

CONFERENCE PROCEEDINGS



Teaching and Education Research Association

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

26-27 July 2017

Conference Venue

Facultat de Filosofia, Facultat de Geografia e Historia, (Department of
Philosophy, and Department of Geography and History) Universitat de
Barcelona, Barcelona, Spain

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PLENARY SPEAKER




Elham Zakeri
School of Education, University of New South Wales, Sydney,
Australia

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 <p>Dr. Ibrahim Al Qaryouti GICICTEL1708051</p>	<p>Inclusion of an Autistic Child in a Mainstream Kindergarten Facility</p> <p>Dr. Ibrahim Al Qaryouti Sultan Qaboos University, College of Education, Early Childhood Dept, Muscat, Oman</p> <p>Ghazwa Nachba Sultan Qaboos University, College of Education , Child Care Center, Muscat, Oman</p> <p>Tamara Leeder Sultan Qaboos University, College of Education , Child Care Centre, Muscat, Oman</p> <p>Abstract The purpose of this study was to investigate the effects of mainstreaming an autistic child, at entrance age of four years and seven months, into the Child Care Center of the Sultan Qaboos University. The study used the Arabic Scale for Detecting Autism – ASDA (Al Qaryouti & Ababneh, 2006). The result of this assessment indicated that the subject of this study had autism. After six months a further application of the scale showed that significant improvement had occurred, particularly in the communication and social interaction domain. Concurrently, the subject made marked progress in his academic studies, notably in the areas of math and language. A further application of the scale a year after the second indicated that the lack of severity of symptoms no longer warranted the autistic label. Key words: autistic, autism, kindergarten, case study, mainstreaming</p>
<p>Dr Muhammad Kamran GICICTEL1708052</p>	<p>Future of Pakistani Language and Literature in the Age of Digital Technology and Globalization</p> <p>Dr Muhammad Kamran Department of Urdu Language and Literature University of the Punjab Lahore, Pakistan</p> <p>Abstract In the present era, the prestige of Urdu language and its progression lies in its synchronicity with digital technologies. This is the fact far away from doubt that in twenty first century, only the language that will be maintained with contemporary requirements of the age will remain aligned with the roads to success. In this sense, the doors of success and prosperity will be opened for the languages that will be</p>

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	<p>compatible with the digital advancement. Following the very dimension, Urdu language and literature has started exploring the possibilities in the world of digital technology.</p> <p>Urdu language and literary scholars have made significant contributions to digital humanities as well, viewing the digital medium as a place to preserve and disseminate the Urdu language. The article while discussing the role of Internet in the promotion of Pakistani art and literature also touches upon the contemporary literary, social and political milieu of the Pakistani society in 21st century.</p>
 <p>Dr. Mahdi Shafieyan GICICTEL1708056</p>	<p>Placement, Formative, and Summative Tests: An Exegetical Perspective</p> <p>Dr. Mahdi Shafieyan Assistant professor of Imam Sadiq University, Tehran</p> <p>Abstract</p> <p>Testing is one of the key concepts and processes in education which is usually underestimated in many majors, especially those lacking relevant courses in their syllabi, and teachers without sufficient knowledge in the field embark on designing items and on assessing students through subjective ways. Islam, generally, and the Quran, specifically, have directed attentions to this weighty matter and have discussed fundamental points in this regard. Although many research works have been done on Islamic or religious teaching and training, based on the researcher's searches almost no work has been done in terms of testing. In this study, considering the Quranic verses, traditions, and authentic exegetical literature in the given area to expand the issue in different aspects and at the same time to present a correct reading from the Holy Scripture, the researcher tries to treat of testing process from start to end. In other words, from placement tests (before education), formative tests (during teaching), to summative tests (after pedagogy) will be subject to his examination. This could be significant since the research can change the view that assessment is limited to the final session in a term. Acknowledging many of today's theories in TEFL, the findings confirm that from an Islamic perspective assessment is a continuous teacher-based process.</p> <p>Keywords: Islamic testing, assessment, evaluation, ethics, education, question</p>
 <p>Dilek Turan Eroğlu GICICTEL1708057</p>	<p>Perfectness in Teaching</p> <p>Dilek Turan Eroğlu Foreign Languages, Anadolu University, Anadolu University, Eskişehir, Turkey</p> <p>Abstract</p> <p>Educating people is not an easy job. You need to know your audiences' needs, learning styles, learning barriers, learning strategies, motivational levels, desires etc. which are different than each other. Though the teachers try hard to get the best out of their learners, it does not guarantee the success or reaching the intended point. However, do the educators know the nature of their learners? What are the learners' expectations? What makes them more involved and enthusiastic in learning? The aim of this study is trying to find out whether the students feel that their teachers know them well or the teachers assume that they know their students' needs, motivation sources or learning types. To gather the data, a qualitative method has been used and interviews with the students were done to find out whether they feel they are understood well or not. The results are really interesting and worth listening.</p>

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	Keywords: Teaching, Quality, Students' Perceptions
 Buthaina Hameed Al Asfoor GICICTEL1708059	<p>Introducing Pressure Area Assessment Tool in Geriatric Hospital Wards; a practice developmental approach</p> <p>Buthaina Hameed Al Asfoor Geriatric hosapital/ Bahrain, Minstry of Health, Kingdom of Bahrain</p> <p>Abstract</p> <p>Historical evidences showed that pressure ulcers have been known to exist since ancient times and probably for as long as man has been on earth. Old aged, in specific, thought to be at a greater risk of developing pressure sores due to the reduction of functional capacity of body systems including the integumentary system. Pressure ulcer reduces the individual's quality of life, and considered as a significant financial burden to the healthcare system. In geriatric hospital in the kingdom of Bahrain, the fast progression of pressure ulcer, after its onset, is found to be significant. This progression indicates lack of regular assessment of elderly patients' skin condition. This project aims to introduce pressure ulcer assessment tool (PAT) in geriatric hospital as a practice developmental approach. It is expected to promote and facilitate change through educating nurses about doing proper assessment in a sustainable manner. The strategy used to identify the training need is the observation. This idea comes from the perspective that health promotion and disease prevention are of great importance for elderly people, the fact that pressure ulcer is a preventable hospital-acquired condition, and the lack of such vital assessment tool in this area of nursing. Facilitators are trained to reinforce coping skills and help nurses by monitoring the process of change in the field. As the practice development is systematic in nature, McCormack and Manley (2005) practice model of training is adopted in order to implement the change through education. Objectives of the PAT educational program are designed based on Bloom's Taxonomy (1960) behavioural objectives. In order to maintain quality standards of health, a policy to use PAT is enrolled to ensure the nurses' professional conduct and accountability. The training program is evaluated carefully and regularly to help rolling the training cycle. The evaluation focus is on nurses acquired new skills, knowledge, and attitudes.</p>
Dr. AbdulRahaman Ishola Ibrahim GICICTEL1708060	<p>An Evaluation Of The Nigerian Senior Secondary Education Curriculum For Revitalization Of Classroom Teaching And Learning</p> <p>Dr. AbdulRahaman Ishola Ibrahim Sule Lamido University, Kafin Hausa. Jigawa State,Nigeria.</p> <p>Abstract</p> <p>Many developing countries need to catch up in the area of curriculum implementation strategies in order to achieve their educational goals and technological advancement like UK, China and America. Therefore given the rapid rate of changes and challenges with which school must cope increasing effort is required to examine what goes on in the schools in terms of curriculum implementation. Of course the basic qualities of a curriculum is dynamism, that is a good curriculum in any country is never static rather it changes alongwith</p>

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changes in the societal needs, challenges and aspiration as well as political and economic factors which could cause review of a curriculum. This paper discusses a research carried out to determine the level of Adequacy and acceptability of a new Senior Secondary Education Curriculum designed by the Nigerian Educational Research and Development Councils (NERD). The sample for the study consists of teachers handling the major science subjects like Biology, Chemistry and Physics in the Western region of Nigeria. The data were collected with the researcher constructed questionnaire while the data were analyzed using frequency count, percentage and ANOVA statistics was used to test all the hypotheses generated in the study. Findings of the study revealed among other things: that the course content and the objectives are adequate; there are inadequate instructional materials and training services for the staff; bureaucracy and political factors causes some setback in implementation although better than it was in the last 10 years; and there are no enough qualified and trained teachers to handle some science subjects. In view of all the findings, appropriate recommendations were made to include the need for increase in funding of education from the Government annual Budget, needs to employ more qualified and trained teachers in some science subjects areas for the public schools; sensitization or In-service training for teachers to update their knowledge and acquire necessary skills in order to perform their Primary assignments or teaching more effectively through conference and workshops attendance.



Molly Bozzo
GICICTEL1708062

Harkness Philosophy and the Middle Grade Years

Molly Bozzo

Head of School, Stevenson School, Carmel, USA

Abstract

The Harkness teaching philosophy develops the ability to: actively hear about and discuss course content with teachers and peers; critically consider information before arriving at conclusions; learn information with clarity and depth; and form an independent opinion through evidence-based discussions and interpretations. A teacher using inquiry based instruction guides class discussion with focused interpretive questions that serve as a problem to be explored by the group. There is an expectation of the students to offer different answers to these questions and an underlying concept of multiple valid responses. In critical exploration, the child explores the subject matter and the teacher explores the child's thinking. Thus, the teacher constantly strives to understand the meaning any particular experience holds for students to help them learn.

