], Ocena uwarunkowań zdolności i uzdolnień ucznia (OUZiU) [Evaluation of pupils' talents and aptitudes (EPTaA)], Samoocena zdolności i uzdolnień ucznia (SZiU) [Pulpils' self-evaluation of own talents and aptitudes (PSTaA)]. The researcher carried out validation research and normalization assessment, measured the reliability of the scale, its theoretical and diagnostic validity, and the stability of the findings over time.** **Methodology** **986 pupils attending Bialystok schools comprised the research sample in the period of its standardization. The process was carried out in three stages. The first stage involved measuring the reliability of the scale (internal reliability) and Cronbach's α, as well as carrying out exploratory data analysis (EDA). The second stage centered on analyzing theoretical and diagnostic validity of the scale. External reliability was evaluated through analyzing correlation coefficients of the results of individual scales and sub-scales as well as the results of other tests and questionnaires known. In the third stage the test-retest method was used to measure the stability of the results of individual scales over time. Finally, normalization of the scale was assessed. The findings proved sufficient psychometric properties of all the sub-scales as well as their internal coherence.** **Application** **The scale is designed for pupils of secondary schools, who can use it to discover and analyse their talents as seen in the context of individual potential. The tool enables the pupil to diagnose his/her strong and weak points and to shape a unique profile of his/her own talents and aptitudes as well as of social and physical determinants of his/her development. As a result pupils can consciously design the path of their academic development and plan their professional careers. The set of scales proposed can also be useful for parents, educators, pedagogues, teachers, school principals, and career counselors, researchers in various fields of study, and pedagogy and psychology students.** **Keywords: diagnosis, the scale of talents and aptitudes, standardization, normalization**
Monika Żak-Skalimowska **GICICTEL1707095**	**Creativity and the need for cognition in pedagogy students** **Monika Żak-Skalimowska** **Faculty of Pedagogy and Psychology, University of Bialystok (Poland)**

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ABSTRACT

Research Objectives

An interest in the relationship between creativity and the need for cognition results from the necessity that the educational process prepares students for lifelong learning. It was assumed that creativity comprises a set of interrelated and codependent human characteristics, i.e. talents, aptitudes, motivation, and features of personality. The need for cognition, on the other hand, refers to "an individual's tendency to engage in and enjoy effortful cognitive endeavours" (Cacioppo, Petty, & Kao, 1984). Both creativity and the need for cognition are connected to the ability to rise to the challenge, notice and solve problems, develop interests, initiate cooperation, and engage in various cognitive acts. It was assumed that creativity and the need for cognition are linked to undertaking various cognitive acts, and that creativity and the need for cognition, while they relate to similar human characteristics, are differently employed.

Methodology

The research aimed to evaluate the relationship between the level of creative thinking in pedagogy students and their internal need to learn about the world and themselves. Quantitative research strategy was employed. Research sample numbered 250 participants. The questionnaire Need For Cognition Scale - NCS (Cacioppo, Petty, 1982) was used to measure the need for cognition. The NCS questionnaire measures the tendency to gain pleasure from undertaking activities which require various cognitive acts. The Test for Creative Thinking, Drawing Production - TCT-DP, test sheets A and B (Urban and Jellen, 1996) were used to measure creativity.

Findings

The results of the research reveal the existence of relationships between creativity and the need for cognition in pedagogy students. The study revealed differences within the range of variables mentioned when factors such as the subject's gender, age, major and field of studies, the type of high school the student had attended (comprehensive versus vocational school), and grade point average at the end of his/her first semester at university were found to influence the outcome. The above analysis enabled outlining the directions in which university education could develop the students' need for cognition as a precondition for creative activity. Finally, the study delineated the limitations and perspectives of future research.

Keywords: individual differences, creativity, need for cognition, lifelong learning

Tapestry of emotions – picture-based methods in culture studies

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Ph.D. (Art history), M.Ed. (Education and Adult Education), M.A. (Art History, Museology, Ethnography)

Abstract

Inspired by the affective and sensory turns in the paradigm of art history, this research discusses various techniques of making pictures as a method of teaching art history in Finnish Upper Secondary Vocational Education and Training (Qualification in Visual Expression, Study Programmes in Visual and Media Arts and Photography). A total of 25 students majoring in visual and media arts and photography participated in the research, studying art history by visual means and reflecting on their learning experiences. The data – students' written reflections – were analyzed by qualitative methods (content and discourse

