CONFERENCE PROCEEDINGS

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

26-27 July 2017

Conference Venue
Voilà Bagatelle Hotel, Mauritius

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KEYNOTE SPEAKER

Dr Upasana Singh
Lecturer, The Discipline of Information Systems and Technology at UKZN, Westville campus, South Africa

Prof. Ljiljana Markovic
The Dean of the Faculty of Philology, Full Professor, Department of Japanese, Faculty of Philology, University of Belgrade, Serbia

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Success Stories from the 21st Century Classroom

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ABSTRACT

This paper presents success stories from the writing classroom in the 21st century, where technology provides students and teachers with more opportunities for both synchronous and asynchronous feedback that mimics the interaction that takes place in brick and mortar classrooms. From face-to-face student-teacher conferences to online feedback mediated by learning management systems, 60 multicultural students at an American institution in the Middle East experience it all and reflect on their preferred methods.
Keywords: writing, synchronous and asynchronous feedback, student-teacher conferences, e-rubrics, online feedback, writing workshops, reflective learning

Introducing Pressure Area Assessment Tool In Geriatric Hospital Wards; A Practice Developmental Approach

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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

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	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.
Dr. Oluyemi Ojo GICICTEL1709056	**Information Communication Technology In Early Childhood Education: An Assessment Of The Quality Of Ict In The New Mega Primary Schools In Ondo State, Southwestern Nigeria** **Dr. Oluyemi Ojo** **Department of Early Childhood Care and Education, School of Education, Adeyemi College of Education, Ondo, Nigeria** **ABSTRACT** This study seeks to investigate the quality of ICT provided in the new Caring Heart schools in Ondo State, Nigeria. The population for the study was all caring Heart Mega Schools in Ondo State, Nigeria. Research questions were generated; two instruments CCCMS and TQCUC were used to elicit information from the schools and the teachers. The study adopts descriptive survey approach. The studies revealed and concluded that ICT components were available and adequate in these schools, Charts showing ICT components and other forms of computer devices used as instructional materials were available but were not adequate; teachers teaching computer studies are competent in the delivery of instructions and in handling computer gadgets in the laboratory. The study recommended the provision of steady electricity, uninterrupted internet facilities and provision of adequate ICT components and charts for effective teaching delivery and learning. Key words: Information Communication Technology, Mega Primary School, Primary Education.
Diana Cohenca GICICTEL1709060	**Learning about Meaningful Life as a Way of Coping with Situations of Stress and Anxiety – The Instance of Second Generation Holocaust Survivors** **Yael Wilchek Aviad** **PhD, Clinical Psychologist, Eating Disorders Dept.- Sheba Medical Center, Lecturer - Behavioral Sciences Department , Ariel University** **Diana Cohenca** **PhD, Clinical Psychologist, Eating Disorders Dept.- Sheba Medical Center, Lecturer - Behavioral Sciences Department , Ariel University** *** This study was funded by the Ariel University Center and the Research Authority** **ABSTRACT** This study illuminates an educational attempt to cope with the Holocaust from an emotional angle, by learning about meaningful life at a time fraught with extreme stress and anxiety, as a way of coping with stressful situations. The study examines the quest for meaning as a way of coping with levels of anxiety and depression among 180 adult descendants of Holocaust survivors, 142 of whom had two survivor parents and 38 one (for 27 a father and for 11 a mother), with reference to survivor parents' gender and their circumstances of survival (alone or with a family member). A significant correlation was found between anxiety and

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depression among children of survivors and their search for meaning in life. In addition, children of fathers who underwent the Holocaust on their own (without a family member) were more prone to anxiety and depression than children of fathers who spent the Holocaust with a family member, leading them to a greater search for meaning in life. When the survivor was the mother, anxiety and depression were not found to serve as mediators between the mother's circumstances of survival and the search for meaning in life among children of survivors. The main conclusion of this study is the strong need of people in stressful situations to seek meaning in life. This leads to another, educational-preventive practicable conclusion, regarding the need of the educational system to help students cope with the issue of meaning of life in general and in times of stress in particular, and to instill the value of giving, all the more important in a generation controlled by hedonistic values and dominated by individualism. This may reduce stressful situations and increase personal and social resilience, crucial for Israeli society.

Leading safe schools: A snapshot from the field

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Abstract

School leadership is an important element which contributes to the success of a school. School leaders have to fulfill various responsibilities for their schools to perform well. One such responsibility is to ensure the safety of all .A safe environment ensures that teachers focus on providing effective learning experiences and students focus on rigorous learning. This study provides a snapshot of how the school leader works on school safety issues in a particular secondary school. It is a qualitative research, using mixed data sources. Data were collected by means of a questionnaire (n-60) which had been distributed to teachers and by means of a semi-structured interview with the management team (n=4). While it is revealed that this is indeed an important issue, there is, however, much cause for concern and room for improvement. This case study also highlights that there is much reliance on the school leader to create a safe school. The recommendations proposed indicate the need for more sustainable transforming and well-designed strategies in order to enjoy a safer school. These strategies rely on the contribution of all stakeholders whereby school safety is not the business of only the school leader.
Key words: school leadership, school leader, school safety

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Revamping Practice: Breaking free from the rote culture. An Action Research

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ABSTRACT

This articles highlights how two educators moved outside of their comfort zones to revamp their practice. Not happy with the routine which has stealthily crept into their practice, the need for this introspection was felt. This study is about honouring their belief in the values of education as being participatory, interactive and emancipatory Thus an action research consisting of four cycles was conducted to revisit the ways in which teaching and learning were taking place in class and data was collected through the multi- method approach using focus group discussions, students' work sheet, and observations. Innovative teaching strategies were used namely investigative methodologies where students had to locate and manage information, develop reasonable answers and provide adequate jusfications. The process of investigation required students to work together making learning a collaborative enterprise where ideas were shared and solutions were found. The findings revealed that in order not to fall in the same torpor and break free from the rote culture, educators should open avenues for students to shoulder the responsibility for their learning as a result of their own thinking. Investigative based learning also promoted the development of the affective domain namely enthusiasm, joy, excitement, curiosity, wonder and thrill of discovery which had an stimulating effect for both the learners and the teachers.

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Advances In Improving Vision Impaired Users Access To Electronic Resources In E-Learning Environment With Modified Artificial Neural Network

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ABSTRACT

Assistive Technology (AT) provides means through which persons with visual impairment are empowered with adaptive devices, methods and other equipment for accessing multimedia information. However, the degree of sensitivity and specificity values for access to electronic resources by visual impaired persons varies. Existing AT were designed as "one model fits all" (static calibration requirements), thereby limiting the usability by vision impaired users in an e-learning environment. The aim of this work is to develop a Dynamic Thresholding Model (DTM) that adaptively adjusts the vision parameters to meet the calibration requirements of vision impaired users.
Data from International Statistical Classification of Diseases and Related Health Problems of World Health Organization (WHO) containing 1001 instances of visual impairment measures was obtained from 2008 to 2013. The users' vision parameters of WHO for Visual Acuity Range (VAR) was adopted.

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These were: VAR ≥ 0.3(299); 0.1 < VAR < 0.3(182); 0.07 ≤ VAR < 0.1(364); 0.05 ≤ VAR < 0.07(120); 0.02 ≤ VAR < 0.05(24); and VAR < 0.02(12), respectively. Data were partitioned for six VAR groups into 70% (700) and 30% (301) for training and testing, respectively. Data for the six groups were transformed into 3-bits encoding to facilitate model derivation. The DTM was developed with calibrator parameters (Visual Acuity (Va), Print Size (Ps) and Reading Rate (Rr)) for low acuity, adaptive vision calibrator and dynamic thresholding. The VAR from the developed DTM was used to predict the optimal operating range and accuracy value on observed WHO dataset irrespective of the grouping. Six-epochs were conducted for each thresholding value to determine the sensitivity and specificity values relative to the False Negative Rate (FNR) and False Positive Rate (FPR), respectively, which are evidences of misclassification.

The 3-bit encoding coupled with the DTM gave optimised equations of the form:

$$OP1 = 463.6073Ps - 597.0703Va + 573.8042Rr$$

$$OP2 = 1.9383Ps - 1.7474Va + 0.4508Rr$$

$$OP3 = 8.4985Va - 1.2436Ps - 17.1718Rr.$$

Where OP1, OP2 and OP3 represent the first, second and third bit respectively. Five local maxima accuracy and one global maximum threshold values were obtained from the DTM. Local maxima threshold values were (0.455, 0.470, 0.515, 0.530, and 0.580) with corresponding percentage accuracy of (99.257, 99.343, 99.171, 99.229, and 99.429). Global maximum accuracy was 99.6 at threshold value of 0.5. The Va, Ps, and Rr produced equal numbers of observations (301) affirming the result from WHO report. Correctly classified user impairment was 99.89%, with error rate of 0.11%. The model predicted sensitivity value of 99.79% (0.21 FNR), and specificity value of 99.52% (0.48 FPR), respectively.

The developed dynamic thresholding model adaptively classified various degrees of visual impairment for vision impaired users.