Cognitively, eleven, twelve and thirteen year olds can set goals, think abstractly, challenge assumptions, develop expertise, and appreciate the many sides of an issue. Peer opinions matter, as does a sense of growing responsibility, and group work is an important variation to the experience of individual and pair work. Students at this age are capable of self-awareness, insight and empathy, and are often more willing to accept guidance from adults other than parents. A Harkness teaching philosophy lends itself well to this age group because students are given the procedural training by their teachers to support peer discussions that tap into many of their developmental and cognitive needs. Students appreciate the acknowledgment of their personal views, and the social rewards of discussion. Middle grade students who have the opportunity to learn and practice this model


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	<p>of inquiry based instruction come away with a sense of earned responsibility and an increased ability to negotiate with diplomacy.</p>
 <p>Yoon-Cheol Park GICICTEL1708281</p>	<p>A Study on Women's Images in the Buddhist Sutra Okya Sutra (玉耶經)</p> <p>Yoon-cheol Park Kyungnam University, South Korea</p> <p>Abstract This research focuses on reviewing women's images through speech acts in the text of the early Buddhist Sutra Okya Sutra (玉耶經). Previous research on women's images in the texts of the Buddhist Sutra have mainly been analyzed from philosophical viewpoints, not by pragmatic approach. Thus, this research uses speech acts as a pragmatic approach for analyzing women's images in Okya Sutra. This sutra includes utterances of speech acts such as order, persuasion, and statement in conversations between Buddha and the woman Okya. These speech acts usually show images in which women should be obedient to men. This implies that women's human rights or statuses in early Buddhist times were not equal to men's. In particular, inequality against women can be found in the utterances of Five Good and Three Bad Deeds from the conversation of the two. Buddha teaches Okya to respect her husband blindly and follow his opinion. Similarly, Buddha's utterances in the text of Five Good and Three Bad Deeds represents a value for women's obedience, abstinence, and chastity. Utterances of these meanings are, in the end, helpful for grasping women's images in early Buddhist times, in which they were inferior to men as human beings. Accordingly, this research suggests the necessity to reestablish what women's true rights and statuses are as women or wives from a Buddhist point of view. Key words: Buddhist sutra, pragmatic approach, speech acts, women's image</p>
 <p>Shakira Akabor GICICTEL1708063</p>	<p>The Intention And Impact Of Visible Rewards As School-Wide Practice In Two Gauteng High Schools</p> <p>Shakira Akabor Department of Inclusive Education, Faculty of Humanities, University of the Witwatersrand, Johannesburg</p> <p>Abstract In order to explore the ways in which visibly rewarding learners (via badges, accolades, awards, honour board listings) for academic achievement is consistent with the aims and ideals of inclusive education in high schools, this study will provide the perspectives of learners, parents, teachers and senior management at two Gauteng high schools. Given that the study seeks to develop a deep understanding of the practice of visible rewards, this phenomenological study is both descriptive and exploratory. The study is primarily focused on exploring the possibility that the current competitive structure found in Gauteng high schools as manifested by visible rewards can be a barrier to inclusive education, particularly the participation and achievement of all learners. The study is set within a theoretical framework that includes Johnson and Johnson's Social Interdependence Theory together with the Index for Inclusion (Booth & Ainscow, 2002). Key concepts used in this study are</p>

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	<p>inclusion, exclusion, marginalization, competition, motivation and conceptions of academic talent.</p> <p>This study draws on constructs from psychology and sociology in the way the concept of inclusive education is explored. A mixed method approach has been selected for this study. Quantitative learner and parent surveys allow for greater reach of maximum participants in the school, whilst qualitative interviews with teacher and senior management provide richness and depth from information-rich participants that are directly involved in the decision-making processes and procedures of visibly rewarding learners. Grade 11 learners as well as their parents will be surveyed separately, whilst teachers and senior management will be interviewed via two focus group sessions. In particular, the perspectives of the learners and their parents will provide a greater understanding of visible rewards, in exploring the participation and achievement of all learners.</p>
<p>Gregorio Jorge Goncalves GICICTEL1708068</p>	<p style="text-align: center;">Training English Language Teachers through Distance Education in Quelimane and Mocuba Centers in Mozambique: Analysis and Perspectives</p> <p style="text-align: center;">Gregório Jorge Gonçalves English Language Lecturer in the Department of Language Sciences, Communication and Arts – Quelimane Branch.</p> <p style="text-align: center;">Abstract</p> <p>The distance education is characterized by a partial separation between students and tutors. In this perspective this paper addresses the following theme: “English Language Teacher Education: Analysis and Perspectives on the Improvement of English Course Students Performance in Mocuba and Quelimane Centres.” This study focuses on the English teachers’ education in a didactic and pedagogical perspective. The qualitative approach is towards the analysis of the prospects for improving the performance of students at the honours level in English Language by Distance Education. For the effectiveness of this paper, it was necessary to make analysis of the practices applied during local and expertise tutorials at the level of independent work and management of communication between tutors, managers and students in this way, identifying and describing the factors that influence the same training. Finally, some strategies are suggested for the improvement of English Language Teachers Education process for secondary education. To match the theme in analyses, it was resorted to interviews, observations as data collection instruments and literature review to support some arguments. In the perspective of the analysis from the respondents it is concluded that there is a need to print educational interaction strategies to ensure the quality of the students with a view to teach English effectively in secondary schools. Keywords: Training, Teachers, English, Education, Distance.</p>
 <p>Rungrudee Klaharn GICICTEL1708069</p>	<p style="text-align: center;">The Need Assessment for Improving the Competence of Thai Teachers in the Measurement and Evaluation of Analytical Thinking.</p> <p style="text-align: center;">Rungrudee Klaharn (Ed.D) (Lecturer) Educational and Psychological Test Bureau Srinakharinwirot University. Bangkok Thailand.</p> <p style="text-align: center;">Abstract</p> <p>Research Objectives : The objectives of this research were: 1) to study the needs and reality competence of Thai teachers to improve the competence in the</p>

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	<p>measurement and evaluation of analytical thinking, 2) to prioritize the needs to improve Thai teachers competence in measurement and evaluation of analytical thinking.</p> <p>Methodology: The research was undertaken by using a need assessment research that consisted of 2 steps including the conceptual research framework, and the need assessment to improve the competence in the measurement and evaluation of analytical thinking. The samples were 430 teachers from 4 regions and Bangkok Metropolitan selected by the multi-stage random sampling. The research instrument was a three rating scale about teachers competency using the dual-response format. The reliability coefficients of questionnaire ranges from .92-.95. The data obtained were analyzed by using the arithmetic mean and the standard deviation. The needs assessments were assessed by the Modified Priority Needs Index (PNImodified) compared with the average by paired samples t-test.</p> <p>Findings/Research Outcomes : The research finding were as follows:</p> <ol style="list-style-type: none">1. The degree of need competence of Thai teachers competence in measurement and evaluation of analytical thinking including the overall average was high (mean = 2.90, S.D. = .69) and the degree of reality competence of Thai teachers competence in measurement and evaluation of analytical thinking including all aspects of the overall average was medium (mean = 2.05, S.D. = .32). A significant difference was found between the need competence and the reality competence of Thai teachers to improve competence in measurement and evaluation of analytical thinking.2. Thai teachers competence in measurement and evaluation of analytical thinking of the samples were essential requirements for all items with the PNImodified between 0.38 to 0.48. <p>Future Scope: In the future, based on this research, the training curriculum will be developed for the Thai teachers to improve the competence in the measurement and the evaluation of analytical thinking.</p> <p>Keyword: Need Assessment / Competence of Teachers / Measurement and Evaluation / Analytical Thinking.</p>
<p>Mariam Khachatryan GICICTEL1708073</p>	<p>Unethical Purchase Of Academic Papers In Public Universities Of Armenia</p> <p>Mariam Khachatryan, AUA, Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Sona Budaghyan, AUA, Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Kristine Goroyan, AUA Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Narine Gevorgyan, AUA Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Lilit Manvelyan, AUA Department of Social Sciences and Humanities, Teaching English as a Foreign</p>

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	<p>Language, American University of Armenia, Yerevan, Armenia</p> <p>Sirush Vardazaryan, AUA Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Irshat Madyarov, AUA Department of Social Sciences and Humanities, Teaching English as a Foreign Language, American University of Armenia, Yerevan, Armenia</p> <p>Abstract</p> <p>Academic dishonesty is known to be a widespread phenomenon in higher education institutions. A type of academic dishonesty, unethical purchase of academic papers among students of public universities of Armenia, is a topic of discussion in the country. However, no empirical study has been conducted on the type of academic dishonesty. This study is aimed at contributing to filling this gap and exploring current trends in unethical purchase of academic papers among students and the kind of measures taken to regulate academic integrity in public universities of Armenia. Faculty members and experts from governmental and non-governmental organizations, as well as employees of specialized centers that sell academic papers were interviewed to get insight into current academic integrity policies and reasons that drive students to unethically purchase papers. Based on the interview results, a survey was administered to 623 students from different fields of study in 12 public universities of Armenia to confirm findings of the interview and reveal current trends in the purchase of papers by students. As findings suggest, there is no government regulation concerning academic integrity and such problems mainly receive university-level solutions. Most universities do not have written policies on academic integrity despite the fact that it is required by newly operating accreditation standards. Nevertheless, interviewed faculty members and administrative staff of the universities have negative attitude towards the phenomenon. Based on the study results, a number of reasons, such as laziness, desire to get high grades and scholarship, lack of academic writing skills, lack of literature and laziness may be essential factors in driving students to obtain papers written by others.</p> <p>Keywords: academic integrity, plagiarism, academic papers, unethical purchase, Armenian universities</p>
 <p>Reza Pishghadam GICICTEL1708076</p>	<p>Emotioncy: A Tool for Promoting Intersubjectivity in Class</p> <p>Reza Pishghadam Ferdowsi University of Mashhad, Iran</p> <p>Abstract</p> <p>Asymmetrical relationships caused by the professional power produce inequities that may hinder intersubjective understanding. Teachers, to achieve intersubjectivity (shared understanding), are required to enter into students' life-worlds. The life-world refers to the experiences that students bring to the class discourse, which can foster the process of learning and teaching. Since life-worlds are tacit, teachers cannot recognize those of their students so easily. The mismatch in life-worlds leads to a loss of understanding and communication between teachers and students. That is why, the aim of this study is to present the newly-</p>