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	analysis). This article follows and develops the principles of contextual subject-related didactics, where contemporary conceptions of the discipline and the objectives of the curriculum direct the choice of instructional approaches. This research shows that making pictures motivated the students to study art history and developed practical skills within the discipline in accordance with the curriculum objectives. In visual terms, the kinesthetic and haptic qualities associated with making pictures brought affects and emotions to art historical inquiries, which built bridges between art history and the students' life-worlds. Key words: making pictures, art history, contextual subject-related didactics, learning-by-doing, emotions, affects, sensory experiences
Rocío Amador Bautista **GICICTEL1707098**	**Complex Networks of Distance Education in the National Autonomous University of Mexico** **Rocío Amador Bautista,** **National Autonomous University of Mexico** **amadorbr@yahoo.com** **Abstract** **In the last three decades the higher education system in Mexico has encountered complex problems in relation to the growing demand of young people who press to gain entrance in public universities. This pressure generates the need to develop structural reforms that offer alternative solutions. In 2017, the Open University and Distance Education System of the National Autonomous University of Mexico (UNAM) turned 45 years of existence. Since the first decade of the 21st century, the convergence of telecommunications and relations between public universities, government and business institutions have contributed to the development and expansion of a complex model of distance higher education networks and normative paradigms that have change the organizational and academic aspects related to this theme in UNAM. The objective of this communication is to analyze the evolution of the structures of higher education networks of distance education, based on their relationships among different sectors. The research involves documentary procedures on normative frameworks and organizational structures, and field research with interviews applied to managers, teachers and students. The contribution of the research is the proposal of three models of structures of networks of distance higher education: intra-university networks (UNAM), interuniversity networks (national universities) and trans-university networks (government, consortia and companies).** **Keywords: Distance education, Open university, Higher education, Complex networks, Mexico**
	Creating 21st Teaching Practices for the Adult Learner **Lynne M. Celli** **PhD, Endicott College, Associate Dean of Graduate Education Programs** **Nicholas D. Young, PhD** **EdD, American International College, Dean, Low Residency EdD Programs**

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Lynne M Celli **GICICTEL1707099**	**Abstract** **The purpose of this interactive presentation will be to provide practical references and resources for teaching practices for the adult learner for faculty in higher education, as they strive to ensure the academic success of adult learners in 21st century. With varied aspects of the professoriate continuing to develop, this presentation will also focus on how members of the professoriate can build and present pedagogy on prior learning of adult learners, create connections for new knowledge, while always keeping in mind the varied learning styles of all adult learners. In addition to adult development learning theory, so too will varied delivery models be addressed. The role of the professoriate continues to evolve and higher education needs to be responsive in preparing faculty to address the multifaceted and diverse contemporary and future challenges of the 21st learner. The role of higher education faculty is varied and ever-changing.**
Kobra Derakhshan **GICICTEL1707100**	**Using Jigsaw to Enhance the Writing Skills of EFL Undergraduate Students: A Solution to Prevent Plagiarism** **Kobra Derakhshan** **Islamic Azad University, at Central Tehran Branch** **Kob.derakhshan@iauctb.ac.ir** **guitti.derakhshan@gmail.com** **Abstract** **Writing is a multi-faceted skill, and probably the most difficult and challenging task for EFL learners which requires the simultaneous coordination of many cognitive processes. The complexity of creating a meaningful text at times inadvertently pushes the learners towards not very ethical territories such as plagiarism. One of the much touted teaching strategies which is gradually gaining momentum in helping learners to avoid plagiarism is the jigsaw cooperative learning technique. It is a way of creating heterogeneous groups of students in the same arena, giving them the opportunity to get engaged in their learning by sharing their knowledge, and to gradually become experts in the task at hand by learning from their peers. One prominent feature of this technique is the flexibility of organizing learners into groups, giving them the chance to be in charge of their learning, and to allow for maximum learning outcomes. The present study aimed at investigating the efficiency of using the jigsaw technique to improve the writing skill of EFL undergraduate students in composing argumentative essays. 72 sophomore male and female students studying English language and literature at Islamic Azad University, at Central Tehran Branch participated in the study. They were randomly assigned to the two experimental and control groups. A jigsaw approach was used in the experimental group, and their performances were compared with those of the control group in which learners worked competitively in the conventional way. A pre-test was administered to both groups prior to the treatment, in order to investigate the writing performance of the learners. An independent samples t-test was applied to explore the possible statistically significant differences between the groups. The results obtained from the post-test indicated that students in the jigsaw classroom outperformed those in the competitive classroom. The study concludes with recommendations for further research.**

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About original experimental method to evaluate conceptual students' knowledge