Keywords: Visual acuity, Visual print size, Adaptive vision calibrator, Vision impaired reading rate

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Saksit Saengboon
GICICTEL1709067

"Learning English Grammar on Sunday"!: Experiences of Adult Thai Learners in a TOEFL Tutorial Class

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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

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	"situated pedagogies." In addition, pedagogical and research implications were provided. Key words: TOEFL tutorial class; explicit grammar instruction; test-taking strategies; situated pedagogies
Karen Rene Stackhouse **GICICTEL1709068**	**"Using Reader's Theatre to Teach Content Area Material"** **Karen Rene Stackhouse** **Special Education, Colorado Christian University, Scottsdale, AZ, USA** **ABSTRACT** Readers' Theatre is an activity in which students, while reading from scripts, are able to tell a story or share information in an entertaining form, without props, costumes, or sets. This is a reading activity where students are not asked to memorize their lines. They are, however, encouraged to "ham it up" and use intonation and gestures appropriate to their characters and their characters' words. While Reader's Theatre is often used in reading or language classes, it is becoming more popular in content area disciplines such as science and social studies as well. This workshop will share strategies for using Reader's Theatre in these areas.
Karen Bostic Stackhouse **GICICTEL1709068**	**RTI: What is it?** **Karen Bostic Stackhouse** **Special Education, Colorado Christian University, Scottsdale AZ, USA** **ABSTRACT** Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.
Xena Cupido **GICICTEL1709070**	A grounded theory approach to the systemic influences on school-based substance-abuse prevention programmes **Xena Cupido** **Fundani Centre for Higher Education Development, Cape Peninsula University of technology, South Africa** **ABSTRACT** The prevalence of substance abuse globally has been a cause for concern. South Africa is regarded as one of the countries with the highest substance abuse rates in the world. As a consequence, families, communities and society are seriously impacted and in some instances destroyed. The Western Cape has been hardest hit, with youth in particular affected as they are exposed to illicit substances in

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	various environments. Prevention programmes remain an important aspect of drug control systems in South Africa. It is with this reality in mind that this study aimed at investigating the theory underpinning the development, implementation and the sustainability of school-based substance-abuse prevention programmes in the Western Cape. This qualitative study utilised a constructivist grounded theory to explore the factors that influenced the development, implementation, and sustainability of the existing school-based programmes. The documentary analysis and interviews were used as data collection methods. School principals, educators and community organisation representatives participated in the study. The findings revealed that the development, implementation and sustainability of school-based substance abuse prevention programmes are influenced by the following systemic influences; personal, environmental and relational influences. The theory developed in this research project provides a framework by which schools and community organisations are able to develop, implement and sustain substance-abuse prevention programmes. **Key words:** Substance abuse, prevention, school-based, grounded theory, development, implementation, sustainability
Aysegul Liman Kaban GICICTEL1709071	**A Review of Methodology to Measure Effectiveness in Digital Game‑Based Learning** **Aysegul Liman Kaban** **Modern Languages, Bahcesehir University, Istanbul, Turkey** **ABSTRACT** With the increasing popularity of technology use in education, game-based learning continues to attract attention in an increasing way. These developments brings some issues related to the effects of using games in educational fields. Because the use of digital resources and game-based learning are relatively new, scholars have started to deal with the impacts of it and tried to examine these effects in different domains. It is almost impossible to go into all types of games used in education; therefore, two types of games that we thought might have an impact after a moderate search on effectiveness and games are examined for the study. In this study, we analyzed serious games and simulations from the perspective of attitudinal learning. This article supplies and analyzes interdisciplinary outcomes of digital games and measures effectiveness of digital game based learning. The results of this study will provide an insight about the effectiveness of digital game based learning. Keywords: digital game‑based learning, effectiveness, cognitive, gagne nine events
Dr. Joseph Williams GICICTEL1709072	**Tribal Triumphs: Validating Identity with Intercultural Communication** **Dr. Joseph E. Williams** **Liberal Arts, Texas A&M University at Qatar, Doha, Qatar** **ABSTRACT** Texas A&M University at Qatar (TAMUQ) is comprised of four engineering programs, namely Chemical, Electrical, Mechanical, and Petroleum. The engineering students who opted to take Intercultural Communication (ICC) as a

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course elective during Spring Semester 2017 embarked on a journey that involved the analysis of tribal rites of passage around the world. Through the study of these tribes, this ethnically diverse group of ICC students questioned and addressed their own identity as well as contrasted their own rites of passage with those studied. The presenter, a Liberal Arts professor at TAMUQ, will share his findings – ICC student feedback – that not only reasserts the place of these ancient tribes within our modern world but also reaffirms the need to respect one's past in order to progress into the future.

Key Words: Intercultural Communication, Findings

  Patricia Ningi **GICICTEL1709081**	**Challenges faced by lecturers in implementation of NCV Programmes in TVET institutions in South Africa** **Patricia Ningi Sibisi** **Curriculum and Instructional Studies, University of South Africa, South Africa** **ABSTRACT** **This paper points to the necessity to conduct research on the challenges faced by lecturers in the implementation of National Curriculum Vocational (NCV) in Technical Vocational Education and Training (TVET). NCV programme was introduced in South African (SA) TVET Colleges in 2007. NCV is a 3 year programme with level 2, level 3 and level 4. Prior to the implementation of NCV programme the TVET Colleges were offering Nated programmes which were trimesters and semesters focusing more on practical. Nated planning, teaching and assessment is different from the NCV programme teaching and learning. Since NCV is a 3 year programme it requires a formal way of planning, teaching, assessment and record keeping. Implementation of NCV was the biggest change for TVET Colleges. TVET Colleges have revealed that in spite of the many efforts that Colleges and Department of Higher Education (DHET) put over the years in empowering lecturers in the implementation of NCV programmes, lecturers still lack the knowledge and skills to be able to implement NCV programmes successfully. The throughput for NCV remain very low and the drop-out rate is very high. The aim of the study is to investigate the challenges faced by lecturers in implementing NCV in SA with specific reference to Thekwini TVET College situated in KwaZulu-Natal, Durban. Research objectives will be an extensive literature study to determine what the current local and global perspectives are on adult engineering education and training, particularly in the context of post school teaching and vocational education and training. A qualitative research approach/methodology will assist the researcher in understanding the relevant lecturers' experiences and perceptions of their own teaching and learning practices, in particular the challenges, strengths and available professional development opportunities in the NCV engineering programme at Thekwini TVET College. Creswell (2009:23-27) asserts that through qualitative research the researcher can explore the life worlds of participants through semi-structured interviews.** **Keywords: Implementation of NCV, TVET, Qualifications, Challenges, Throughput rate,**
Maira Khan **GICICTEL1709082**	**Architecture Education for Future** **Maira Khan** **Department of Architecture and Design,Comsats IIT Lahore,Lahore, Pakistan** **ABSTRACT**

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My Research on Architecture education in Asia will sure give us a chance to plan better tomorrow and talk about the Future of the Past in terms of Sustainable Development. Designing more than One MillionSquare Feet area prioritizing Passive Architecture has been key concern and main area of Focus.

Area of focus will be Social Responsibility towards architecture and creating awareness about sensitivity towards Sustainable Environment.

I anticipate that my Research on improving Architecture Education in Asia will enable us to create awareness in the field of Architecture and Technology and enable Architects to plan for better tomorrow.

The title of the Project will be " Improving Architecture Education in Asia"

The research is originating from the indigenous context and environment.
The area of focus will be the following issues:
•The Special Issues of Asian Learners
•The Neglects in the Current Curriculum
•Clarification of Terms Architectural Discourse
•Acquiring Skills Before Going Forward Towards Creativity
•Situational Design
•Community Design
•Climate Responsive Design
•Hands on Experiential Learning
•The Studio Culture and the Design of the Teaching Studio

Keywords: Situational Design, Climate Responsive Design, Social responsibility

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Funmilayo Elizabeth
GICICTEL1709080

Effects Of Mentoring On Secondary School Students Attitudes Towards Environmental Practices In Urban Centres

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ABSTRACT

There is the need for a sustainable environment and to build a sustainable future, especially in densely populated and urban centres. This is imperative to the wellbeing of inhabitants and development of the society. The study investigated the impact of mentoring on the attitudes of secondary school students towards environmental practices in Abeokuta, Ogun state Nigeria. The purpose was to examine the attitude of secondary school student by means of mentoring approach. The study employed a quasi-experimental design which utilizes non-randomized pre-test, post-test, control group system. The population of the study was made up of Senior Secondary School students two in public secondary schools in Abeokuta Ogun state Nigeria. The sample consisted of 200 students selected from four secondary schools. The sampling technique used was simple random sampling technique. The instrument used in the study was Environmental Attitude Rating Scale (EARS). The instrument was validated and it's reliability was ascertained using test-retest method. Reliability coefficient of 0.68 was obtained using Pearson product moment correlation. The instrument was administered by the researcher with the help of research assistants. The EARS was administered as pre-test and post- test, Supplemental Instruction Learning Model (SILM) was used for

	treatment. Two research hypotheses were formulated and tested at 0.05 level of significant. Data collected were analyzed descriptively and with t-test statistics. The findings recorded significant effects of mentoring on the attitudes of secondary students towards environmental practices. Based on the findings of the study, it was thus recommended among others that, teachers should employ mentoring strategy to influence positive attitude towards the environment in their students, thus conserving the environment for sustainable development. Keywords: Mentoring, secondary school students, attitude, environmental sustainability, Ogun state
Beedassy Satyen Singh GICICTEL1709084	**Developing Socio Emotional Competencies among Trainee Educators within the Holistic Education Program** **Beedassy Satyen Singh Department of Education Studies, School of Education, Mauritius Institute of Education, Mauritius** **ABSTRACT** Effective classroom practices have been a major issue among academics as well as non academics. To bring an equilibrium between the behaviorist and the constructivist approach is regarded as an epitome in the field of teacher education. However, developing the socio emotional competencies of teachers has been found to be the nexus between didactical and pedagogical expertise. This paper attempts to analyze the impact of the development of socio emotional competencies among trainee educators in regards to teachers' effectiveness and empowering the trainee educator with emotional intelligence in order to proactively cope with the challenges of the 21st century classroom. Keywords: Socio emotional Competencies (SEC), Emotional intelligence (EI), Holistic education Program (HEP), Trainee Educators (TE)
Alhassan Eliasu GICICTEL1709085	**Inclusive Education Policy for Persons with Disability: The Role of Basic School Teachers in the Nabdam District of Upper East Region of Ghana** **Eliasu Alhassan Department of Social Political and Historical Studies University for Development Studies, Wa Campus** **Alfred Awuni Ghana Education Service Bolga, Upper East Region** **ABSTRACT** The focus of the paper is on teachers' role towards the Inclusive Education policy for children with disability in basic schools in the Nabdam District in the Upper East Region of Ghana. Qualitative approach was used and triangulated with descriptive statistics. Two hundred and three (203) respondents were selected using stratified sampling technique. In addition, eight (8) Senior Officers in the Nabdam Education Office were purposively selected and interviewed using interview guide. Statistical Product for Service Solutions was used to analyse the semi-structured questionnaire and presented in the form of charts and tables. The study found that majority of teachers in Nabdam had been trained on Inclusive Education (IE) but they do not have the skills to teach children with Disability in Inclusive classroom because the trainings they had were basic and inadequate for the Inclusive education policy. Teachers lack teaching and learning material for