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	<p>developed concept of emotioncy (emotion + frequency) as a new way of promoting intersubjectivity between teachers and students. Emotioncy, ranging from avolvement (null emotioncy) to exvolvement (auditory, visual, & kinesthetic emotioncies), and involvement (inner & arch), refers to the sense-induced emotions that can change cognition. According to the emotioncy literature, based on the senses from which students receive inputs, specific emotions are induced which affect understanding. Due to differences in students' life-worlds and their prior experiences, there is always an emotioncy gap between students and teachers. While one student may be avolved in a concept, the other one can be exvolved or involved in that. In fact, when they commence learning something, they are not at the same level of emo-sensory experiences, leading to weak intersubjectivity. Identifying the emotioncy gaps and trying to bridge them, teachers can achieve a high level of intersubjectivity. In this study, a number of examples will be provided to support the idea of emotioncy as a tool for achieving intersubjective understanding.</p> <p>Key terms: Emotioncy, Intersubjectivity, Life-world, Student, Teacher</p>
 <p>Mozhgan Soleimani Aghchay GICICTEL1708079</p>	<p style="text-align: center;">Pre-service Language Teachers' Perspectives on their Aspirational Identity</p> <p style="text-align: center;">Mozhgan Soleimani Aghchay Department of ELT, Farhangyan University, Farhangyan University, Tehran, Iran</p> <p style="text-align: center;">Abstract</p> <p>Teachers' professional identity has become an increasingly critical issue in teacher education research. This study aimed to explore the perspectives of nonnative pre-service English teachers on their aspirational identity, which is used to refer to ideal self. The 20 teachers participating in this study were in the sixth semester of their four-year BA program. In their practicum course, they were guided to focus on their professional development and reflect on their identity as a teacher. This qualitative study used two instruments: (a) pre-service teachers' narrative journals based on their reflective observation of their mentors' teaching practice and their own micro teaching in real classroom contexts, and (b) semi-structured interviews for more in-depth inquiry based on the themes extracted from their reflective journals. Descriptive coding was applied for data analysis of approximately 7000 pages of narrative journals and 15 hours of semi-structured small group interviews. The results revealed that the pre-service teachers in this study developed vey detailed views and conception of their aspirational professional identity. Findings illustrated that pre-service teachers' views of their aspirational professional identity were based on opportunities they received to reflect on their previous experiences and beliefs, along with careful observations of the context, their mentors' practice, and their own practice in the same context. The study implies that pre-service teachers can be assisted to reflect upon, inquire, and explore major constituents of their aspirational professional identity and become aware of the complexities and challenges involved in the process of forming this professional self.</p>
<p>S. M. Mosaddad GICICTEL1708080</p>	<p style="text-align: center;">Investigation a Coastal Park in Coastal zone of the Karoon River, Iran</p> <p style="text-align: center;">S. M. Mosaddad, Assistance Professor, Dep. of Water Sciences, College of Physics, Shoushtar Branch, Islamic Azad University, Shouhstar, Iran. H. R. Boveiri</p>

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	<p style="text-align: center;">Sama Technical and Vocational Training college, Islamic Azad University, Shoushtar Branch, Shoushtar, Iran.</p> <p style="text-align: center;">Abstract</p> <p>The objectives of river improvement tasks are to aid navigation to prevent flooding to reclaim and protect land to provide water supply for irrigation, hydropower development or domestic and industrial use. Shoushtar is a coastal city that includes a big part of the Karoon river and has many water applications; so, the crevasse canal of the Gar-Gar is an artificial and manmade branch of the Karoon (the biggest river in Iran). Study of flows and sediments due to the centrifugal force has significant importance. As a result of effecting centrifugal force in meander of river, there are different sediments due to currents model to produce eddy or whirlpool structure so the coastal line destruction in this coastal line and width of river would be extended. Studying water currents in different basins such as rivers, straits and bays have been important as a result of valuable matters in scientific features. When a canal of water current is direct without any in turn directivity, water body moves calmly, only a mild damping rate in time and space. Coastal parks are influenced by coastal sedimentation as a result of water currents and so, coastal water erosion should be studied to decrease its rate to some extent if possible. In this paper following an annual research project, we consider benefits of such this park and where it would be better built. Study and development of civil engineering and structure architecture are important using improved water resources to being efficient in life and progressing industry, agriculture and production too.</p> <p>Keywords: Shoushtar, Karoon River, coastal park.</p>
 <p>Yoones Tavoosy GICICTEL1708081</p>	<p style="text-align: center;">Teaching Grammar through a Three-step Procedure Model</p> <p style="text-align: center;">Yoones Tavoosy , M.A Department of English language and Literature The University of Isfahan</p> <p style="text-align: center;">Abstract</p> <p>The academic study of grammar is an essentially principal part of education for children from a young age through advanced learning, though the rules taught in schools cannot be regarded as a "grammar" in the sense most linguistics use the term, especially as they are often prescriptive rather than descriptive. Teaching grammar has notably been viewed as a critical skill to help learners to practically employ language. Accordingly, this paper attempts to present a three-step Procedure Model for teaching grammar. Hence, deriving from teaching grammar experience; integrating the notions of practice and consciousness-raising and deductive and inductive approaches, this Procedure Model has been developed to fully teach grammar. Mainly teaching tenses and modals at secondary schools, the recommended steps are bound to be a substitute course way for English teachers to teach grammar.</p> <p>Keywords: Techniques and attitudes, Grammar, Practice and consciousness-raising, deductive and inductive approaches</p>

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Shampa Iftakhar
GICICTEL1708082

Using flipped classroom and Google Classroom at a time: Opportunities and Challenges

Shampa Iftakhar

**Assistant Professor, Department of English
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Abstract:

This research paper is designed to investigate the consequences and ultimate challenges of using flipped classroom and Google Classroom at a time for conducting classes on Victorian Literature course in undergraduate program at Daffodil International University. The flipped classroom is a standard instructional strategy where teachers deliver course materials to digital media such as reading, video lectures, powerpoint presentation etc. Here in the classtime students are engaged in different activities to apply their gained knowledge in the presence of their teacher. On the other hand, Google Classroom , a blended learning platform for schools, aims to simplify creating, distributing and grading assignments. At Daffodil International University, all faculty members of all disciplines use Google Classroom; no one uses flipped classroom. The participants in this study consisted of 20 undergraduate students of Victorian Literature course .Data were collected from students through interviews and observations. The interviews followed ‘structured’ format where detailed one-to one interview of the student was conducted.The result shows how the effective use of flipped classroom and Google Classroom at the same time, can make the best use of classtime and ensure the collaborative learning, self-learning and critical thinking.The study also reports the sound knowledge of technology and well planned classroom activities followed by an assessment and motivation are crucial to make this blended approach successful one.

Key Words: flipped classroom, Google Classroom, consequences, challenges



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Professional Development Through Reverse Mentoring

Danilsa Lorduy Arellano

University of Córdoba- Department of Foreign Languages, Colombia

Liliana Valle Zapata


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Abstract

Professional development is a nonstop process of continuous reflection on teachers’ doing as professionals of education, which implies meet the challenges of working when is demanded. Colombian state Primary Teachers are due to confront a big challenge as part of their labor assignation: Teaching English to their children without any or scarce knowledge of the language. This reality has lead these teachers to explore the possibility to learn from Pre-service teachers doing their teaching practicum at schools. During the teaching practicum of language teaching programs, a two-way relationship between In-service and pre-service teachers takes place; not only the pre-service teacher gains knowledge and skills from the experienced teacher; but also the In-service teacher learns from the novice teacher, This process is called Reverse Mentoring, this intergenerational experiences are

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	<p>taking place at state primary institutions in Monteria, which eventually will facilitate In-service teachers professional growth and will motivate them to keep learning.</p> <p>This presentation reports the preliminary results of an on-going case study research that aims at exploring in what ways Reverse Mentoring influences In-service teachers' beliefs about teaching speaking to children and how their teaching of Speaking improves as a result of the Reverse Mentoring process . Data was gathered through an adapted questionnaire from the BALLI Inventory (Horwitz, 1988), class observations and in-depth interviews to two (2) in-service teachers and with the participation of two (2) pre-service teachers doing their teaching practicum.</p> <p>Results showed that reverse mentoring played an important role on transforming in-service teachers' beliefs about difficulties of language learning, communicative strategies, motivation and expectations, foreign language aptitude and nature of language learning. Moreover, improvements on some specifics teaching aspects such as approach to teaching, planning lessons, use of L1 and students' participation were also observed in current teachers' classroom practices</p> <p>Key words: Beliefs, Reverse Mentoring, Speaking, In- service teachers, Pre-service teachers, Teaching Practicum.</p>
 <p>Senem Cellat GICICTEL1708085</p>	<p>The relationship between Turkish EFL students' foreign language anxiety and self-efficacy: A mixed design study</p> <p>Senem Cellat Anadolu University Gül Köse Durmuşoğlu Anadolu University</p> <p>Abstract</p> <p>It is widely known that besides physical conditions, affective factors have an effect on EFL students' academic language achievement. Among all potential affective factors, self-efficacy and anxiety of learners have been popular to study the effect on the language learning process recently. Although there are many research studies in the literature, there is still not a clear consensus on the relationship between these two factors. Therefore, this exploratory study aims to investigate how foreign language anxiety is related to language learning self-efficacy. Participants were the 81 Turkish EFL students enrolled in the beginner, elementary and pre-intermediate prep classes at Eskişehir Osmangazi University Preparation Programme in Turkey. The study adopts a mixed design since both qualitative and quantitative data were used in the study. The quantitative data were gathered from the Foreign Language Classroom Anxiety Scale (FLCAS) and General Self-Efficacy Scale (GSES). In addition to the quantitative data, in order to achieve a deeper understanding of students' anxiety and self-efficacy, the present study also gathered qualitative data with a qualitative design. Qualitative data were gathered via a semi-structured interview and students' reflection on their self-efficacy and sources of foreign language anxiety. The results were discussed within different language proficiency levels of participants. The study revealed that interview and reflection procedure helped to obtain further understanding and clarification for the foreign language anxiety and self efficacy. In tune with the findings, some pedagogical implications and recommendations for further studies are made in the study.</p>