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ABSTRACT
The conventional learning theory itemizes several kinds of knowledge, such as factual, conceptual, procedural and meta-cognitive. The simplest tests, often used for an assessment of students' experiences now, can amply estimate only the first one. Practical evaluation of the conceptual knowledge, inclusive fundamental categories, their links and structure, is much more complex.
The present work makes an experimental attempt to measure the interconnections between the basic concepts, acquired after completion of an educational course. It proposes to control students' structural knowledge by means of studying the links within the set of concepts, which a student perceives and shows during an assessment. The special computer software was developed and checked in order to estimate the entirety rate of a semantic net from terms, acquired as a result of learning. Several gauges that can characterize student's knowledge entirety were proposed and compared, as well as the new way to visualize the assessment results on a demonstrative diagram.
At present the proposed method had being tested for 10 academic groups with more than 100 students. The results of the research confirms the surmise that an entirety of student's knowledge may be among effective characteristics of learning results: those students, who see more associations between studied terms, have a higher rate of knowledge entirety, and, hence, digested this learning course better.
The description of the developed evaluation technique was published (DOI: 10.1016/j.sbspro.2012.09.619) and some results were already reported at several conferences. The aim of participation in ICTEL is wider discussion with colleagues about a possible application of the proposed method to learning practice.
Keywords: concept, relation, knowledge structure, assessment

Impact of curriculum disciplines structuring based on scientific knowledge integration on the pre-service teachers' training

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ABSTRACT
The content of contemporary vocational education is realized via curriculum disciplines. Hence, it is really important to build the coordinated system of the disciplines structured with preserved links between elements of knowledge. On the other hand, any academic subject, especially in pre-service teachers' training, is an embodiment of some scientific branch adapted to teaching and learning. Hence, it must reflect correctly and adequately the structure of knowledge domain, preserving main links between notions, concepts, facts, theories that really exist both inside the scientific branch and between sciences in a whole. It will promote and contribute to creation holistic and flexible system of pre-service teachers' knowledge and their readiness to form similar system in their pupils' minds in

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future. However, according to recent studies, the modular structuring of curriculum subjects does not preserve or does not convey necessary essential links between scientific knowledge what can cause negative consequences for trainees' (destroying of links between related subjects, breaking of general wholeness and logic of a subject, forming of uncoordinated system of trainees' knowledge, etc.). So, our research objectives are: (1) to determine mechanisms of knowledge integration in scientific branches and in curriculum disciplines; (2) to develop technology of these mechanisms realization in the process of curriculum subjects structuring and interdisciplinary curriculum development; (3) to verify this technology and investigate its impact on the results of pre-service teachers' training. The study was conducted on a total of 216 pre-service teachers of Kharkiv national pedagogical university, Kharkiv, Ukraine. Appropriate criteria system was created. Both quantitative and qualitative techniques for data collection were used; nonparametric statistical methods were applied to obtain findings and conclusions. The results demonstrated growth of main indicators of the criteria what proved positive impact of the author's technology on the formation of holistic and flexible system of knowledge and skills of pre-service teachers. Future scope might include didactic problems of pre-service specialists' vocational training which can be solved with the help of proposed technology of curriculum disciplines structuring based on scientific knowledge integration.
Keywords: pre-service teachers' training, scientific knowledge integration, technology of curriculum disciplines structuring.

The knowledge and perceptions of undergraduate history students re South Africa's Truth and Reconciliation Commission

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Abstract
Research objective of the paper: Using the Truth and Reconciliation Commission of South Africa (TRC) and the concept of reconciliation as a case study, the paper attempts to assess the knowledge and understanding of the registered undergraduate history students at the University of the Free State's main campus about the TRC and the concept and process of reconciliation in the country at large. The research will firstly assess whether the younger generation of students, specifically students taking history as a subject, have any knowledge of such a significant and contemporary event in South African historiography as the TRC process. Secondly, in relation to the aims and recommendations of the TRC and against the background of reconciliation efforts in the country, to perceive the views and thoughts of undergraduate history students on the progress in reconciliation endeavours in South Africa.
Methodology: A sample of 128 undergraduate history students was randomly selected to complete a quantitative questionnaire. The questionnaire consisted of both closed and open-ended questions. Group interviews, as a qualitative research method, were added and used to conduct interviews with 16 undergraduate history students selected randomly and answers were recorded. Accordingly, an explanatory mixed-method research method approach was employed by implementing both the qualitative and quantitative method.
Findings & research outcomes: Students had minimal knowledge and few

observations about the South African TRC and what reconciliation entails. The history lecturers at this tertiary institution cannot take it for granted that the contemporary nature of an historical event, which more specifically deals with South African history, or a concept used frequently in the institution and country, is in fact general knowledge for the students. It will be a risk for the lecturer to assume in the teaching and learning process that the average history student has a conceptual understanding of contemporary historical events.

Future scope: This research may contribute to information and awareness about South African history student's present-day knowledge, opinions and challenges of reconciling, or the lack thereof, in a divided society and the effect thereof on the teaching and learning of such themes.