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	the Inclusive Education in Nabdam. It was also found that teachers do not encourage inclusive seating arrangement in the classrooms and this was due to lack of adequate training which affected the Inclusive education. Moreover, lack of parental collaboration hinder the full implementation of the Inclusive Education in Nabdam. Data on Children with Disability were not also available in the Nabdam District. The paper recommends that a policy review to include all the stakeholders in basic education (parents, teachers, pupils" and NGOs), provisioning of teaching and learning materials and training of teachers as well as compilation of a comprehensive data on children with disability else the target of the MDGs and SDGs on Inclusive Education will remain an illusion and a white elephant
Simeon Davies **GICICTEL1709087**	**The introduction of a Sport Coaching Degree in South Africa. A strategic imperative to fulfil the mission of National Government "to be an active and winning nation".** **Simeon Davies** **Cape Peninsula University of Technology, Cape Town, South Africa** **Abstract** There is a need in South Africa to provide a formal qualification to facilitate the principles espoused in mission statement of National Government "to be an active and winning nation". This intent is also aligned with the objectives of International Sport Coaching Framework (2012) that identifies that sport coaches play a central role in promoting sport participation and enhancing the performance of athletes and teams. The purpose of the proposed Sport Coaching Degree is to provide competent coaches who meet the diverse needs of sport participation in South Africa. A significant element that has formed the catalyst for the introduction of the Sport Coaching Degree is to fill the vacuum created by the marginalisation and effective dismantling of Physical Education as a compulsory element of school education in South Africa. Thus the graduates will be educated and trained to work and comply with best practice in local, national and international sport-coaching environments. Importantly the graduates will be able to conduct research in the field of sport coaching that will inform and contribute to relevant policy development e.g. in terms of sport participation, access to sport, inequality, as well as sport related socio-economic and health issues. Keywords: Sport, Coaching, Degree, Qualification,
Daryl Balia **GICICTEL1709087**	**Unlocking The Doors Of Teaching And Learning In South Africa: Strategic Steps Toward A 'Decolonial' Future. Abstract By Dr Daryl Balia, Central Universtiy Of Technology, Free State, South Africa** **Daryl Balia** **Institutional Planning and Quality Enhancement Section,Central University of Technology, Free State,Bloemfontein,** **South Africa** **Abstract** The changing landscape of higher education in South Africa suggests the need for new visionary impulses which stakeholders in the current political and academic institutional realms will probably wish to engage. Apart from the ongoing imperative to produce and disseminate knowledge, promote public understanding of global issues, and contribute to societal cohesion and economic growth, the South Africa context demands a sharper focus on the pursuit of excellence in tandem with achieving greater levels of equity. Fragmentation should be replaced by integration, where competing institutions are not unwittingly replicating old

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	patterns of dominance; participation must be improved for a productive citizenship to develop skills against a holistic background, one where primary, secondary, tertiary and lifelong learning are interconnected (despite separate ministerial responsibility); higher education must be made available to all regardless of gender or race, and at a much lower cost to students, while the poor concentration of women in the sciences generally should be addressed; the 'brain drain' (of most of the current highly productive academics going into retirement over the coming decade) has to be arrested by a new generation of scholars who will better reflect the current (racial and gender) imbalance; and the entire higher education system must find creative ways of 'education capture' where the dropout rate is lowered, student success rate increased, and curriculum transformation becomes a critical catalyst for comprehensive change. Practical and generic skills are in greater demand today to meet national priorities such that they can be easily transferable across working environments, and where 'subject-specific' content becomes secondary to relevant 'transferable learning.' Against the background sketched above, it becomes imperative for higher education institutions to more clearly 'distinguish' themselves in terms of being national assets providing much needed skills for the country to develop. This requires an adjustment which South African universities are not well placed to respond to. However, in my view, what could potentially distinguish their place in the international world of higher education is the attention these universities could potentially give to three key strategic steps as follows: • stimulate new, flexible and innovative ways of learning, teaching and assessing through the use of new technologies which remain relatively unexplored by the university sector; • prioritise learning and responding to student feedback even more aggressively, especially as some of the better performing universities show that their standards of teaching quality are being compromised by the assessment and feedback received from their students; • impact society timeously and appropriately to bring about social and economic development, also through the purposeful development of leadership capacity outcomes such as self-efficacy, civic engagement, and character growth; In the absence of the above framework being implemented, South African universities may struggle to compete with the top universities of the world and be hamstrung in not being responsive enough in preparing students for a 'decolonial' future which many cherish.
Qing Ye **GICICTEL1709089**	**Design, Implementation, And Effectiveness Of Flipped Classroom And Debate** **Qing Ye** **International Business School Suzhou, Xi'an Jiaotong-Liverpool University** **Jie Zhang** **Abstract** We adopted two innovative teaching methods in a post-graduate module (Money and Banking): flipped classroom and debate. We find significant evidence that these innovative teaching methods are effective in improving student performance as reflected in exam marks. In addition, we adopt surveys to investigate students' perception of these two new teaching methods. The results indicate that students have great consensus in terms of the benefits of these approaches suggested in literature. In addition, based on the experience we gained in teaching this module and the students' feedback, we provide some suggestions in terms of how to best apply the flipped classroom and debate methods in teaching.
Jie Zhang	**Exploring the Effective Design of Project-based Learning**

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GICICTEL1709090	
	Jie Zhang **International Business School Suzhou,Xian Jiaotong-Liverpool University,Suzhou City, Jiangsu Province, China** **Qing Ye** **International Business School Suzhou, Xi'an Jiaotong-Liverpool University** **Abstract** **We designed and implemented Project-based Learning (PBL) in an undergraduate Corporate Finance module. Each week students had lecture to learn the basic theories (textbook knowledge) and lecturer showed them the way to collect and use market data. Then students sat in groups to work with mini tasks during and after tutorials. All these mini tasks formed a big project, which was the assessment of this module. We carefully designed PBL to address the challenges of using group project such as student participation and free rider issues. Students' performance and feedback indicates that our PBL design effectively enhanced their learning by 1) developing their critical thinking, problem solving, and collaboration skills; 2) applying textbook knowledge to practice; 3) reflecting on learning and the quality of their work.** **Keywords: Project-based Learning; Active Learning; Assessment Design**
Akinrotimi Adenike **GICICTEL1709091**	**The Impact of Technology on Cultural Heritage among Preschool Children** **Akinrotimi Adenike** **Early Childhood Care and Education,Adeyemi College of Education,Ondo, Nigeria** **Abstract** **Globally, Education has been identified as vital tool for any form of development for any society (community); be it Economic, Social, Political and Cultural development. It is the determinant level of prosperity, welfare, security and sustenance of the people of a particular community. Education could be formal, informal and non-formal. Cultural development of an individual and of the community as it were is a life long process, where individual learns from daily experiences, exposure to the environment at home, at work, at play and it enriches human and environmental potentials. This type of education can be referred to as cultural heritage. It is built on learner participation and assimilation. Preschool programme also referred to as Early Childhood Education is critical to holistic development of a child cultural development inclusive. This paper examines the impact that technology has on cultural heritage among preschool children.**
Sibusisiwe Dube **GICICTEL1709092**	**Educators' perspectives about ICT enabled teaching** **Sibusisiwe Dube** **Information Systems,University of Cape Town,Cape Town, South Africa** **Abstract** **Despite the availability and affordances from the Information and Communication Technologies (ICT) in education, existing studies show that technology enabled education is not yet significant in Higher Education Institutions (HEI). The use of ICTs such as the electronic learning (e-learning) systems is still at its infancy particularly in the developing world context. This study was aimed at establishing and determining the concerns of the educators about e-learning systems in the teaching and learning practice. Quantitative data were collected from educators at one of the universities in Zimbabwe, a developing country in Africa. The findings revealed that the educators concern about using e-learning system are more**

institutional than personal or technological.