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	Key words: Anxiety, Self-efficacy, Turkish EFL Learners, Language Proficiency Level
 <p>Seyed Alireza Hosseini Khezri GICICTEL1708088</p>	<p>Is There Connection between Trunk Muscle Endurance and Abdominal Muscle Power with Technical Ability in Soccer Players 10-12 Years Old</p> <p>Alireza Hosseini Khezri PhD Candidate in Sports Science and Physical Training Professor of Physical Training and Sport Sciences Department of Physical Education and Sport Science, Ural Federal University, Ekaterinburg, Russia</p> <p>Zaxaroba Shishkina PhD Candidate in Sports Science and Physical Training Professor of Physical Training and Sport Sciences Department of Physical Education and Sport Science, Ural Federal University, Ekaterinburg, Russia</p> <p>Abstract</p> <p>The aim of this study was to determine connection between trunk endurance muscle and power abdominal muscle with some important technical skills in soccer players 10-12 years old. 17 elite soccer players were participated in this study and all data were collected by coach and researchers. The result of this study shown, no significant between main technical components and beck endurance muscle. There was significant between controlling with head and power abdominal muscle. The data obtained support that there is not a correlation between endurance back muscle and power in soccer players 10-12 years old. These findings suggest that physical training cannot be ensure the success performance in soccer players 10-12 years old.</p> <p>Keyword; soccer players- back muscle endurance- abdominal strength- technical ability</p>
 <p>Danilza Lorduy GICICTEL1708091</p>	<p>Beliefs about Teaching Speaking: A Reverse Mentoring Experience at Primary Levels</p> <p>Danilza Lorduy Arellano University of Córdoba- Department of Foreign Languages, Colombia Liliana Valle Zapata University of Córdoba- Department of Foreign Languages, Colombia</p> <p>Abstract</p> <p>Beliefs have become a central construct in the study of effective ways to improve teachers' practice because of their indisputable influence in teachers' actions in the classroom (Altan, 2006). However, beliefs may limit or enrich teachers' practice according to their experience in the teaching/learning process. In Colombia, Primary In-service teachers from state schools are due to teach all content areas, including English language with scare or any knowledge about it . To cope with this difficulty, the teaching practicum process from the English program at Universidad de Cordoba, is taken as the basis of classroom instruction while is carried out. During this process Pre-service teachers gain teaching knowledge from in-service teacher's experience but, at the same time, pre-service teachers contribute to help In-service teachers to improve their English teaching</p>


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	<p>practice, playing the role of indirect mentors (Reverse Mentoring). The purpose of this presentation is to share the results of an on-going research Case Study that aimed at exploring teachers' beliefs about teaching speaking to children, and how their teaching of Speaking improves as a result of the process of Reverse Mentoring. This study was conducted in 2 state elementary schools in Monteria, Colombia with 2 In-service teachers and 2 Pre-service teachers from Universidad de Cordoba English Language Teaching program . The data collection procedures and instruments were questionnaires (BALLI inventory, Horwitz, 1998) interviews, class observations and stimulated recalls. Results showed that reverse mentoring played an important role on transforming in-service teachers' beliefs about difficulties on language learning, communicative strategies, motivation and expectations, foreign language aptitude and nature of language learning. Moreover, improvements on some specifics of teaching such as approach to teaching, planning lessons, use of L1 and students' participation were also observed in current teachers' classroom practices. Key words: Beliefs, Pre-service/in-service teacher, reverse mentoring, speaking</p>
 <p>Dr. Farouq Almeqdadi GICICTEL1708092</p>	<p>Pre- service Teachers' Perceptions towards Virtual Learning using Teach Live</p> <p>Dr. Farouq Almeqdadi Ecae, Abu Dhabi, Uae</p> <p>Abstract</p> <p>Using virtual environments and multimedia methods are now part of several educational preparation programs such as surgical medical programs, flight simulators, and military combat training situations. On the other hand, it is believed by researchers these technologies became a part of the educator preparation programs and meeting the needs of the new academic settings (Dieker et al., 2012). TeachLive is one of these virtual education simulation technologies, originally designed for teacher education simulation with student avatars.</p> <p>The TeachLive™ is a mixed-reality teaching environment supporting teacher practice in classroom management, pedagogy and content. It was developed at the University of Central Florida, USA and it is currently being implemented across more than 40 campuses in the United States and growing to include multiple school districts and international partners. Each partner utilizes the TeachLive™ in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders.</p> <p>In addition, Teach Live is also implemented and used at Emirates College for Advanced Education (ECAE) in Abu Dhabi, UAE. ECAE is a teacher education college that graduates teachers who will teach Math, Science & English in English Language. All students at ECAE should practice all teaching activities before their graduation through the Practicum Program, which is field experiences at schools. Because TeachLive™ Lab provides pre-service and in-service teachers the opportunity to learn new skills and to craft their practice without placing “real” students at risk during the learning process,</p> <p>ECAE implemented TeachLive with some of the pre- service teachers (who are the sample of this study) to practice classroom management activities and some pedagogical strategies before they go to schools without the risk of being in</p>

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	<p>real situations. The researcher trained them on using this technology. Then each one of the students in the sample practiced two sessions, each session took 10 minutes, using TeachLive. The researcher analyzed the perceptions of those students about TeachLive and its benefits to the teacher. The results revealed that all students in the sample welcomed this simulation technology and they expressed their positive perceptions towards using TeachLive not only in classroom management, but also in pedagogical and content aspects.</p>
 <p>Chia-chieh Tang GICICTEL1708099</p>	<p>“Where did you learn to speak so fluently?” Understanding Orally Proficient Junior High School Language Learners in Taiwan: Motivation and Strategy Use</p> <p>Chia-chieh Tang National Taiwan Normal University, Taipei, Taiwan R.O.C. Taipei Private Huaxing High School, Taipei, Taiwan R.O.C.</p> <p>Huei-ting Huang Tamkang University, Taipei, Taiwan R.O.C.</p> <p>Abstract</p> <p>What makes a successful language learner has been a topic of interest for researchers and teachers alike. For some, successful language learners are those who get good grades while others believe they are those who can use the language. While the two aforementioned definitions of successful language learners are not mutually exclusive, it has been observed in Taiwan that there are successful English learners who achieve academic success, but at the same time, cannot speak English fluently. With this in mind, the present qualitative study aimed to find motivation factors as well as oral production strategy use shared by orally proficient language learners in Taiwan. In addition, the study aimed to find out if the aforementioned factors interacted with one another. A speech competition was held in a private junior high school in Taipei, and the top three winners were chosen as participants for the study. Each participant was observed while getting ready for an impromptu speech task, asked to write an essay about how they achieved their fluency in English, and interviewed while being given a stimulated recall task. The study findings suggest that different levels of success in oral production may be explained by a complex and dynamic interplay of attitude, motivation and oral production strategy use. Findings of this research topic, implications for future research, and pedagogical applications are discussed. Keywords: Motivation, Strategy Use, Oral Proficiency</p>

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**Matome Liphy
Ramalepe**
GICICTEL1708104

Moral Purpose-Driven Assessment (Mpda) Model: Rethinking School-Based Assessment

Dr Matome Liphy Ramalepe
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Abstract

School-based assessment (SBA) or continuous assessment (CASS) is a crucial policy underlying the South African curriculum. It is an ongoing diagnostic and school-based strategy employed by teachers to ascertain the learners' knowledge, skills, and values using variety of assessment methods, tasks, and tools. CASS enhances learning by promoting frequent classroom interactions and assists teachers to assess learners' strengths and weaknesses on continuous basis (Ramalepe, 2015). In practice, however, implementing CASS in schools had always been problematic, with impediments such as lack of monitoring and support, learner discipline and lack of parent involvement undermining its value in teaching and learning. Unfortunately, even today there appears to be no decisive plan to overcome these critical factors. It is against this background that this paper raises a question of how to improve school-based assessment. For this question, I first point out the root of the problem and the strategies to resolve it. The basic cause seems to be that there is no a compelling and shared moral purpose to guide classroom assessment. Therefore, the strategy shall involve infusing moral purpose into school-based assessment. The central moral purpose consists of making a gradual transformation of learners into fuller and richer human beings by constantly improving learning standards and ensuring that achievement gaps between higher and lower performing learners are narrowed (Barber & Fullan, 2005, Bezzina, 2010, Fullan, 1993, 2003, Ramalepe, 2015). Therefore, the proposed model advocates for an assessment that is moral purpose driven. Through systematic literature review methodology, this paper reanalyses and summarises the findings from my studies and papers (Ramalepe, 2010, 2014, 2015) to come to a conclusion that a moral purpose-driven assessment model could be a useful tool in improving school-based assessment. However, the model's benefits and disadvantages should be considered before school managers embark on the journey to implement it.