Keywords: Undergraduate history students, University of the Free State – South Africa, South Africa's Truth and Reconciliation Commission, reconciliation, knowledge & perceptions, teaching & learning

How could engineering students improve local sustainability: a practical project

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Abstract

Sustainability has emerged as an important force in society reflecting the importance of keeping our life quality and the one of futures generations. This concept entails the way in which we should behave, in environmental, economic and social terms, to maintain and improve our well-being now and in the future, without damaging the planet. At this point, where could we start in-fusing sustainability practices but in our teaching curricula? Teachers can motivate future profes-sionals and citizens with the knowledge, skills, and perspectives necessary to create solutions for todays the economic, social and environmental goals. The complex process of integrating sustain-ability into engineering education studies requires the redesigning of the programs. Several manda-tory aspects should be considered to fulfill environmental, economic and social sustainability teaching:

•to take advantage of the knowledge of the whole University community by establishing a learning network made up of teachers, students, technicians, researchers, and other staff

•to extend the previous network to other university colleagues and share the knowledge through unicollaboration platforms

•to return the knowledge to the local community by creating proposals and developing projects based on enhancing the sustainability of the campus and near surroundings

In this work, the experience of a group of professors from different fields of knowledge of the University of the Basque Country, UPV/EHU (Spain), teaching in the Degree of Engineering in Renewable Resources, can be found. Specifically, the launched initiative was to study and improve the energetic efficiency of the faculty building by evaluating heat losses, analyzing fuel combustion efficiencies, studying the benefits of the including renewable energy (bioenergy from local biomass) and, finally, determining the possible positive impact that this action could have on the local economy by enhancing the use of local resources and potentially promoting the creation of new jobs.

As a result, a network formed by different local and abroad faculty staff (professors, students, administration workers, technicians, researchers) was created and the mentioned case study was developed. A shared understanding of learning outcomes related to sustainability was achieved and a final techno-economic report was completed and offered to the University council in order to take advantage of the acquired knowledge.

In the learning aspect, the motivation of working on an actual case that the students could see implemented in their closer surroundings was very powerful. The teaching team felt very satisfied when seeing the circle closed and the benefit of returning the knowledge from abroad to our Uni-versity and town. We concluded that sustainability was successfully implemented in the way of working and thinking of the students so that they will carry on with this perspective in their profes-sional future.

Keywords: Sustainability, Anticollaboration, Teaching Engineering Studies.

Theme: Engineering Education, International Education

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GICICTEL1707126

Aristotle And Al Ghazali: A Comparative Study On Their Educational Theories And Significances

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Abstract
**This paper aims to analyze the Aristotle's educational theory with that of al-Ghazali and to identify the significance and influence of their theories to Western and Muslim civilizations and worldwide. Aristotle and Imam al-Ghazali were two immortals of history who put their seal on European and Muslim philosophical scholarship through succeeding generations. Aristotle (384 –322 B.C) Aristotle was the founder of Western philosophical realism while al-Ghazali (1058-1111 A..D.) was the reformer of Muslim civilization. He advocated that Revelation is essential to recognize the reality and that is granted specifically to Messenger of God by The Almighty. In term of methodology, this study examines some primary and secondary sources of related literature. It used comparative document analysis. Upon analyzation of their philosophy, Aristotle defined "happiness" as the virtuous life and gave to education a major role in developing arête, or virtue, that generalized and encompassing excellence or perfection. On the other hand, al–Ghazali advocated that one who combines moral and intellectual greatness is the devout sage and his reward will be absolute bliss. He highlighted the objective of education is utility. Aristotle recognized that education directly related to both the healthy individual and the harmoniously integrated society. Meanwhile, Al-Ghazali had suggested a golden principle that subjects should be taught in their order of utility and importance. In summary, both of these intelligentsia gave a lot of influences and contributions in the field of education. Indeed, Aristotle and al-Ghazali had successfully shaped the whole intellectual tradition of the West and laid the philosophical foundations of Western Culture and Islamic scholasticism.
Keywords: Educational Theories, Curriculum, Philosophy of Education, Education**

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A Case of the Concert–styled History Class

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Abstract
This paper aims to introduce an atypical method of history class which has been experimented in 'Korea Science Academy of KAIST (KSA). I have taught world history to science-gifted students at KSA in Busan, South Korea, since 2010. In the first year at KSA, I could find that many students had not much interest in school history, even some students thought that history was boring. I wanted to let my students know that history was not boring subject and it is necessary and meaningful to them and their lives. So I have tried to change my teaching style and use a variety of methods to provide my students better history class.
 In this research, I will introduce a unique tool which I designed and practiced in last semester. It was the 'Concert- styled' history class in which I focused on 're-enactment' activity with storytelling and music.
  For preparing this new class, I had researched some perceptions and attitudes of learners on history. And I had set goals of my lessons, had tried to find the proper topics and methods, and had applied the methods to the class. After the class, I surveyed the responses of learners and analyzed the strong points and weak points of my new trying. I want to introduce all of this process in this presentation.
Keywords: teaching, history, re-enactment, storytelling, concert