Computer Literacy Teaching Under The Confucian Heritage Cultural Settings Of Macao, China

Joao Negreiros
Faculty of Creative Industries, University of Saint Joseph, Macao, China

Joao Negreiros
GICICTEL1709093

Abstract

University students in Macao are required to attend computer literacy courses to raise their basic skills levels and knowledge as part of their literacy foundation. To be effective, such courses, which are staff intensive and require access to expensive equipment and software, need high levels of individual teaching. Still, the remaining teachers frequently complain about the weak IT skills of many students, suggesting that most of them may not be benefiting sufficiently from their computer literacy courses. This research proposes an enhanced framework based on constructivist principles by using peer-tutoring and blended learning to increase cost effectiveness and to improve student outcomes. Essential to this proposed model is the training of former course graduates as peer-instructors to achieve high quality learning results. At Instituto de Formação Turistica (IFT), a study case was used to evaluate its effectiveness using a qualitative approach. In Macao, most students have a Confucian Heritage Cultural (CHC) background and the current findings demonstrate that students share more easily their learning difficulties within their group as their interpersonal relationships improve. It is suggested that since CHC cooperative learning is primarily based on bonds, students involved in this 'relationship-first, learning-second' type shared a larger amount of knowledge and social skills. Moreover, English language is a major barrier for the understanding of teacher's message to Chinese first year students. Meanwhile, the negative Western concept of plagiarism is replaced, under the CHC, as the 'face giving' and it is directly based on the relationship intensity to 'help friends'. At last, peer-tutors plays a key role on the increase of the intrinsically (not extrinsically) motivation concerning the enjoyment of the learning process provided to these students.
Keywords: Macao, Confucian Heritage Cultural, Computer Literacy, Constructivist Principles, Peer-tutoring.

Luyanda Marhaya
GICICTEL1709097

A review of academic development provision in a higher education institution in South Africa: Context, Challenges, Misconceptions and Solutions.

Luyanda Marhaya
Centre for Higher Education Teaching and Learning,University of Venda,South Africa

Abstract

Academic Development (AD) as a fairly new field in South Africa has experienced a manifold degree of challenges. In spite of this, academic development practitioners have continued to make strides in providing professional development initiatives in higher education institutions. The main aim of this paper, therefore, is to provide a historic and current context of academic development practice by interrogating its strategic positioning within a higher education institution. In doing so, the paper sketches the context within which AD operates and provides a brief of professional development initiatives undertaken by AD practitioners in a particular university located in South Africa. The paper

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	discusses challenges experienced by AD practitioners and their misconstrued identities as well as misconceptions about Academic Development (AD) field. The study recommends, amongst others, that the Centres for Academic Development should devise strategic collaborations wherein all initiatives are influenced from the bottom-up rather than the top down approach. In addition, policies and frameworks that are developed in these Centres should be communicated explicitly to the university community so that there is no ambiguity upon implementation. Keywords: Academic development. Professional Development. Identity
Olugbenga Adedayo Ige GICICTEL1709103	**Personality and Gender Factors influencing Students' Academic Attainment in Social Studies and Civic Education Concepts in Urban Learning Ecologies** **Dr. Olugbenga Adedayo IGE Ph.D.** **School of Education Studies,University of the Free State,** **South Africa** **Abstract** Several researchers have studies the influence of major and narrow personality traits on secondary school students' learning outcomes in different disciplines. It is unfortunate that these studies have left out students in urban learning ecologies where Social Studies teachers are daily confounded by the dynamics of societal change in relation to students' learning outcomes. This study adopted a field-based approach to collect quantitative data using a questionnaire from 540 students in that were randomly sampled from eight urban learning ecologies in two states in Southern Nigeria. The average age of the respondents was 16.43years (S.D. = 1.88). The data collected was subjected to Stepwise Multiple Regression Analysis. The findings show that personality traits such as consciousness, agreeableness, and neuroticism have significant influence on secondary students' academic attainment in Social Studies and Civic Education concepts. Other personality traits such as extraversion, openness, stereotypes, and gender included in the Stepwise Regression model have insignificant influence on students' academic attainment in Social Studies and Civic Education concepts. The implications of these findings for Social Studies and Civic Education teachers in urban learning ecologies in developing nations are discussed. Keywords: Personality, Gender, Students', Academic Attainment, Social Studies Concepts, Civic Education Concepts, Urban Learning Ecologies.
Lehlohonolo Sempe GICICTEL1709105	**Business Management Teacher Education Students' Attitudes Towards Online Assessments And Feedback** **Lehlohonolo Sempe** **Department: Business Management, Faculty of Management Sciences** **Central University of Technology, Bloemfontein, South Africa** **ABSTRACT** The traditional practice for the assessment of students' academic work has mostly transpired through lecturers' annotating students' work with comments, completing feedback sheets and students collecting their work in class. Due to developments and the availability of Internet technologies in teaching and learning, online assessment approaches are currently widely applied by lecturers. Online assessment is a system of assessing students' academic achievement through an electronic mode. Its purpose is to monitor students' understanding of the subject content, improve academic programmes and enhance the quality of learning. However, online assessment can be a challenging approach as students need some basic computer skills to complete tasks online. The aim of this paper is

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therefore to explore Business Management teacher education students' attitudes towards online assessments and feedback. Appropriate strategies are further explored as an approach to enhance these students' attitudes. A quantitative research methodology was employed in this study, conducted with forty third year Business Management teacher education students. A structured questionnaire, consisting of biographical questions and an additional 20 items, probed students' attitudes towards online assessment and feedback. Descriptive and inferential statistics were used to analyse data using SPSS software. Results of the study revealed that students' displayed positive attitudes towards online assessment and feedback. Academic, technical and computer orientated support were however identified as crucial aspects in developing students' online skills. Different strategies were then also applied to enhance students' attitudes towards online assessments and feedback.

Keywords: Online Assessment, Feedback, Business Management, Attitudes, Quantitative Research.

Reflections on Ubuntu principles in selected Setswana drama texts.

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Bridget Mangwegape
GICICTEL1709106

Abstract
Ubuntu/Botho is an old concept, strongly entrenched within the African thinking which form an integral part of a person's identity, dignity, culture, morality and social interaction. In South Africa, the terms Ubuntu and Botho are synonymous in that they express the same meaning and are closely related to the Nguni and Setswana languages respectively. According to the philosophy of Ubuntu/Botho, society gives human beings their humanity.

My observations whilst teaching third year BEd students is that most of the Setswana drama texts, appear to demonstrate principles and values of Ubuntu/Botho. The characters as actors in the development of theme and conflict in drama texts are therefore seen as the key figures for the success or failure of the philosophy of Ubuntu/Botho in Setswana. This paper therefore focuses on Setswana speaking teacher education students who are taught to attain skills in specific literature and genres. With the latter said in mind, this work-in-progress paper will explore the use of the principles of Ubuntu/Botho in selected drama texts taught via a variety of class activities (small group work, peer feedback and students and lecturer reflections. It is envisaged that the lecture's (researcher) intervention will yield positive outcomes in improving students' realisation of how to depict and analyse the behaviour of characters in selected Setswana drama texts. Preliminary results indicate that students are able to identify the Ubuntu principles in Setswana drama texts.

Key words: Setswana drama texts, Principles of Ubuntu, Analysing, BEd students.

How to edit? That is the question.

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Abstract

I have been an editor of Master's dissertations and PhD theses for many years and in a variety of fields, e.g. Policing. Education, English, Engineering and others. The majority of these theses or dissertations are written by students who are not mother tongue speakers of English. Selinker (1972) introduced the term interlanguage (IL) to describe the language system of a learner of a target language (TL) which in this case would be English. He regarded the language of such a learner as a separate linguistic system, namely an Interlanguage. This Interlanguage system is characterized by three aspects: permeability, systematicity and fossilization. This means that those learners will have different internalised 'rules' than which exist in both the Target language (TL) and their mother tongue. These deviant structures would then be 'fossilized'. When students do their research and write their theses, their supervisors invariably concentrate on the content and do not pay attention to language and style. As editor, I then have to correct 'wrong' expressions and fossilized structures. Many of these students do not know how to write in an academic and scholarly style. Another major problem is the scourge of 'cut' and 'paste'. My dilemma is often whether I should alert the supervisor regarding such incidences. This paper will discuss and explain the problems facing editors not only of PhD's, but also when editing or reviewing scholarly articles. Examples of these problems will be provided in the paper.

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Deborah Kirabo **GICICTEL1709109**	**Taking Stock and Looking Forward: Beyond schooling** **Deborah Kirabo** **Education,Plan International Uganda,Kampala, Uganda** **Abstract** Over the last decade, improving access to basic education has received considerable attention as countries strived to realize the Education For All (EFA). Despite the achievements by EFA, greater challenges lie ahead with the introduction of the SDGs. A critical aspect that is often overlooked is the effective parents/ community participation in children's education. A national assessment by UWEZO for 2016 continued to reveal disparities in general education outcomes of the children as revealed that 98% children among all primary5 children sampled, could not read and understand a story text of primary 2, and 80% could not solve at least two numerical written division sums of primary 2 level correctly. This means that children are going to school but not actually learning. One of the key underlying factors for this is lack of genuine stakeholder participation in their learning. Although Participatory School governance is not new in the education delivery, and not all communities have played a passive role in children's education, it hasn't been fully recognized nor extended systematically to a wider practice. Evidence has proved that children participation in their education enhanced education performance and hence improved learning outcomes. The proposed presentation is a platform for discussion and experience sharing among education stakeholders on the subject matter. Plan international Uganda's experiences and best practices in encouraging Child Participation in education governance as resource for participants seeking deeper understanding of how to facilitate Child participation in education governance. **Objective/ Purpose:** a) To generate understanding among the participants on the importance of reinvigorating the education practices to move beyond schooling to responsiveness, how this works, what benefits it has yielded; and what to expect in the process of carrying out the efforts.
Doria Daniels **GICICTEL1709110**	**Exploring the immigrant home as pedagogical space, and the parent as educational collaborator in a South African context** **Doria Daniels** **Dept of educational PsychologyFaculty of Education,Stellenbosch University,Stellenbosch, South Africa** **Abstract** Bernstein (2004) describes the school and the home as two complementary sites of pedagogic acquisition that are important for the educational success of children. He argues that educational acquisition is strengthened and augmented by the home context. While the intersection of school and home and communication between teachers and parents are identified as important dimensions of learning success, they are seldom afforded the critical inspection they deserve. Educational quality and school success tend to be explained only with reference to educational materials and teachers. Research shows that when educators talk about parental involvement they draw on a false sense of knowing the home contexts of the students and their parents (Lareau, 1989; Waterman, 2008; Li, 2010). Thus, when

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	family-school relationships are critiqued, only discourses, which flow through the formal and informal curricula, are considered, while the discourses present in families and communities are largely overlooked.
	In this presentation I explore the potential of the home as an educational site and the parents as strategic partners of education. I do so within the context of a Somali immigrant community. Through narrative inquiry the experiences of four immigrant Somali parents with giving educational support to their primary school children, is captured. The findings show these parents to be invested in their children's education, despite their unique challenges with navigating a different formal education system.