Keywords: Moral purpose, Continuous assessment, Authentic learning, Evaluation, Monitoring and Support



Teresa. Auma.Ogina
GICICTEL1708105

What principals do as instructional leaders


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Abstract

This paper reports on an empirical on-going study on instructional leadership role of the school principal. Literature on instructional leadership responsibilities of the school principal identifies the roles as supervision, monitoring teaching and learning and developing teachers. This could be an ideal situation while in reality, the instructional role of the principal could be determined by other contextual factors which may expand the expected role. This paper is based on a research project that departs from the premises the context in which the principal operates


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	<p>may have influence on what happens in the school in terms of the instructional leadership role of the principal. The purpose of this study is to explore what the principal does in the school as an instructional leader. The research approach used was qualitative and data were collected from six schools principals, using semi-structured interviews. The findings of this research give insight to the multiple direct and indirect leadership role and influences of the principal in teaching and learning. The principals in the study described what they do to include leadership in curriculum implementation, monitoring teaching and learning, learner support and determining academic achievement targets.</p> <p>Key words: principals, instructional leadership, teaching and learning, curriculum implementation.</p>
 <p>Taşkın Yıldırım GICICTEL1708106</p>	<p style="text-align: center;">Examining the Fears and Concerns of University Students</p> <p style="text-align: center;">Taşkın Yıldırım Inonu University, Turkey Sonay Caner Middle East Technical University, Turkey</p> <p style="text-align: center;">Abstract</p> <p>This study was conducted to determine and classify the reasons for the fears and concerns that deteriorate students' quality of life and identify the strategies they use to cope with them. It aims to describe the fears and concerns of the students of higher education, and contribute to studies (that seek new solutions) to be conducted in education and psychological counseling.</p> <p>The study population consisted of students in at least four-year long programs at İnönü University (İÜ) during the 2013-2014 academic year. The number of these students was precisely determined (the total number of students at İÜ is 22,097), and these categories were created by department: faculty of education and school of physical education and sports (BESYO) in the field of education (EA); faculty of medicine, dentistry and pharmacy and school of health services (SMYO) in the field of medicine; faculty of economics and administrative sciences and law in the field of economics and administrative sciences (İİBA); faculty of engineering and agriculture in the field of engineering (MA); faculty of theology in the field of theology (İA) and faculty of fine arts and state conservatory in the field of fine arts (GSA). Each category was divided into two categories, and the samples were determined in fourteen categories (seven categories for educational fields and two categories for gender). With a population value of 20,000, the sampling value was 377 at a $\alpha=0.05$ significance level. Therefore, the sample included 403 participants. The participants were asked to answer three questions on a written document in this study, which was limited to findings obtained from the data of the study group members who were selected from the undergraduates studying at İnönü University. These questions were: Write your fears and concerns that complicate your life and reduce your quality of life. To what do you attribute the reasons for these fears and concerns? What do you do to cope with these fears and concerns? The data obtained in writing were analyzed using descriptive analysis. A coding form for the analysis was prepared in compliance with the basic principles of this method. The reliability of the coding used in the study was examined for the codings of all data. Therefore, three field experts performed coding, and the consistency between them was examined. Their evaluations were found to be consistent (90%). The data were organized under three themes, considering the</p>

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	<p>study questions. These themes are: types of fears and concerns, reasons for fears and concerns and methods for coping with fears and concerns. The subthemes of these themes were determined in the second stage of the study. The data obtained in the main themes and subthemes were related to one another in the third stage of the analysis, and frequency distributions were reported with direct quotations. The data indicated that 7% (f=27) of the students had neither fears nor concerns. Their greatest fears and concerns were found to be related to the present time. These fears and concerns were ordered from the most to least significant as follows: academic failure, lack of self-confidence, family-related issues (losing them or one of them, their attitudes, being away from them), issues related to bodily integrity and health, politics and government, social relations, financial possibilities, phobias, authority, spirituality and beliefs. The participants' fears and concerns related to their future were from most to least significant: issues related to finding a job, uncertainty about the future, failure to perform what their professions require or disliking their professions, starting a family, financial possibilities and natural disasters.</p> <p>This study found that participants attributed the reasons for their fears and concerns to external issues rather than internal issues. These external reasons were from most to least significant: reasons related to other people, the educational system, politics and government, family, the economy, conditions in their department, spirituality and beliefs, geographical and economic conditions, unknown creatures and social media. The internal reasons were from most to least significant: reasons related to their characteristics, lack of self-confidence, issues in their lives, their health status, intolerance of uncertainties and lack of sufficient professional skills.</p> <p>The strategies used by the participants in this study to cope with the fears and concerns were from most to least significant: working, doing nothing or procrastinating, making suggestions for themselves and avoidance. Another interesting point was that participants selected seeking psychological support as the least significant strategy for coping with fears and concerns. With these findings in mind, the reasons why students fail to seek psychological support to cope with the fears and concerns can be investigated. Programs under the Pupil Personnel Services in Higher Education can be developed and applied to inform and encourage students to seek physical, psychological or social support to cope with their fears and concerns instead of engaging in wrong and ineffective behaviors (doing nothing or procrastinating, avoidance, making suggestions for themselves).</p> <p>*This project is supported by İnönü University's Coordinatorship of Scientific Research Projects and numbered 2013/21.</p> <p>Keywords: Higher education, university students, fears of university students, concerns of university students, fears and concerns.</p>
 <p>Daniel Gregson GICICTEL1708107</p>	<p>Daniel Gregson: Abstract for the Association for the Development of Teaching and Learning Conference 2017</p> <p>Daniel Gregson School of Education, University of Sunderland, Sunderland, UK</p> <p>Abstract The storytelling of Homer in The Iliad and The Odyssey, which critics readily</p>


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	<p>accept as great works of literature, is now widely considered by many historians and linguists to have actually been composed through talking (or more accurately through singing) than through writing. Often such stories were improvisations (similar to contemporary jazz, jamming, rap, traditional music and folk-songs) where one performance is seldom the same as the next. In today's literate society it is difficult to imagine how magnificent works of art, great stories and legends came to be composed in the absence of any form of reading or writing. On the contrary, it now seems that these shared worlds of meaning came into being through the interplay of a range and combination of storytelling 'technologies' and resources. These include orally shared stories mental pictures, familiar sounds and words, remembered rhymes or rhythmic phrases. This paper argues that the tendency, the ability and the need to tell stories is ancient and within each and every one of us. It also recognises that writing is a relative, and sometimes difficult, newcomer to the field of human communication. (Corbet and Strong, 2011, Andrews and Smith, 2011).</p> <p>The research was conducted with reluctant writers in a primary school to explore the potential of physical and digital story-telling dice and story boards in increasing children's motivation to write. Research methods included classroom observation, photographs of children's storylines and story boards and thematic analysis of children's written work.</p> <p>Data from this small-scale study suggests that the confidence, courage and ability of children to imagine other worlds, together with their motivation to compose, share and write the stories they invent in the worlds they imagine, is influenced by the ways in which teachers engage children in the experience, art and 'technologies' of storytelling.</p> <p>Key Words Digital Storytelling; Primary Education; Developing Literacy.</p>
 <p>Maggie Gregson GICICTEL1708108</p>	<p>Evaluating and Improving Educational Practice Together</p> <p>Maggie Gregson School of Education, University of Sunderland, Sunderland, UK</p> <p>Abstract</p> <p>In an international meta-analysis which focuses upon evaluating the impact of a wide range of pedagogical interventions upon educational improvement, Hattie (2012) highlights the importance of teacher quality in supporting student achievement. Wiliam (2008) makes a similar point where he argues that while the quality of teachers is considered to be the most important factor underpinning the achievements of students, teacher quality continues to be highly variable. Coffield (2008) draws attention to how the vast majority of serving teachers as well as this who are about to serve as newly qualified teachers want to be the best teachers they can be throughout their careers</p> <p>The above authors are unanimous in their view that in the current economic climate it makes sense therefore to concentrate already scarce resources, time, public money and effort on the majority of teachers who want to get better at what they do rather than directing our attentions upon the minority of teachers who don't through the top down imposition of expensive inspection regimes and systems for the micro-management of teachers and their teaching.</p> <p>Helping teachers and their learners to become the evaluators and improvers of teaching and learning is central in all of this.</p>