**Prof. Dorit Patkin
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Knowledge of junior high school teachers and students regarding the concept 'slope of a line'

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Abstract
This study aims to explore the knowledge that junior high school teachers and students have about the concept "slope of a line" in a mathematical context and everyday context. The research population consists of seven mathematics female-teachers and 101 students from the 9th and 10th grades in two pathways: a scientific-technological pathway for excelling students and a Ministry of Education curriculum-based pathway. The research findings illustrate that most of the teachers know to demonstrate or define the slope concept only in several of the different representations, the high school teachers demonstrating a better knowledge than their colleagues in the junior high school. The latter do not relate extensively to the practical representation of the slope concept and are not versed in the curricular knowledge. Nevertheless, they are familiar with the students' difficulties in this topic. The student-related findings indicate that the students can cope with questions which require technical knowledge but encounter difficulties in defining the concept slope in standard mathematical language. Regrettably, they demonstrate a lower level of knowledge when required to use the definition for the purpose of drawing conclusions. Moreover, based on the findings, there is gap between the mean scores of the students from both pathways, the mean scores of

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	the scientific-technological pathway for excelling students being significantly higher than that of the Ministry of Education curriculum-based pathway. We believe that this study may help in finding a way for improving the teaching methods and better understanding of the students. Keywords: teachers' knowledge, curricular knowledge, content knowledge, pedagogical knowledge, slope of a line
Rita Gill Singh **GICICTEL1707162**	**Analysis of the structure and communication style of leaders' messages in China and the U.S.** **Rita Gill Singh** **Hong Kong Baptist University** **ritagill@hkbu.edu.hk** **Ngai, S.B. Cindy** **Hong Kong Polytechnic University** **cindy.sb.ngai@polyu.edu.hk** **Abstract** As an important tool to influence stakeholders' perception, leader messages subsumed under public relations discourse, play an integral role in corporate communication. Drawing on the analysis of linguistic move structure and communication styles employed by researchers, this study adopts a multidimensional framework by using both discourse and quantitative analysis to compare how leaders in Global 500 corporations in China and the US rely upon specific linguistic features to engage stakeholders in corporate discourse published on their websites. The results show pertinent differences in communication styles where Chinese corporations tend to be more instrumental, elaborate and competitive while US corporations are more affective, succinct and harmonious. These observations depart from previous findings on interpersonal communication styles in cross-cultural research. This study also extends the boundary of corporate genre analysis by suggesting that the moves adopted in the structure of corporate messages are highly specific to the particular genre. Keywords: communication styles, leader messages, China, U.S.
E. Mavhunga **GICICTEL1707190**	**Is topic specific professional teacher knowledge learned in a pre-service programme retained into the early years of classroom practice?** **E. Mavhunga** elizabeth.mavhunga@wits.ac.za **B. Ndlovu** ndlovub4@gmail.com **J. Miheso** 1107853@students.wits.ac.za **S. Malcolm** Stephen.Malcolm@wits.ac.za **Wits University; Science Education Department (South Africa)**

Abstract

The retention of teacher professional knowledge into the early years of classroom practice is a matter of great interest to the discussion on what constitute core teacher practices for development in teacher education. In science education Pedagogical Content Knowledge (PCK) is the desirable teacher professional knowledge to be passed-on to pre-service teachers. Much has been reported on the importance of developing PCK in science pre-service teachers while in training, yet little is known about the extent at which the acquired PCK is retained into the early years of classroom practice. This study determines the extent of retention of the quality of planned PCK in stoichiometry by 7 beginning science teachers who were 2 years in practice. In their final year (4th year) of study towards a teacher degree they were exposed to a PCK based intervention using in stoichiometry conducted in their chemistry methodology class. The study employed a qualitative research method design. Data was collected through interviews and completion of a special qualitative tool designed to measure the quality of planned PCK in stoichiometry. Both the interviews and the tool were administered at the end of the intervention and 2 years later in practice. The analysis of the completed PCK tools followed a qualitative content analysis approach using a criterion based rubric and for the interviews, content analysis was used. Findings revealed that slightly more than half of the beginning teachers had retained the same level of the quality of PCK in stoichiometry as at the end of the intervention 2 years ago, while the other fraction had regressed 1 level down. The drop in the quality was experienced in the application of the knowledge of representations and conceptual teaching strategies related to the topic. Discussions on possible causes and the implications for teacher education are made.