Saravanan Sugumaran
GICICTEL1709111

Ideological Comedy: Innovating a new fourth estate?

(Mr) Saravanan Sugumaran
Masters in Public Policy, Lew Kuan Yew School of Public Policy

Abstract

The ancient Romans were one of the first to define the literary genre of satire. The modern word "satire" derives from the Latin word – 'satura', but the Roman satura was quite different from our notions of satire today. While they did provide elements of social critique, they were not intended to provoke any sort of real social change.

Satire in our modern world is being used increasingly as a tool to address and inform on a multitude of issues. Specifically, issues that have been sealed by a dominating social norm that require a due shift in perception and ultimately actions.

Stemming as a key branch of satire, political satire provides the conducive condition for rejuvenating critical thought. It has accompanied us throughout varying defining moments in history, noticeably facilitating as an Allied propaganda tool against Nazi Germany. Recently, it has also come under intense scrutiny following the Danish cartoon publication (2005) and Charlie Hebdo shootings (2015).

Political satire is gaining momentum across diverse channels of media. Its potential to create ripples in society by challenging political discourse and transcending barriers of geography, ethnicity and cultures, through the lens of 'jesterism' is constantly evolving and expanding. The United Nations (UN) annually presents the Ranan Lurie Political Cartoon Award as a testament to the ambitious standards of information and media freedom that political satire represents.

The present paper contends the potency of satire as a tool to shape public opinion on political discourse and in creating a more informed citizen. A comparative case-study analysis will explore the mechanism of satire across time and continents. By contrasting the variant media and political freedoms, the findings aim to highlight such an impact on political satire and the relevant consequences for information dissemination and national security till 2030.

Alida Herbst
GICICTEL1709112

Using the life maps technique in teaching professional development to students: a self-reflective case study

Prof Alida G Herbst
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ABSTRACT
A self-reflective case study method was used with the aim of critically evaluating a

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	lesson plan used by the author for the past five years to facilitate a workshop for final year social work students on professional development. The life maps technique forms a large part of the lesson plan and the four lenses in Brookfield's model for critical reflection informed this reflection.
	Life maps can be defined as a versatile self-development technique to guide individuals or groups to review their lives in terms of the past, present and future while focusing on their views of themselves, others, their challenges, strengths and coping skills. Most of the time this technique is used in a therapeutic context by professionals such as psychologists, social workers and counsellors. In this instance it was used a pedagogical instrument to guide a group of final year social work students to reflect on their skills, fears, uncertainties, opportunities, strengths and expectations about beginners practice. Social workers usually work under challenging and stressful circumstances and it is essential that they attend to their own well-being. As part of the students' preparation phase for practice entry, a workshop was designed to reach the following learning objectives:
	• To identify and solve uncertainties and deficiencies about entering social work practice
	• To evaluate the transition from student social workers to novice social work practitioners
	• To attend to and satisfy personal needs with regard to practice entry
	This presentation will outline how Brookfield's model was applied in the author's reflections on her teaching practices in this workshop and how it informed the thinking and planning involved in the development, evaluation and re-development of the lesson plan. Themes such as lesson design, classroom practice, learning aids, co-constructed learning and pedagogical expediency will be explored as they relate to the overall aim of this case study
	KEYWORDS
	Professional development; social work students; life maps technique; experiential learning; critical reflection
Ms Pinkie Ntola, Mr Nivar Somaru GICICTEL1709114	**IS GENERAL EDUCATION APPROPRIATE IN MARITIME STUDIES? A DURBAN UNIVERSITY OF TECHNOLOGY PERSPECTIVE** **Mr Leon E Govender** **Faculty of Applied Sciences** **Durban University of Technology** **Mr Nivar Somaru** **Faculty of Applied Sciences** **Durban University of Technology** **Ms Pinkie Ntola** **Faculty of Applied Sciences** **Durban University of Technology** **Abstract** **The introduction of a new Higher Education Qualification Sub-Framework (HEQSF) in October 2007 has afforded the Durban University of Technology (DUT) an opportunity to develop a new Programme Qualification Mix (PQM). In March 2011 the university launched the Curriculum Renewal Project (CRP), which is to be used as a catalyst for staff engagement with programme design and development. The expected outcome of the project is the transformation of the PQM through identification of a new suite of qualification types, the development of new programmes and changes to existing ones. It is envisaged that the identification of graduate attributes will emerge through the implementation of the project plan. (DUT, 2010)**

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	Following a process of engagement with various stakeholders the graduate attributes identified include proficiency in basic skills and competencies, innovation, social responsibility, personal development and a broad understanding of their chosen discipline and profession (DUT, 2011). In order to achieve graduates with these attributes and to "produce globally portable citizens, able to engage effectively with knowledge generation and engagement in increasingly diverse and globalised workplaces" (Kitt, 2008), the incorporation of a general or liberal education in the curriculum has to be introduced. (DUT: 2011). The incorporation of a general or liberal education, comprising 30% of credits of the curriculum, posed a number of challenges for the Department of Maritime Studies at DUT, and required the following questions to be answered: • What is general education and why is it necessary? • Should general education be integrated into the curriculum or should it be a free elective system? • Which general education modules would compliment a maritime education curriculum and still ensure that attributes of a DUT graduate are met?
Dr Theophilus T Mukhuba **GICICTEL1709115**	**The Dire Need for English Language Competence in Lesotho** **North West University in Mafikeng, South Africa** **Dr Theophilus T Mukhuba** **English Language and Literature at the North West University in Mafikeng (South Africa).** **Lelingoane Lerotholi** **University in Lesotho. He is currently completing his PhD studies at the University of the Nort West, Mafikeng Campus** **Abstract** **This article explores the relationship between proficiency in English and employability and the success of graduates in Lesotho. The goal of the study is to establish how the language skills can have an impact on the employability of the Basotho people in the job environment in Lesotho. English skills are directly associated with efficiency in the job performance and therefore lack of competence in English affects the employability of the Basotho people in government departments and the formal economic sector. It is the purpose of this article to show that since the economic and educational sectors of Lesotho are grounded on the English language as a language of operational use, the country then suffers significantly with respect to economic growth and development as the majority of the citizens lack a basic command of the language. Successive governments in Lesotho have also failed to capacitate their citizens with basic English language skills to enable them to participate meaningfully and successfully in the economic and educational spheres in the country.** **Keywords: Communication Skills, Competence, Acquisition, Education, Development, Employability**
Anas Sani Maihulla **GICICTEL1709116**	**Steady State Free Convection Hydromagnatic Flows Of Viscous Fluid With Convective Surface Boundary Condition** **B.Y. Isah** **Department Of Mathematics Usmanu Danfodiyo University** **Sokoto, Nigeria.** **A. Maihulla** **Department Of Mathematics Usmanu Danfodiyo University**

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Sokoto, Nigeria.
S.K Ahmad,
Department Of Mathematics Usmanu Danfodiyo University
Sokoto, Nigeria.

Abstract

The problem of steady state free convection hydro magnetic flow of viscous fluid with convective boundary condition has been studied. The model governing equations are solved by using perturbation method. The results show that, the maximum flow velocity and temperature are recorded at the lower plate by increasing the symmetric wall temperature while opposite phenomenon is observed at the upper plate.the parameters such as ambient temperature parameter magnetic parameter, biot number as well as convective heat transfer parameters has an effects on temperature and velocity.

Key words: Heat and mass transfer, mixed convection, perturbation method, convective boundaries, and vertical channel

Fostering Teachers' Professional Development Through Moocs

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Abstract

Continuous professional development of teachers is a must for every educational system. By doing this, they will update their knowledge in their area, they will learn new ways/methods of teaching and they will enlarge their professional community. Due to the evolution of the current society, digital skills have become an important element in the educational environment, and their development and integration in teaching and learning should be a priority for each level of education.

Nowadays, MOOCs are on a hype for educational systems, being one of the most discussed and debated topics. Still controversial, MOOCs gain day by day more formal recognition from important higher education institutions, well-recognized worldwide. As MOOCs are part of the online and distance learning ecosystem, three essential factors are associated with them: online access, digital skills to know how to work in the online learning environment, and the capacity for self-regulated learning. It is known that teachers worldwide are usually a not so well paid category of employees, so with the right approach, MOOCs can be used to strengthen students (in our case, teachers) from more vulnerable socio-economic groups.