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	<p>In order to do this this paper argues that we need to move beyond the current over-reliance on external evaluation of education towards an approach to educational improvement which takes context and the practicalities and processes of educational change and improvement seriously.</p> <p>Through the medium of case study this paper reports the impact of a longitudinal study which aimed to enable teachers and learners to evaluate and improve their practice through a programme of university supported, collaborative practitioner-research.</p>
 <p>Saad Mohammed Al-Janabi GICICTEL1708110</p>	<p style="text-align: center;">Implementation and Evaluation of Steganography using PN Sequences Based on Wavelet</p> <p style="text-align: center;">Dr. Eng. Saad M. Khaleefah Al-Janabi Ass. .Prof, AL-Turath College University Iraq-Baghdad</p> <p style="text-align: center;">Abstract</p> <p>Steganography means the use of a cover image to hide a bits of information or images in away that it is imperceptible to an observer . We use the Wavelet transforms because it gives perfect reconstruction of the original image. we proposed an algorithms that embeds the message bits stream in the LSB s of the wavelet coefficients of a color image reach up to half cover image. The algorithm used the PN sequence as a key for embedded and extracting in order to recover the embedded message without lose of quality of image. We use the MATLAB to implement the two Algorithms one for implements the embedding procedure the another for implements the Extracting procedure . The results showed the high invisibility of the proposed model even with large message size were embedded</p>
<p>Ahmad Yaghoubi Farani GICICTEL1708111</p>	<p style="text-align: center;">Improving university students' entrepreneurial knowledge and skills</p> <p style="text-align: center;">Ahmad Yaghoubi Farani Assistant Professor, Faculty of Agriculture, Bu-Ali Sina University, Hamedan, Iran. Atieh Soleymani Ph.D Student of Agricultural Extension and Education, Bu-Ali Sina University, Hamedan, Iran.</p> <p style="text-align: center;">Abstract:</p> <p>Entrepreneurship oriented education would help university graduates find a job or start a new career. That is why universities try to manage entrepreneurship education in order to improve entrepreneurial knowledge and skills of student. In Iran, universities focused on entrepreneurship education during last decades. The main purpose of this study was to investigate how universities can play an effective role in entrepreneurial education in order to improve entrepreneurial knowledge and skills of their students. Based on Krejcie and Morgan sample size table, a group of 110 academics out of an access population (N=382) of Bu-Ali Sina academic staff (Hamedan province, IRAN) were randomly selected. A questionnaire was designed and then validated asking a panel of experts for their comments. Reliability of the instrument calculated to be 0.90 in alpha Cronbach's scale. Results of the enquiry indicated that cooperation of universities with other local organizations (like outreach programs), elaborately directed apprenticeship</p>

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	<p>courses, up-to- date educational content (in response to cutting edge technologies) and use of creativity- focused methods of teaching were mentioned to be the most effective way for enhancing entrepreneurial knowledge and skills of students. Based on exploratory factor analysis, a number of activities such as informing and motivating toward entrepreneurship, career education and Curriculum revitalization proved to be the most influential factors for improving students' entrepreneurship knowledge and skills. At the End, some recommendation were introduced for universities in planning and implementing entrepreneurship education program.</p> <p>Key Words: Entrepreneurship, Entrepreneurship Education, Entrepreneurial Knowledge, Entrepreneurial Skills.</p>
 <p>Ruzanna Karapetyan GICICTEL1708113</p>	<p>Human Security in Armenia. Content-Based Analysis of an Underdeveloped Concept for the Armenian Reality</p> <p>Ruzanna Karapetyan PhD of English Philology, Associate Professor, Yerevan State University Romance-Germanic Philology Department</p> <p>Abstract</p> <p>The aim of the given project is to locate the concept of human security within the complicated system of the Armenian society and to identify to what extent it is reflected in the official documents of the country. The theoretical level of analysis is an attempt to elucidate and detach the concept of Human security from a broader idea of security, which is deeply understood and thus explicitly expressed in the language due to certain political and war situation in the country. At this stage thorough conceptual segmentation of the notion of Human security is provided based on a wide range of theoretical research of the material.</p> <p>Upon fixing the main components making up human security as understood in the western literature, we go on to see how the concept is realized and implemented in the Armenian society. To this end the method of content analysis is chosen as a feasible empirical material to give a precise picture of the conceptualization of the human security in the country. The content-linguistic analysis of the main legislative documents of the country referring to the National Security manifested strong inclination for the interpretation of Human Security in a wider sense adhering to the concept of Human Development, while the elements indicating sustainable peace, personal development, and freedom from fear are underrepresented in the basic National Security documents studied.</p> <p>Key words: Human security, Human Development, Content analysis, freedom from fear/want.</p>
 <p>Dr Orna O'Brien. GICICTEL1708114</p>	<p>Academic Engagement and Technology: Revisiting the Technological, Pedagogical and Content Knowledge Framework in Higher Education today</p> <p>Mr. Matt Glowatz College of Business, University College Dublin Dr Orna O'Brien College of Business, University College Dublin</p>

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	<p style="text-align: center;">Abstract</p> <p>Research into the use of technology for academic purposes is growing quickly. Much of the current explores the opportunities presented by technology and social media as innovative tools for teaching and enhancing student learning. This paper suggests that much of the research in this field has overlooked review of the discussion has overlooked the role of the academic in navigating the use of technology in their teaching in higher education. Koehler and Mishra (2009) had proposed the technological, pedagogic and content knowledge (TPACK) framework to explore the relationship of technology in teaching. Glowatz and O'Brien explore here the suitability of the TPACK framework in the context of academic engagement and review its relevance to the adoption of a technology as a teaching tool. Initial investigation in this paper suggests that the current TPACK framework overlooks some important elements. This paper suggests some of these overlooked elements and evaluates the use of the TPACK framework in the exploration of technology in higher education by academics. Specifically, the authors address the key question 'Does the TPACK framework provide an insight into the knowledge base required to effectively deliver a module using technology?'</p>
<p>Mariam Yousuf Tarada GICICTEL1708115</p>	<p style="text-align: center;">The effectiveness of progressive muscle relaxation training on anxiety in patients with Obsessive compulsives disorders: Quasi-Experimental study.</p> <p style="text-align: center;">Mariam Yousuf Tarada Nusing, Psychaitric Hospital Ministry of Health Manama, kingdon of Bahrain</p> <p style="text-align: center;">Abstract</p> <p>Aim and objectives. The objective of this study was to examine the efficacy of progressive muscle relaxation training on anxiety in patients with Obsessive compulsives disorders .</p> <p>Background. Many empirical studies have found progressive muscle relaxation training beneficial in reducing the psychological effects of anxiety. Progressive muscle relaxation training is also effective in reducing the distress symptoms associated with the symptomatology of Obsessive compulsives disorders.</p> <p>Design. Quantitative Qusi-Experimental study . Convenient sample</p> <p>Method. The study was designed to examine the effects of progressive muscle relaxation training on patients diagnosed with Obsessive compulsives disorders. Study participants were day acre patient, attending Bahrain Psychiatric Hospital, once a week for 12 session</p> <p>Beck anxiety inventory were used to compared between the level of anxiety before and after of each sessions</p> <p>Results. Progressive muscle relaxation training on anxiety in patients with Obsessive compulsives disorders, the degree of anxiety improvement was significantly higher . The mean BAI score fell from 16•4 pretest to –5•8 post-test.</p> <p>Conclusion. This study demonstrated that progressive muscle relaxation training can effectively alleviate anxiety in patients with Obsessive compulsives disorders.</p> <p>Relevance to clinical practice. Progressive muscle relaxation training is potentially an effective nursing intervention in the reduction of anxiety in patients diagnosed with Obsessive compulsives disorders. Progressive muscle relaxation training is a useful intervention as it is proven to reduce anxiety levels across a spectrum of psychiatric disorders.</p>

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Hassan Kian
GICICTEL1708116

The plan for the establishment of the Talent Organization of the United Nations
Prof.Hassan Kian
Management faculty
Tehran University

Abstract

The future of millions of people and consequently, the future of societies and humanity is threatened by a great threat which is called wasted human resources. Perhaps Pasteur, Beethoven and Avicenna, Lavoisier and Einstein and millions of genius individuals and thinkers may have never been discovered and could not find a chance of being known due to various reasons such as poverty or social status, and other problems. So without being able to serve humanity, their talents are fully wasted. While, if a global mechanism exists to discover their talents in different countries and provide to them the right direction, during less than a generation, human society will face to a profound transformation and sustainable social justice will be formed as the basis of sustainable development of human resources. Therefore, the situation of the institution which organizes the affair of discovering and guiding talents was vacant at the level of the international community and its necessity has been felt. So in this plan, the establishment and development of such an organization has been suggested in the international context.

Keywords: talent identification, comparative advantage, sustainable justice, sustainable development, human resources



Ageh Mbi Francis
GICICTEL1708118

Improving The Teaching Of English As A Foreign Language In Thailand

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Abstract

The aim of this paper is to identify various strategies that can be implemented into Thailand educational system to better improve the teaching of English as a foreign language in the country. Historically speaking, Thailand is a country with one official language, Thai however, with advancement in technology and the birth of internet which has tremendously brought changes in terms of business, education, and science, all of which gives room for a high level of English proficiency. Moreover, given the economic downturn in Thailand some years ago, most companies in the country resulted in cooperation nationally and internationally. For instance Mergers, takeovers associations are some common examples and English is used as a working language in most of these companies. It is as a result of the above mention reasons that the government of Thailand came out with a proposal to include English in the educational curricula. Nonetheless, the teaching of English in Thailand is not without some drawbacks. It is against this backdrop that this paper seeks to develop strategies that can be implemented to enhance the teaching of English in the country. This paper will focus on three main strategies that the Thai government could implement to effectively improve the teaching of English in the country:

- **Hiring more of native English speakers**
- **Highly equipped classrooms and educational technology**
- **More time allocated for teaching English**