Keywords: Pedagogical Content Knowledge, retention of teacher knowledge, beginning chemistry teachers

Dr. Edwin Koster **GICICTEL1707195**	**Bildung through Films. How to realize 'Gross Academic Value' in Education** **Dr. Edwin Koster** **Vrije Universiteit Amsterdam, Faculty of Humanities, Department of Philosophy** **e.koster@vu.nl** **Areas of education: Arts & Humanities** **Abstract** A pile of books and articles have been written on the future of the Academy. Critical authors raise questions about the aim of the university and plea for old but sometimes forgotten values such as 'academic freedom'. At Vrije Universiteit Amsterdam the concept of 'Gross Academic Product' was introduced. Central to this concept is the idea that universities must contribute to the wellbeing of a society. 'Gross Academic Product' is expressed in the capacity (i) to think critically, (ii) to develop moral judgement and a sense for ethical questions, and (iii) to indentify skills that help to cope with diversity. The ideal of Bildung, personal development related to positive contributions to society, is thus renewed. But how can the aims of 'Gross Academic Product' be realized in ducation? One way to achieve this aim is the use of movies with existential themes such as 'Match Point', 'Still Walking', 'The Unbearable Lightness of Being' and 'Eternal Sunshine of the Spotless Mind'. In my presentation I will show how films can contribute to the realization of 'Gross Academic Product' and how education based on films can be constructed.

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Keywords: Gross Academic Product, Bildung, Film, Moral Judgement, Diversity.

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

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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, and proficiency.
Keywords: Attitude, Motivation, Language Proficiency

Emergency Education Approach and Education Resilience Approach in confronting situations characterized by armed Conflict: A case study of Palestinian children

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Abstract

Throughout the world there should be barriers to prevent children from achieving their rights in education. One of these barriers is the political armed conflict which children face in their daily basis. This paper reviews two main educational approaches which educators need to consider while confronting armed conflict problems in areas characterized by ongoing conflict. These two approaches are: emergency education approach and resilience approach. This paper contributes to increase the knowledge and awareness on the importance of emergency and resilience approaches in education and the role of organizations and agencies in dealing with such approaches. Findings of this paper are based on the documentary analysis. Such findings show that the two approaches (emergency education, resilience) play an important role in confronting armed conflict disaster that caused by human being such as war. Moreover, researchers' future recommendations for teachers in regards to children protection and hope will be a focus as well. The effectiveness of the educational approach and the resilience approach in emergency situation as a response to react in this area will be discussed as well. Literature debates about the success of organizations and

	agencies in performing these approaches will be discussed as well. Keywords: Emergency education, Resilience, Armed conflict, Children rights.
Sarah Fitri GICICTEL1707211	**Interactions of Student and Supervisor in Skripsi Research:** **Understanding Differences in Perspectives and Expectation** **Sarah Fitri** **Department of Administration, Leadership and Technology, New York University, NY.** **Abstract** **Skripsi is a term used to describe a scientific research paper written by undergraduate students as a mandatory requirement to complete their study at a higher education institution in Indonesia. The process of producing a skripsi is complex and demanding. One of the most important and profound issues in skripsi is student's interaction with skripsi supervisor. Even though the role of supervisor is important in assisting students' skripsi process, there seems to be issues regarding their interaction with students. The purpose of this study is to understand skripsi and its challenges and to find out students' and supervisors' perspectives and expectations while working on it. The author distributed online survey and conducted in-depth interview to twenty students and faculty members of UIN Ar-Raniry, Indonesia. The findings showed that there are prominent issues found in skripsi process and the conduct of it. The response also indicated that complex procedure, limitation of time, and different expectation lead to issues related to students' interactions with their supervisors. Based on the findings, this paper emphasizes on the necessity for mutual understanding to improve the skripsi process and suggests for additional way (online assistance) to increase communication and interactions between students and supervisors.** **Keywords:** **research, skripsi, interaction, supervisor.**
Mohamed Saci GICICTEL1707212	**Influence of Contraception methods on Aerobics fitness well-being** **Mohamed Saci** **University of Mostaganem, Physical Education Institute Laboratory OPAPS** **University of Mostaganem, Algeria** **Zerf Mohammed** **University of Mostaganem, Physical Education Institute Laboratory OPAPS** **University of Mostaganem, Algeria** **Moulay idriss mokkedes** **University of Mostaganem, Physical Education Institute Laboratory OPAPS** **University of Mostaganem, Algeria** **Ali Bengoua.** **University of Mostaganem, Physical Education Institute Laboratory OPAPS** **University of Mostaganem, Algeria.** **Abstract:** **Aim: Our interest in this study focus on the impact of contraceptive methods in overweight among some married women. Where our background clinical confirm**

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that weight gain is frequently considered a side effect of hormonal contraceptives, approve by many women think that an association exists. Whereas Sports Medicine and the injuries studies confirm that this effect is not yet known. Through this contradiction comes the importance of this study, to confirm or deny the results of the similar studies.