We admit there is a need for more practical studies and explorative research, especially applied to the Romanian context, but still we consider MOOCs as a good match/opportunity for the professional development of Romanian teachers. Therefore, through this paper, we are analyzing current aspects of Romanian teachers' training, but we are also investigating their needs regarding professional improvement, presenting how MOOCs could be a solution for their current

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	development needs. Moreover, we will address the necessity for changing the Romanian educational MOOC policies, but also further topics to be studied in the following period. Keywords: MOOC, professional teacher development, Romania
Laura Malita **GICICTEL1709055**	**Fostering Teachers' Professional Development Through Moocs** **Laura Malița** **Department Of Communications Studies, West University Of Timisoara** **4 Bd Vasile Parvan, 300223 Timisoara, Romania** **Gabriela Grosseck** **Department Of Psychology, West University Of Timisoara** **4 Bd Vasile Parvan, 300223 Timisoara, Romania** **Laurențiu Țîru** **Department Of Sociology, West University Of Timisoara** **4 Bd Vasile Parvan, 300223 Timisoara, Romania** **Abstract** **Continuous professional development of teachers is a must for every educational system. By doing this, they will update their knowledge in their area, they will learn new ways/methods of teaching and they will enlarge their professional community. Due to the evolution of the current society, digital skills have become an important element in the educational environment, and their development and integration in teaching and learning should be a priority for each level of education.** **Nowadays, MOOCs are on a hype for educational systems, being one of the most discussed and debated topics. Still controversial, MOOCs gain day by day more formal recognition from important higher education institutions, well-recognized worldwide. As MOOCs are part of the online and distance learning ecosystem, three essential factors are associated with them: online access, digital skills to know how to work in the online learning environment, and the capacity for self-regulated learning. It is known that teachers worldwide are usually a not so well paid category of employees, so with the right approach, MOOCs can be used to strengthen students (in our case, teachers) from more vulnerable socio-economic groups.** **We admit there is a need for more practical studies and explorative research, especially applied to the Romanian context, but still we consider MOOCs as a good match/opportunity for the professional development of Romanian teachers. Therefore, through this paper, we are analyzing current aspects of Romanian teachers' training, but we are also investigating their needs regarding professional improvement, presenting how MOOCs could be a solution for their current development needs. Moreover, we will address the necessity for changing the Romanian educational MOOC policies, but also further topics to be studied in the following period.** **Keywords: MOOC, professional teacher development, Romania**
 Yoshida Masami	**Potential Possibilities Of Enhancing Online Communication Of Educators In Conferences** **YOSHIDA, Masami** **Faculty of Education, Chiba University, Chiba, Japan** **THAMMETAR, Thapanee**

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GICICTEL1709057	**Thailand Cyber University Project, Ministry of Education, Thailand,**
	Abstract The prolonging research to monitor online communication of educators who attended educational conference was conducted to know the ripple effects. As target conferences, two centralized educational conferences for educators who were in charge of ICT education organized by Ministry of Education, Thailand were selected. Online communication emerged from two conferences were compared by crawling Twitter messages of participants. Application programming interface (API) and social graph method were used to extract and analyze data. Continuously, extension survey was introduced to compare personal Tweets experience of participants between Tweets collected from a Twitter Hashtag which was announced in a conference and Tweets collected from Twitter User ID which were appeared in profiles of participants. Rather inactive Twitter communication of participants during conference days were observed in both conferences. However, higher rate to extract important Bridge users and Hub users were identified in the case of investigation by crawling based on participants' profile. This result indicated that potential communication among educators could enhance by spurring inactive situation of heavy-users. **Keywords** Twitter, Online Communication, Conference, Social Graph, Communication Enhancement
 Janusz Iskra **GICICTEL1709058**	**Hurdle race in early education – 10 weeks of art and physical education classes** **Janusz Iskra** **Opole University of Technology, Opole, Poland** **Anna Walaszczyk** **The Jerzy Kukuczka Academy of Physical Education, Katowice, Poland** **Karolina Przednowek** **University of Rzeszów, Poland** **Abstract** Research objectives. In the groups of school children hurdle race combines speed, courage and grace. Hurdle run is a test of speed (hurdle run is a sprint run), strength (hurdle clearance = hurdle "jumps"), coordination (rhythm, balance), flexibility and lot of mental abilities (e.g. courage) - Iskra and Mynarski 2000, Iskra and Walaszczyk 2011 . Methodology. Thirty three girls from a Polish primary school (aged: 12±0,39 years, body height: 155,90±6,37 cm, body weight: 47,01±6,77 kg) participated in this experiment. Looking for the adequate obstacle to teach hurdle run we choose banana cartoons (50x40x24 cm) – Iskra 2007, 2010). Before the "physical education lessons" pupils created their "own, original hurdle" during art classes. In 10 weeks period we organized physical education classes (twice a week and dedicated twenty five minutes of each lesson for "hurdle education"). Each lesson was divided into four parts: warm-up with cartoons, marches and runs over cartoons with regular and irregular spacing between them (Iskra 2011). Before and after ten weeks of hurdle preparation we tested: motor preparation (acceleration/30 m run, speed/60 m run, speed endurance/180 m run, explosive strength (standing triple jump and medicine ball throw) and special-hurdle abilities - time result of 60 m hurdle run, number of steps between hurdles and technique indicator). Findings and research outcomes. After ten weeks of " hurdle training " we

	noticed the improvement of the speed run ($p \leqslant 0,01$) as well as the hurdle run ($p \leqslant 0,05$). There were statistically significant differences between number of strides ($p \leqslant 0,01$), too. Ten weeks of hurdle "training" no influence on the level of general and special tests. **Future scope.** Hurdle race (at the school level) could be an interesting and creative form of physical education. Applying funny games and original (safe and chip) equipment we can prepare creative arts and physical education lessons. **Key words:** hurdle run, athletics, art classes, physical education, children
Ljiljana Marković, GICICTEL1709061	**Accreditation of New Language/Literature/Culture Teaching Curricula at Belgrade Faculty of Philology in Serbia** **Ljiljana Marković** **The Dean of the Faculty of Philology, Full Professor** **Department of Japanese, Faculty of Philology, University of Belgrade, Serbia** **Biljana Đorić Francuski** **Full Professor** **Department of English, Faculty of Philology, University of Belgrade, Serbia** **Mr Zoran Marković,** **Faculty of Economics, University of Belgrade, Serbia** **Abstract** **Although the Faculty of Philology – as one of 31 faculties at the University of Belgrade – is the oldest and the largest faculty of philology in Serbia (it was founded in 1908, and currently has some 350 teachers and 8,500 students), as well as one of the oldest and largest in the Balkans, its lengthy and successful tradition did not prevent the complete transformation of curricula in order to adapt them to the demands of the 21st century. The new, reformed programme of academic study has been implemented in line with the principles of the Bologna Declaration and contains elements of an integrated and transculturalapproach to teaching foreign languages in higher education, together with the relevant literature and culture courses atbachelor, master and doctorate levels in over thirty departments of Belgrade Faculty of Philology. The purpose of this paper is to analyse the process of accreditation of the new programme and the outcomes of introducing the revised curricula at our academic institution, in order to highlight the success and benefits of the transformed academic courses, primarily for students but also for the staff.** **Keywords:** Belgrade Faculty of Philology, Language/Literature/Culture Teaching, Curricula, Accreditation
Dr.Arsaythamby Veloo And Dr. Hariharan N Krishnasamy GICICTEL1709073	**School-Based Assessment In The Context Of Secondary School Physical Education Teacher's In Malaysia** **Dr.Arsaythamby Veloo** **School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia** **Dr. Hariharan N Krishnasamy** **School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia** **Ruzlan Md-Ali** **School of Education and Modern Languages, Universiti Utara Malaysia, Malaysia** **Abstract** **The School-Based Assessment was introduced in 2011 as part of a larger effort to shift away from the current exam oriented system. The purpose of this study is to explore the implementation of School-Based Assessment among Physical**

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Education teachers in Malaysian secondary schools. This study was based on the qualitative method using semi-structured interviews. This research was conducted in 5 secondary schools located in Perlis, a state situated along the northern border of Malaysia. These schools are national schools which follow the national curriculum endorsed by the Malaysia Ministry of Education. Furthermore, the schools adopt the co-educational system. Based on the findings, the teachers mentioned that the administrators were not positioning the Physical Education (PE) subject as one of the main subjects in the school curriculum. The teachers have complained that not all of them are specialist teachers whereby most PE teachers in Malaysian secondary schools are non or semi specialist teachers. Time allotment for a PE subject is two 40-minute lessons in a week. In the Malaysian education system, both teaching periods are shared by Physical Education and Health Education respectively. Furthermore, this subject is often debated because it seems to appear as a subject that needs to be taught in the curriculum without having a clear objective. Even though the objectives were already set by the Ministry, this subject remains unpopular because it is not included in the public examination. As a result, more measures need to be taken to ensure that the implementation of Physical Education subject can be of more benefit to the students..

Keywords: Physical Education Teachers, secondary school, school-based assessment.

Ogodiseng Kaka Mokakale
GICICTEL1709074

Pluralism on Language Policy of South African democratic government

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Abstract

This paper presents discussion on the monolingual language policy and its challenges. It also gives opportunities of pluralist languages policy as well as a brief summary of the merits and demerits of the South African constitution in terms of the dominant and marginalization of minority languages. There is a readily discernible process, which has shown a shift in language policy developments, from the principle of monolingual language policy to the integration or pluralist language policy during the twentieth century. The debates involving the direction of language policy and planning became increasingly vigorous during the early 1990`s. The country's new constitution passed in 1996, placed emphasis on the link between language, culture and development. The key question for linguists and educators is the extent to which the new constitutional flexibility on language can be put into effective practice. South Africa has been the meeting ground of speakers of languages belonging to several major families, the chief ones being the Khoesan, Niger-Congo, Indo-European and Sign Languages. It is important to include sign language as language of the minority in our genealogies of languages, and to devote as much space to them as to any other language family in our sociolinguistic surveys. The Khoe (formerly known as Hottentots) and San (a.k.a Bushmen) languages are now facing extinction. The Bantu languages (belonging to the wider Niger-Congo family) are the numerically predominant languages of the country comprising essentially the Nguni cluster (isiZulu, isiXhosa, isiSwati, isiNdebele), Sotho cluster (Sesotho sa Leboa, Sesotho, Setswana), Xitsonga and Tsivenḓa. Appealing to or relying on government or (S.A Constitution) to take appropriate action to validate the use of the languages of the minority and majority in education and beyond, for ethical reasons, will have little success.