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	<p>- NNT should participate in educative seminars on teaching and learning Data has been collected in 10 administrative regions in the country sampling more than 1500 educational institutions. Nvivo and Spss were used to analyze the data to come up with concrete conclusions and recommendations on how to better improve the teaching of English as a foreign language in the country.</p>
<p style="text-align: center;">Gulhiz Pilten GICICTEL1708122</p>	<p style="text-align: center;">Evaluation Of The Relationship Between Text Types And Reading Miscues: An Miscue Analysis Study In Reading</p> <p style="text-align: center;">Gulhiz Pilten Faculty of Education, University of Necmettin Erbakan, Konya, Turkey</p> <p style="text-align: center;">Abstract</p> <p>The purpose of reading is not reading every word in the text correctly, but inferring meaning formed by these words in the text. Miscues made during reading provide information about linguistic cue systems and the reading strategies used to comprehend the text by the readers.</p> <p>Reading miscues can be studied by miscue analysis in order to define how students use linguistic cue systems while they analyse the written words (Girgin, 2006; Goodman, 1995; Gunning, 2003). Primary reading miscues made by the readers while they read texts aloud are; substitutions, omission, partial miscues, insertion, going back, pausing repetitions and complex miscues (Davenport, 2002; Goodman, Watson and Burke, 1987; Woods and Moe, 2007).</p> <p>In this context, the purpose of the present study is finding out whether students' reading miscues vary by the type of the text. Accordingly, in order to select the students for work group, the present study employed miscue analysis inventory adapted by Akyol (2006) from Haris and Sipay (1990), Ekwall and Shanker (1988) and May (1986), which tries to define vocabulary and phonic skills (phoneme-form association skill) through errors made during oral reading, and comprehension skills and levels through post-reading comprehension skills. This inventory was implemented on 20 4th grade students selected through convenience sampling, and after the implementation three students at "Instructional Level" were selected for the work group. Each of these students was provided with two informative and two narrative texts, and they read the total of four texts. Reading texts were selected in accordance with readability formulas and expert opinions. Reading processes of the students were recorded digitally. For data analysis, miscue analysis was conducted to define students' reading miscues. Additionally, their reading comprehension scores were taken into consideration. Triangulation method was utilized for reliability and validity of the analyses.</p> <p>Data collection and data analysis processes of the study are completed. The processes of evaluation of miscue analysis results and reading comprehension scores in accordance with text types and reporting of the study findings are ongoing.</p>
<p style="text-align: center;">Amalia Banteli GICICTEL1708127</p>	<p style="text-align: center;">Collaborative learning: Developing a framework for the integration of online collaborative learning tools</p> <p style="text-align: center;">Sarah O'Dwyer, Amalia Banteli, Andre du Plooy</p> <p style="text-align: center;">Welsh School of Architecture, Cardiff University, Cardiff, CF10 3NB</p>


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	<p style="text-align: center;">Abstract</p> <p>Promotion of flexibility and diversity in university education encourages courses to include distance learning and part-time students or students who spend large parts of the year away from the University on placement. In such instances it is often difficult to facilitate meaningful student interaction, discussion and feedback or to enable successful student collaboration. This becomes particularly difficult for teaching that depends largely on visual aspects, such as project/design modules. Whilst a number of collaboration tools are currently available, their use is often at the early stages of implementation, with no cohesive pedagogical best practice approach for successful use of these tools.</p> <p>This research aims to provide a process framework for streamlining the approach of more effective implementation of such online collaboration. It examines best practice through literature review and interviews with relevant stakeholders and includes findings from a case study where two online collaboration tools were implemented through a live run of a distance learning architectural project module.</p> <p>The findings of these studies were used to inform the development of the framework which suggests a stepped approach and evaluates its strengths, weaknesses and opportunities. The entire research has a pedagogical approach rather than a technological one as it considers pedagogy as the impetus that steers the teaching needs and technology as the tool to satisfy those needs. Therefore, the framework developed is not restricted to the application of the two tools used in the case study, but is adaptable to reflect an approach to the integration of such other tools which broaden access and facilitate larger discussions, collaboration and feedback.</p> <p>In the future, the researchers aim to further examine collaboration potential through use of an e-portfolio in three different teaching scenarios, with evaluation of teaching requirements, use in practice and suggested improvements for future use.</p> <p>Keywords Collaborative learning tools, e-learning, distance education, online collaboration, communities of practice</p>
<p style="text-align: center;">Lela Iosava GICICTEL1708128</p>	<p style="text-align: center;">The Concept of Organizational Culture in Higher Education: its meaning and function for internationalization</p> <p style="text-align: center;">Lela Iosava School of Arts and Sciences, Ilia State University Tbilisi, Georgia</p> <p style="text-align: center;">Abstract:</p> <p>The article provides a review of literature on the role of organizational culture in fostering internationalization of higher education institutions in Georgia. Organizational culture is considered a key element for institution's success in the course of internationalization. The main challenge for universities in a globalized world, however, is to build the culture that embraces change, fosters and sustains internationalization. The article is presented as a part of the doctoral study. The study applies exploratory case study design to identify prevailing organizational cultures at selected departments of Georgian universities and to explore the extent to which these micro cultures influence change processes manifested in internationalization at meso and macro level. This is the first large scale empirical study ever conducted in the context of Georgia, and its contribution is immense for</p>


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	<p>HE policy formulation, institutional governance and change management. Its results will supplement the body of knowledge investigating the role of organizational culture in higher education organizations. The findings of the research may provide avenues for further exploration of culture in distinct settings and may offer a perspective for comparative studies across university organizations in cross-cultural setting.</p>
<p>Belkadi Adel GICICTEL1708132</p>	<p>The Perception Of The Use Of (Ict) On The Acquisition Of New Teaching Skills According To (Teachers, Student Trainees) In The Physical Education And Sports.</p> <p>Belkadi.Ade Institut Of Physical Education And Sports-University Of Mostaganem</p> <p>Bensabeur Mohammed Institut Of Physical Education And Sports-University Of Mostaganem.</p> <p>Sebbane.Mohamed Institut Of Physical Education And Sports-University Of Mostaganem.</p> <p>Benbernou.Othmane Institut Of Physical Education And Sports-University Of Mostaganem.</p> <p>Remaoun Mohamed Institut Of Physical Education And Sports-University Of Mostaganem.</p> <p>Abstract The aim of this recent study is to explore how trainee students in physical education and sport, use the information communication technology (ICT) during their training experience. This researched the opportunities for enhancing and extending its use. This research has also to examine and compare the attitudes and perceptions of teachers and students to use and integrate technology during teaching practices in physical education students, The data were collected from within the context of a research project in physical education and Sports. These data were initially collected by using online questionnaires sent out to160 Students trainees. Analysis indicated a significant difference between the two sports actors(teachers, students) teachers have clearer knowledge on the use of specific technologies such as heart rate monitors, pedometers, and systems assessment of fitness and physical skills. Furthermore, the differences between teachers and trainers depend on the mastery and know-how of the use of tools (computer, digital and new sports software).The findings also indicated that technology integration in Training content was still in the developmental stages. Key words: ICT, Teacher Education, Students trainees, Technology, Physical Education and sports</p>
 <p>Joshua Kalu Ugbuta GICICTEL1708133</p>	<p>The Role of Universities in Social Cohesion and Social Capital For Development</p> <p>Joshua Kalu Ugbuta Technical Education, Abia State College of Education, Abia State, Nigeria</p> <p>Abstract The social role of the university has been hampered by governments. Curricula have been imposed that support the consolidation of political powers among</p>

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	<p>favoured groups at the expense of the less dominant. Ruling parties have introduced courses designed to advance ideological indoctrination or repress competing worldviews. In some instances, criticism of public policy within the higher education community has resulted in tensions or even violence involving the government, the academy, and military elements of society. In other instances, discussion and debate which are essential ingredients in university life have been avoided because of fear of retribution. In all of these situations the institutions involved can be said to have failed to fulfil their social role. Some have made social cohesion more difficult to attain while others in the worst-case scenarios have even heightened inter-communal conflict. The paper begins with a theoretical examination of how institutions of higher learning may affect social cohesion. It also identifies 11 features that characterize universities that have been successful in legitimizing a broader social role as well as leveraging academic resources in order to address specific issues of social cohesion. The paper concludes with recommendation relevant to optimization of the role of universities in the advancement of social cohesion.</p> <p>Key words: Universities, Social Cohesion, Social Capital, Development</p>
<p>Moluga, Oluyemisi Olutosin GICICTEL1708134</p>	<p>Basic Issues In Primary Educationdelivery In Nigeria</p> <p>Mrs. Moluga Oluyemisi Olutosin Divine Hope Nursery & Primary School Sagamu Ogun State, Nigeria</p> <p>Abstract</p> <p>Education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity. Based on this fact, the Federal Government of Nigeria like other developing countries has at different times made frantic efforts in increasing the number of children enrolled in primary schools though there are still many more who are not enrolled and who do not complete the programme. This massive expansion has been possible by the infusion of large sums of monetary allocation to primary education. Although the functionality of this level of education is not doubted, in addition to the structural changes made to improve the system, it has been saddled with problems ranging from issues of enrolment, funding, infrastructure, teaching personnel and curriculum provisions. This paper discusses the functionality of primary education and some of the structural changes made to meet the demands of the society. Furthermore, it highlights the earlier identified issues as they affect primary education delivery in Nigeria.</p>
 <p>Nassira Boudersa GICICTEL1708135</p>	<p>Algerian EFL Students' Use of Textual Meta-discourse Markers in Argumentative Discourse and Its Influence On the Quality of the English Text: Focus on Connectives</p> <p>Dr. Nassira Boudersa ENS Constantine Constantine-Algeria</p> <p>Abstract</p> <p>In the writing of Algerian EFL students, some L1 (Arabic) linguistic features can be noticed and identified in the different types of texts. These features can be a sign of transfer from their mother language into the foreign language, and one such important linguistic feature that is constantly present</p>