Methods: our study based on Two groups of voluntaries sportive women agree to participate in this study, distributed based on conditions proposed for this study (group1 take the oral contraceptive, group2 practiced traditional method) for 3 cycles of the ovum of the same marital lifestyle. Tested based on Standards Tests Fitness for Women U.S. Federal Government, their homogeneity was calculated based on chronological age and same social condition (Family meals - number of children - daily habits of health).

Findings:

Based on the applied statistical, we confirm:

• The proposed techniques prevent pregnancy, record in the regularity of the samples menstruation cycles during the experiment.

• There is a direct inverse relationship between aerobic ability versus oral contraceptives compared to exercise and no pills.

Conclusion: Our results are in conformity with clinical and the women which think that an association exists (body gain vs hormonal contraceptives), where the use of oral contraceptives increased body fat which decrements the levels of aerobic fitness among female athletes.

Keywords:

Competitive body, Fitness, Conjugal Life, Women Sportive.

Review of research on educational leadership and management in Tanzania
A comparative analysis of research topics and methods, 2005–2016

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Abstract

Over the past two decades scholars have called for a more concerted effort to develop an empirically grounded literature on educational leadership outside of mainstream ''Western'' contexts. This paper reports the results of a review of research topics and methods that comprise the literature on educational leadership and management in Tanzania between 2005 and 2016. The review of research employed a quantitative descriptive form of systematic review of 478 articles published in eight ''core'' international journals in educational leadership and management over this period. The review examined trends in publication volume and impact, as well as research topics and methods used by scholars studying educational leadership and management in Tanzania. The study concluded that Tanzania scholarship in educational leadership and management remains in the early stages of development. Knowledge production is highly uneven across the continent, with only a few pockets of research excellence. Significant growth trends were observed in terms of scholarly interest in studying leadership in K-12 schools, school change, effects and improvement, and organizational behavior in education.

	Although qualitative research methods were more popular in this literature prior to 2000, the use of quantitative research methods has increased sharply during the past six years. **Keywords** Administration, educational leadership, educational management, Tanzania, K-12 schools
Hamida Salmin **GICICTEL1707217**	**Review of research on educational leadership and management in Tanzania** **A comparative analysis of research topics and methods, 2005–2016** **HASSAN MIHAMBO** **Faculty Of Education,Sumait University, University In Zanzibar Town, Address:** **Zanzibar Town, Tanzania Phone:** **+255 776 051 108,Zanzibar, Tanzania** **HAMIDA SALMIN** **Faculty Of Education,Sumait University, University In Zanzibar Town, Address:** **Zanzibar Town, Tanzania Phone:** **+255 776 051 108,Zanzibar, Tanzania** **Abstract** Over the past two decades scholars have called for a more concerted effort to develop an empirically grounded literature on educational leadership outside of mainstream ''Western'' contexts. This paper reports the results of a review of research topics and methods that comprise the literature on educational leadership and management in Tanzania between 2005 and 2016. The review of research employed a quantitative descriptive form of systematic review of 478 articles published in eight ''core'' international journals in educational leadership and management over this period. The review examined trends in publication volume and impact, as well as research topics and methods used by scholars studying educational leadership and management in Tanzania. The study concluded that Tanzania scholarship in educational leadership and management remains in the early stages of development. Knowledge production is highly uneven across the continent, with only a few pockets of research excellence. Significant growth trends were observed in terms of scholarly interest in studying leadership in K-12 schools, school change, effects and improvement, and organizational behavior in education. Although qualitative research methods were more popular in this literature prior to 2000, the use of quantitative research methods has increased sharply during the past six years. **Keywords** Administration, educational leadership, educational management, Tanzania, K-12 schools
Sadulla Ramadhan Aziz **GICICTEL1707222**	**Love and War in Arms and the Man & Major Barbara** **George Bernard Shaw** **M.A. Student in English Literature,Istanbul Aydin University,Istanbul, Turkey** **Researcher: Sahdulla Ramadhan Aziz** **Abstract** George Bernard Shaw (1856-1950), the Irish comic playwright, literary critic, and a Fabian socialist thinker occupies a prominent position in the history of English