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	KEY WORDS: Language Policy, Plural Language, Constitution, PanSALB, Bantu.
Pierre E Hertzog **GICICTEL1709077**	**Student perceptions on the use of WhatsApp in design-based modules** **Pierre E Hertzog** **Department of Electrical, Electronics and Computer Engineering** **Central University of Technology** **Bloemfontein, South Africa** **Arthur J Swart** **Department of Electrical, Electronics and Computer Engineering** **Central University of Technology** **Bloemfontein, South Africa** **Abstract** WhatsApp is used by 1.2 billion users worldwide. This social media platform is also used as an educational tool and has been the focus of many studies in higher education. WhatsApp was used as an educational tool to improve communication, to promote student engagement and to provide better student support in two design-based modules, namely Projects II and Design Project III, at the Central University of Technology (CUT) in South Africa. The purpose of this paper is to present a case study with descriptive statistics of quantitative data regarding student perceptions on the use of WhatsApp in these design-based modules. Student perceptions are important when new technologies are introduced and can be used to assess such teaching innovations. The research question thus arises, what are the perceived advantages and disadvantages of using WhatsApp in design-based modules at CUT? The results suggest that students have a generally positive view of WhatsApp as an educational tool that helps them to connect with others and collect information in a quicker and easier fashion (these are identified advantages). Disadvantages, listed by a minority of respondents, included the cost of airtime in South Africa, limited bandwidth and being distracted by using WhatsApp for other purposes. Although this study has focused on the use of WhatsApp in design-based modules, it will be interesting to investigate the use of several social media platforms over a range of modules offered at CUT. Keywords—design-based learning; project-based learning; WhatsApp
Arati Suryawanshi **GICICTEL1709081**	**Impact of emotional intelligence training on the EQ levels of secondary school teachers.** **Arati Suryawanshi** **Global Business and Research Centre Tathawade Pune,Dr. D. Y. Patil University Pune,Mumbai India** **Dr. D. Y. Patil Vidyapeeth** **Dr. Snehal Maheshkar** **Abstract:** While working on the Ph.D. Project one of the researcher's aim is to discover what is the impact of emotional intelligence training on the overall emotional intelligence levels of teachers. To understand this impact on teachers the Social Emotional Intelligence Assessment was conducted for secondary school teachers teaching in two CBSE, i.e. Central Board of School Education, schools in India, based near Nasik Maharashtra. Between pre and post assessments, training based upon Emotional Intelligence was conducted for one group of teachers where as other school teachers were teaching with the systems already provided to them by the school.

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	The training modules involved emotional intelligence skills such as, empathy, how the teacher can live with a purpose, navigating emotions and recognizing patterns. All the modules were uniquely designed and developed by the researcher herself. The teachers who participated in the training programs showed 14% rise in the levels of Emotional Intelligence.
Maira Khan **GICICTEL1709082**	**Improving Architecture Education In Asia** **Maira Khan** **COMSATS Institute of Technology, Lahore, Pakistan** **Abstract** **My Research on Architecture education in Asia will sure give us a chance to plan better tomorrow and talk about the Future of the Past in terms of Sustainable Development. Designing more than One MillionSquare Feet area prioritizing Passive Architecture has been key concern and main area of Focus.** **Area of focus will be Social Responsibility towards architecture and creating awareness about sensitivity towards Sustainable Environment.** **I anticipate that my Research on improving Architecture Education in Asia will enable us to create awareness in the field of Architecture and Technology and enable Architects to plan for better tomorrow.** **The title of the Project will be " Improving Architecture Education in Asia"** **The research is originating from the indigenous context and environment.** **The area of focus will be the following issues:** • **The Special Issues of Asian Learners** • **The Neglects in the Current Curriculum** • **Clarification of Terms Architectural Discourse** • **Acquiring Skills Before Going Forward Towards Creativity** • **Situational Design** • **Community Design** • **Climate Responsive Design** • **Hands on Experiential Learning** • **The Studio Culture and the Design of the Teaching Studio** **Keywords:** **Situational Design, Climate Responsive Design, Social responsibility**
Miguel Angel Acedo Ramarez **GICICTEL1709086**	**Internships ans satisfaction: do students acquire the professional skills necessary to improve their employability?** **Acedo Ramírez** **M.A. Economics and Business** **Institution: University of La Rioja** **Logroño, Spain** **Ruiz Cabestre** **F.J. Economics and Business** **Institution: University of La Rioja** **Logroño, Spain** **Abstract** **This paper evaluates the level of satisfaction of students enrolled in the Degree in Business Administration and Management (DBAM) who have completed external internships and of the companies that have hosted them, with the aim of improving**

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both formal and training components of these internships. Our findings reveal potential for improvement in the administrative management of internships, and the existence of a discrepancy between the skills acquired by undergraduates in university lecture halls and the practical skills necessary for the performance of work. There was also found to be limited potential for applying acquired knowledge during the internships. The evidence therefore suggests that the training offered by universities is not always sufficiently geared towards the demands of today's society and labour market. Nevertheless, company internships meet one of its fundamental objectives, in the form of increased employment opportunities, and this is particularly significant given the extremely high youth unemployment rate at the present time.

Keywords: internships, business, satisfaction, professional skills

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Criticality, Reflexivity and Praxis: Case of teaching and learning approach to Agricultural Management discipline, Central University of Technology, Free State

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Zenzile Peter Khetsha
GICICTEL1709095

ABSTRACT
This study establishes the impact of realigning teaching perspectives to encourage deep-learning approach of students in the diverse discipline of Agricultural Management. Agricultural Management 1 (AMN11AT) is one of the three main subject at a first year level in the Diploma Agricultural Management programme, CUT, FS. It is categorised under hard-applied discipline according Biglan. The passing rate of AMN11AT was known to be high in number of distinctions; however so, students struggling with the technical discourse as illustrated by poor psycho cognitive discourse engagement in post progression courses; AMN22AT and AMN30AT. A combination of retrospective and prospective study was conducted to generate data of student's performance in AMN11AT from year 2014/15 and 2016/17 (quarter results 1 for 2017) academic year, respectively. Results showed significant decrease ($P>0.05$) in performance from academic year 2014/15 to 2016/17. The significant change in performance is attributed to the change in teaching approach was implemented in the final experimental year (2016/17). Furthermore, these findings revealed that a shift from teacher-centred approach (transmission perspective) to student-centred approach significantly influenced the alignment of student's performance; through progressive passing of prospective modules and improved the technical discourses. Good teaching and learning practice ideology requires mastery of the subject matter; understanding of the intended academic curriculum objectives, student learning needs and also a deep and reflective teaching approach to influence.

The outcomes of intervention on English vowel production in young English second language (EL2) learners in South Africa

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Mia Le Roux
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Abstract
The outcomes of intervention on English vowel production in young English second language (EL2) learners in South Africa
Background:
In a multilingual South Africa the majority of learners are first language (L1)

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speakers of an African language, but receive instruction through the medium of a second language (L2), namely English. These learners are often not proficient enough to succeed at academic activities. Research indicates that instruction through a second language is frequently detrimental to academic progress (Prinsloo & Heugh, 2013). Researchers blame the low literacy abilities of South Africans on learners' insufficient proficiency levels in English (Prinsloo & Heugh, 2013). Seeff-Gabriel (2003) mentions that the extensive difference in vowel inventories of English and the African languages results in EL2 learners being at a disadvantage when starting the literacy acquisition process.

Research objectives and methodology:

A quasi-experimental and comparative study was undertaken with young EL2 and English first language (EL1) learners. The aim was to investigate whether additional input on the vowels of English will a) enhance the experimental group's perception and subsequent production of the English vowels, b) enhance their phonological awareness skills, and c) enhance their literacy abilities. The outcomes of the intervention on the participants' phonological awareness skills and literacy abilities were reported in an article recently published. This current paper focuses on the outcomes of intervention on the EL2 participants' perception and production of the English vowels. This was done by acoustic between-group comparisons of the vowels spaces produced by EL2 participants with those of EL1 learners, before and after intervention.

Findings:

Before intervention, the EL2 participants' vowel spaces strongly resembled the vowel space of their first language (Setswana) and did not resemble the vowel space of the EL1 participants. After intervention, however, there was a stronger resemblance to the vowel spaces of the EL1 participants, indicating that the perception and articulation skills of the EL2 participants improved because of the additional input given to the participants in the experimental group. As these participants' perception of the English vowels improved, their phonological awareness skills improved, which resulted in their literacy skills improving as well.

Key words:

second language, phonological awareness, literacy acquisition

Perceptual judgment in Speech Sound Disorders: Revisiting the McGurk Effect in English Additional Language Learners

Dr Salomé Geertsema
University of Pretoria, South Africa

Salome Geertsema
GICICTEL1709100

Abstract

The perception of normal speech sounds has been described as mostly categorical. As such, a listener's knowledge changes in quality from one sound to another sound at a specific point on a scale of different phonemes (Hamilton, Ishikawa, Mullins, & Boyce, 2015). However, when looking at children with speech sound disorders (SSD), the speech sound errors seem to present with atypical category boundaries (Hamilton et al., 2015). Furthermore, as there are idiosyncratic characteristics resulting from the structure and dimensions of phonological inventories in different languages (e.g., Walden, Prosek, Montgomery, Sher, & Jones, 1977; Cohen, Walker, & Massaro, 1996), it is reasonable to believe that these atypical boundaries may be emphasised in English Additional Language (EAL) speakers who present with SSD. As such, when these speakers are treated for English articulation errors, an English First Language (EFL) perceptual judgment panel may be influenced by the differences in the mother tongue of the speaker reflected in their English target sound production. Examples of affecting

differences are suprasegmental characteristics such as tone and syllable boundary changes. These differences (also known as the McGurk Effect) may influence the listener or listener-viewer if the speakers apply them to the CVC target stimuli in their additional language. As auditory-perceptual properties originate from acoustic signals of speech, including these properties in perceptual judgment approaches are deemed appropriate in the assessment of specific speech sound errors. Analyses of these acoustic signals include a few proposed methods. This presentation will focus on auditory- and auditory-visual-perceptual analyses of EAL speakers with SSD by an EFL panel of listeners.