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	modern thought in general and English drama in specifics. This is mainly due to his unconventional treatment of the conventional topics or ideas in his plays. Shaw wrote fifty-three plays which are all comedies that criticize wittily the social diseases prevalent in his society during his lifetime. Shaw's plays are dramas of ideas. He deals with many themes in his plays such as morality, wealth/poverty, society and class, hypocrisy, power, religion, heroism, violence, war and love. This research will analyze on two themes of love and war in his two well-known plays Arms and the Man (1894) and Major Barbara (1905). In the study, the complex meanings of love and war will be tackled with special focus on the unconventional outlook of the writer about the traditional concepts of love and war. The aim of the study is to confirm the intermingle of love and war in George Bernard Shaw's Arms and the Man as well as Major Barbara. The approach chosen by the researches of the study will be cultural materialism as it is broadly known as new historicism. This approach will focus on the social, political, and cultural events that happened during the period of Shaw's lifetime and how those events have been dealt with in the mentioned dramatic works under study. **Keywords:** War, Love, Religion, Realism and Idealism in Arms and the Man and Major Barbara
Serife Vatansever GICICTEL1707210	**Prevalence of overweight and obesity in Turkish children** **Serife Vatansever** **Uludag University, Faculty of Sport Sciences, Department of Training, Bursa, Turkey** **ABSTRACT** Overweight and obesity are increasing health problems that are not restricted to adults only. Childhood obesity is associated with metabolic, psychological and musculoskeletal comorbidities. Like any other developing countries, it is a threat to public health in Turkey. The purpose of the present research is defining the overweight and obesity prevalence among 11-15 years old students. A total of 910 children were enrolled in the study. Required permissions were obtained from the school administrations and the parents of the students. Body-mass index was calculated by dividing the participants' weight in kilograms (kg) by their height in meters squared (m2), and the findings were evaluated in accordance with Centre for Disease Control (CDC) percentile ranges as; <5 underweight, 8-85 healthy weight 85-95 overweight, 95> obese. According to the analyses; 12% of the children are overweight, 3.7% of them are obese, and obesity and owerweight total prevalence is 15.7%. Consequently, overweight and obesity prevalence among 11-15 years old children is high. **Key Words** obesity, overweight, child, prevalence.

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Dr. Iman Mokhtari Garakani **Secretary, port Organization ,Municipality Of Tehran,Iran** **GICICTEL1707208**
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Idrisa Wema

19th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2017, Rome, Italy

State University Zanzibar,Suza,Zanzibar / Tanzania **GICICTEL1707214**
Abdul Hamid **Teacher,Emit electronic,Ghana** **GICICTEL1707216**
Eric Azane **Department Of Education,Nomandi,South Africa** **GICICTEL1707218**
Siim Hodemann **Institute of Physics,University of Tartu,Tartu, Estonia** **GICICTEL1707221**
Dr. Dalia Zelikovich **Senior lecturer,Academic center,Israel** **GICICTEL1707223**

Upcoming Conferences

http://adtelweb.org/conference.php

» 15th International Conference on Teaching, Education and Learning (ICTEL), 14-15 June 2017, Singapore

» 16th International Conference on Teaching, Education & Learning (ICTEL), 21-22 June 2017, Kuala Lumpur, Malaysia

» 17th International Conference on Teaching, Education & Learning (ICTEL), 12-13 July 2017, Bali, Indonesia

» 18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand

» 20th International Conference on Teaching, Education & Learning (ICTEL), 26-27 July 2017, Barcelona, Spain

» 21st International Conference on Teaching, Education & Learning (ICTEL), 26-27 July 2017, Mauritius

19th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2017, Rome, Italy
University of Washington - Rome Center (UWRC), Piazza del Biscione 95, 00186 Roma, Italy   65

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» 23rd International Conference on Teaching, Education & Learning (ICTEL), 06-07 September 2017, Bali, Indonesia

» 24th International Conference on Teaching, Education & Learning (ICTEL), 12-13 Sept 2017, London, UK

» 25th International Conference on Teaching, Education & Learning (ICTEL), 10-11 Oct 2017, Dubai, UAE

» 26th International Conference on Teaching, Education and Learning (ICTEL), 08-09 Nov 2017, Singapore

» 27th International Conference on Teaching, Education and Learning (ICTEL), 15-16 Nov 2017, Kuala Lumpur

» 28th International Conference on Teaching, Education & Learning (ICTEL), 20-21 Dec 2017, Dubai, UAE

» 29th International Conference on Teaching, Education & Learning (ICTEL), 27-28 Dec 2017, Bangkok, Thailand

» 2017 – 30th – International Conference on Teaching, Education & Learning (ICTEL), Nov 22-23, Bangkok

» 2017 – 31st – International Conference on Teaching, Education & Learning (ICTEL), Dec 14-15, Mauritius

» 2018 - 3rd – International Conference on Teaching, Education & Learning (ICTEL), Feb 18-19, Dubai

» 2018 – 4th International Conference on Teaching, Education & Learning (ICTEL), Apr 11-12, London

19th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2017, Rome, Italy
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