Our aim was to investigate the McGurk effect on the accuracy of error perception by an EFL judgment panel for two EAL children presenting with SSD following multiple probes during treatment. We found that additional visual cues along with auditory cues resulted in increased positive effect sizes on the perception of error sounds in SSD for this panel. Our conclusion is that the McGurk Effect may also increase the accuracy in phoneme error perception of EAL children with SSD as judged by an EFL judgment panel.

Keywords

Perceptual judgment, Speech Sound Disorders, McGurk Effect, multilingualism

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Rosaline Sebolao
GICICTEL1709101

Topic: Reclaiming teaching and learning in higher education
Department: Innovation in Learning and Teaching
Dr R Sebolao
Innovation in Learning and Teaching,Central University of Technology, Free State,Bloemfontein, South Africa

Prof. I Ntshoe

Abstract

Although teaching and learning constitute one of the three-legged component of a university in addition to research and outreach, generally teaching and learning continued to be considered inferior compared to the two components. However, there has been increasing interest on reclaiming teaching and learning as core values of a university through what is called Scholarship of Teaching and Learning (SoTL). SoTL is aimed at improving teaching through research and reflective teaching in order to challenge the university to move from the old ways of teaching and engage in research debate about what it means to be a scholar (Boyer 1990). Thus, the aim of SoTL has been to advance and promote quality of teaching and learning by undertaking research on teaching, scholarly teaching and SoTL. Biggs and Tang (2011) further argue that many university teachers develop perspectives on their field of expertise that cannot be found in textbooks to contribute through research and scholarship. Similarly, Stierer in Murray (2008) encourages that all lecturers in higher education should to take a scholarly approach to their teaching. This paper presents an analysis of progress on reclaiming teaching and learning through SoTL at the Central University of Technology (CUT), Free State. The project was introduced in 2014 to inculcate the culture of scholarly teaching among lecturers.

The evaluation follows a qualitative research using document analysis as a method to evaluate the achievements and challenges experienced over a three-year period of the SoTL project. Documents that will be used as sources in the document analysis (Bowen 2009) include but not limited to the CUT Teaching and Learning Plan, Strategic and operational plans, three-year proposal to DHET, Ministerial Statement on university funding, annual reports and some of the articles published by participants of SoTL within the three-year period.

The preliminary results of the evaluation of the project since its inception suggest

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that, while the project commenced with few lecturers interested in improving and reflecting on their teaching and learning practices, the numbers have since increased over the last two years. Furthermore, the commitment to engaging in scholarly teaching and research-based teaching has been strengthened. Accordingly, the funding from DHET has contributed to ensuring that lecturers participate in the SoTL project by presenting their experiences and practices at national and international conferences, increasing their research and writing about their teaching practice. The publication of articles on teaching and learning related topics has now improved.

Keywords: scholarship; scholarly teaching; reflective teaching & learning;

Olu-Ajayi, Funmilayo Elizabeth
GICICTEL1709108

Effects Of Mentoring On Secondary School Students Attitudes Towards Environmental Practices In Urban Centres

Olu-Ajayi, Funmilayo Elizabeth
Department of Science Education, Faculty of Education,Ekiti State University Ado-Ekiti
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Abstract

There is the need for a sustainable environment and to build a sustainable future, especially in densely populated and urban centres. This is imperative to the wellbeing of inhabitants and development of the society. The study investigated the impact of mentoring on the attitudes of secondary school students towards environmental practices in Abeokuta, Ogun state Nigeria. The purpose was to examine the attitude of secondary school student by means of mentoring approach. The study employed a quasi-experimental design which utilizes non-randomized pre-test, post-test, control group system. The population of the study was made up of Senior Secondary School students two in public secondary schools in Abeokuta Ogun state Nigeria. The sample consisted of 200 students selected from four secondary schools. The sampling technique used was simple random sampling technique. The instrument used in the study was Environmental Attitude Rating

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	Scale (EARS). The instrument was validated and it's reliability was ascertained using test-retest method. Reliability coefficient of 0.68 was obtained using Pearson product moment correlation. The instrument was administered by the researcher with the help of research assistants. The EARS was administered as pre-test and post- test, Supplemental Instruction Learning Model (SILM) was used for treatment. Two research hypotheses were formulated and tested at 0.05 level of significant. Data collected were analyzed descriptively and with t-test statistics. The findings recorded significant effects of mentoring on the attitudes of secondary students towards environmental practices. Based on the findings of the study, it was thus recommended among others that, teachers should employ mentoring strategy to influence positive attitude towards the environment in their students, thus conserving the environment for sustainable development. Keywords: Mentoring, secondary school students, attitude, environmental sustainability, Ogun state
Doria Daniels **GICICTEL1709110**	**Exploring the immigrant home as pedagogical space, and the parent as educational collaborator in a South African context** Bernstein (2004) describes the school and the home as two complementary sites of pedagogic acquisition that are important for the educational success of children. He argues that educational acquisition is strengthened and augmented by the home context. While the intersection of school and home and communication between teachers and parents are identified as important dimensions of learning success, they are seldom afforded the critical inspection they deserve. Educational quality and school success tend to be explained only with reference to educational materials and teachers. Research shows that when educators talk about parental involvement they draw on a false sense of knowing the home contexts of the students and their parents (Lareau, 1989; Waterman, 2008; Li, 2010). Thus, when family-school relationships are critiqued, only discourses, which flow through the formal and informal curricula, are considered, while the discourses present in families and communities are largely overlooked. In this presentation I explore the potential of the home as an educational site and the parents as strategic partners of education. I do so within the context of a Somali immigrant community. Through narrative inquiry the experiences of four immigrant Somali parents with giving educational support to their primary school children, is captured. The findings show these parents to be invested in their children's education, despite their unique challenges with navigating a different formal education system
Alida Herbst **GICICTEL1709112**	**Using the life maps technique in teaching professional development to students: a self-reflective case study** **Alida Herbst** **School of Psychosocial Behavioural SciencesFaculty of Health Sciences,North-West University,Potchefstroom** **South Africa** **Abstract:** A self-reflective case study method was used with the aim of critically evaluating a lesson plan used by the author for the past five years to facilitate a workshop for final year social work students on professional development. The life maps technique forms a large part of the lesson plan and the four lenses in Brookfield's model for critical reflection informed this reflection. Life maps can be defined as a versatile self-development technique to guide individuals or groups to review their lives in terms of the past, present and future while focusing on their views of themselves, others, their challenges, strengths and

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	coping skills. Most of the time this technique is used in a therapeutic context by professionals such as psychologists, social workers and counsellors. In this instance it was used a pedagogical instrument to guide a group of final year social work students to reflect on their skills, fears, uncertainties, opportunities, strengths and expectations about beginners practice. Social workers usually work under challenging and stressful circumstances and it is essential that they attend to their own well-being. As part of the students' preparation phase for practice entry, a workshop was designed to reach the following learning objectives: • **To identify and solve uncertainties and deficiencies about entering social work practice** • **To evaluate the transition from student social workers to novice social work practitioners** • **To attend to and satisfy personal needs with regard to practice entry** This presentation will outline how Brookfield's model was applied in the author's reflections on her teaching practices in this workshop and how it informed the thinking and planning involved in the development, evaluation and re-development of the lesson plan. Themes such as lesson design, classroom practice, learning aids, co-constructed learning and pedagogical expediency will be explored as they relate to the overall aim of this case study Professional development; social work students; life maps technique; experiential learning; critical reflection
Dr Theophilus T Mukhuba **GICICTEL1709115**	**The Dire Need for English Language Competence in Lesotho** **North West University in Mafikeng, South Africa** **Authors** **Dr Theophilus T Mukhuba** **Teaches English Language and Literature at the North West University in Mafikeng (South Africa)..** **Lelingoane Lerotholi** **iLecturer at a University in Lesotho. He is currently completing his PhD studies at the University of the Nort West, Mafikeng Campus,** **The Dire Need for English Language Competence in Lesotho** **Abstract** **This article explores the relationship between proficiency in English and employability and the success of graduates in Lesotho. The goal of the study is to establish how the language skills can have an impact on the employability of the Basotho people in the job environment in Lesotho. English skills are directly associated with efficiency in the job performance and therefore lack of competence in English affects the employability of the Basotho people in government departments and the formal economic sector. It is the purpose of this article to show that since the economic and educational sectors of Lesotho are grounded on the English language as a language of operational use, the country then suffers significantly with respect to economic growth and development as the majority of the citizens lack a basic command of the language. Successive governments in Lesotho have also failed to capacitate their citizens with basic English language skills to enable them to participate meaningfully and successfully in the economic and educational spheres in the country.** *Keywords:* **Communication Skills, Competence, Acquisition, Education, Development, Employability**

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<u>Listeners</u>

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Moses Gachui

Policy,Muranga County,Kenya
Bernard Kariuki Policy,Muranga County,Kenya

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