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	<p>in the Algerian EFL students' English writing is the use of connectives. The present paper is based on qualitative and quantitative analysis of argumentative texts written by third year EFL students at the university of Constantine 01-Algeria and the Ecole Normale Supérieure de Constantine, with regard to the use of connective expressions as textual meta-discourse markers of the writer's moves, coherence, and text quality. The results of the study show that there is an excessive use of connectives; there is also a strong tendency on the part of the EFL students to over use some types of connectives over the others, and the repetition of some connectives in the same sentence. The aim of this research paper is to discuss Arabic language interference in the English writing of Algerian EFL students. It will discuss transfer of connectives as textual meta-discourse markers from Arabic into English and its influence on the quality of the English argumentative text in light of an analysis of students' texts with regard to the types of connective expressions used, their density and position of occurrence in the text (intra-sententially/inter-sententially). The paper will also have insightful suggestions for future teaching of connectives in English writing for Algerian EFL students and its implication for translation practices interculturality.</p> <p>Keywords : Writing, argumentative, connectives, English, Arabic, interference, quality of texts, translation.</p>
<p>Ahmet Koşak GICICTEL1708136</p>	<p style="text-align: center;">Learning Difficulties Experienced By Science Teachers On The Concepts Of Heat And Temperature: A Phenomenographic Study</p> <p style="text-align: center;">Nuriye Kocak Necmettin Erbakan University, Ahmet Keleşoğlu Faculty Of Education, Konya-Turkey</p> <p style="text-align: center;">Cigdem H. Tamkavas</p> <p style="text-align: center;">S. Ahmet Kiray Necmettin Erbakan University, Ahmet Keleşoğlu Faculty Of Education, Konya-Turkey</p> <p style="text-align: center;">Ahmet Kocak Selcuk University, Faculty Of Science, Konya-Turkey</p> <p style="text-align: center;">Abstract</p> <p>Heat and temperature are the two concepts that students have the most difficulty in learning from primary to higher education level. It is of utmost importance that these two concepts that students have many misconceptions and learning difficulties in are understood correctly by pre-service science teachers. The purpose of the present research is defining the learning difficulties that pre-service science teachers have in the concepts of heat and temperature. The research was conducted on freshman students of Science Teaching Department at a Turkish state university in 2016-2017 academic year. The present research adopted quantitative research method. Data collected from the participants were analysed in accordance with phenomenographic analysis method. According to the findings obtained in the present research, pre-service science teachers have many learning difficulties in the concepts of heat and temperature in their freshman year.</p> <p>Key words: heat, temperature, science teaching</p>
<p>Hao Chang</p>	<p style="text-align: center;">The Effects of Visual Information on Baking Course Advertisements - An</p>

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<p>GICICTEL1708137</p>	<p>Empirical Study of Taiwan</p> <p>Hao Chang Ph.D. student Department of Educational Psychology and Counseling, National Taiwan Normal University, Taiwan</p> <p>Yu-Hua Christine Sun Professor Graduate Institute of Sport, Leisure and Hospitality Management, National Taiwan Normal University, Taiwan</p> <p>Abstract</p> <p>Purpose – The purpose of this research is to investigate the influence of visual information such as a baking product photo vs a product in action photo on consumers’ perceived value and purchase intention.</p> <p>Design/methodology/approach – This between-subjects design experiment tested the effects of visual information in baking course advertisements and the mediating role of consumers’ perceived value. A questionnaire providing a baking course advertisement was implemented to collect responses from the participants.</p> <p>Findings – This research shows that visual information plays a significant role in baking course advertisements. The results indicated a baking product photo was more persuasive than a product in action photo on consumers’ purchase intention. The relationship between visual information and purchase intention is fully mediated by consumers’ perceived value.</p> <p>Originality/value – Advertisement effect has been an issue of great concern to marketers. Therefore, designing a message that can enhance consumers’ perceived value and purchase intention is an important task. According to the results above, we suggest marketers use a baking product photo that not only enhance the effect of advertisements, but also increase consumers’ perceived value and purchase intention.</p> <p>Keywords Decision –Visual information, Advertisement Effect, Perceived Value, Purchase Intention</p>
<p>Nuriye Kocak GICICTEL1708138</p>	<p>Learning Difficulties Experienced By Science Teachers On The Concepts Of Heat And Temperature: A Phenomenographic Study</p> <p>Nuriye KOCAK Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education, Konya-TURKEY</p> <p>Cigdem H. TAMKAVAS Necmettin Erbakan University, Graduate School of Educational Sciences, Konya-TURKEY</p> <p>S. Ahmet KIRAY Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education, Konya-TURKEY</p> <p>Ahmet KOCAK Selcuk University, Faculty of Science, Konya-TURKEY</p> <p>Abstract</p> <p>Heat and temperature are the two concepts that students have the most difficulty</p>

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	<p>in learning from primary to higher education level. It is of utmost importance that these two concepts that students have many misconceptions and learning difficulties in are understood correctly by pre-service science teachers. The purpose of the present research is defining the learning difficulties that pre-service science teachers have in the concepts of heat and temperature. The research was conducted on freshman students of Science Teaching Department at a Turkish state university in 2016-2017 academic year. The present research adopted quantitative research method. Data collected from the participants were analysed in accordance with phenomenographic analysis method. According to the findings obtained in the present research, pre-service science teachers have many learning difficulties in the concepts of heat and temperature in their freshman year.</p> <p>Key words: heat, temperature, science teaching</p>
<p>Bagus Hary Prakoso GICICTEL1708143</p>	<p style="text-align: center;">The Inculcation Scheme Of Character Education In Islamic Boarding Schools</p> <p style="text-align: center;">Bagus Hary Prakoso The Center for Educational Assessment Office of Research and Development, Ministry of Education and Culture Jakarta – Indonesia</p> <p style="text-align: center;">Abstract.</p> <p>One of the decisive issues of full day school program that supports 2013 Curriculum for elementary and junior high school students is connected to character education program. In practice, this program is presumed disrupt of social and cultural systems in developing character people, and add the burden for teachers and students. On the other hand, many stakeholders indicated that the Islamic boarding schools are educational institutions that can serve as a model of character education in Indonesia. To overcome that issue, the purpose of this study is to generate hypothesis the inculcation scheme of character education in Islamic boarding schools in Indonesia. Yin (1984) stated that comparative analysis of cases can be useful way to generate hypothesis about phenomena that combine complex phenomena, long-term dynamics, and difficulties in access. Study results show that in the framework of inculcating the character education systematically and sustainably, Islamic boarding schools have special scheme that incorporate three main factors i.e. paternalistic and transformative leadership, local and religious value systems, and cultivation of character education (value internatization, habituation, imitation, and experience). Research outcomes of this study are the attainment of character education philosophy consisting of kinesthetic, ethics, esthetics, and literacy that can support of development and action principles in strengthening character education.</p> <p>Keywords: Islamic boarding schools, paternalistic and transformative leadership, local and religious value systems, cultivation of character education.</p>
<p>Maira Khan GICICTEL1708146</p>	<p style="text-align: center;">Improving Architecture Education In Asia</p> <p style="text-align: center;">Maira Khan Comsats Institute Of Technology, Lahore, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>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</p>

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	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Keywords: Situational Design, Climate Responsive Design, Social responsibility</p>
<p>Dr. Shahbaz S. Gill GICICTEL1708149</p>	<p style="text-align: center;">Is online learning platforms truly provide convenience and flexibility?</p> <p style="text-align: center;">Dr. Shahbaz S. Gill College of Business at University of Illinois Urbana Champaign Kamron Mehrayin College of Business at University of Illinois Urbana Champaign</p> <p style="text-align: center;">Abstract</p> <p>The goal of this study is to provide insight into the benefits of online learning, specifically with respect to the advantages which this style of learning provides. Many studies and literature reviews have focused on the benefits and disadvantages of online learning platforms, however, this study looks to shed light on one particular advantage, flexibility, to better identify the true strengths and limitations of cyber learning. Through analyzing student usage and access trends, we can better determine how online learning platforms provide better flexibility and convenience to students. Furthermore, this will lend insight into student learning tendencies as well as the ways online platforms should be optimally structured.</p>
<p>Jamal Omar GICICTEL1708151</p>	<p style="text-align: center;">Transfer Of L1 Concepts Onto L2 Writing</p> <p style="text-align: center;">Jamal Omar Department Of English, College Of Basic Education,,University Of Raparin,,Rania/Sulaimaniyah, Iraq</p> <p style="text-align: center;">Abstract</p> <p>The phenomenon of language transfer in SLA learning and use is perennial and cannot be silenced easily. In L2 writing, the phenomenon is found to affect the written products sound inauthentic and, even ambiguous. It is thought that the transfer occurs at the conceptual and structural level of language use. The present paper examines Kurdish EFL learners’ writing aiming at identifying transfer</p>

	<p>types, particularly, the negative transfer. To this end, 20 university level English major students argumentative writing are analyzed focusing on the conjuncts and adjuncts to find out any track of L1 concepts. The logical and matching clause relationships were the area of focus. The results of the study showed that L1 concepts have been used in forming the relations between sentences and clauses spelt out by the sentence connectors and subordinators. It is also found that L1 concepts transferred into L2 writing. The insights gained from the results of the study reveal that there is a problem, especially the negative influence of L1, which needs to be attended.</p>
 <p>Daryl Balia GICICTEL1708152</p>	<p>Unlocking The Doors Of Teaching And Learning In South Africa: Strategic Steps Toward A ‘Decolonial’ Future. Abstract By Dr Daryl Balia, Central University Of Technology, Free State, South Africa</p> <p>Daryl Balia Institutional Planning and Quality Enhancement Section, Central University of Technology, Free State, Bloemfontein, South Africa</p> <p>Abstract</p> <p>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 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.’</p> <p>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:</p> <ul style="list-style-type: none">• stimulate new, flexible and innovative ways of learning, teaching and assessing

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	<p>through the use of new technologies which remain relatively unexplored by the university sector;</p> <ul style="list-style-type: none"> • 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; <p>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.</p>
<p style="text-align: center;">Muhilal Ashar GICICTEL1708153</p>	<p style="text-align: center;">Analysis utilization Zakat Productive against poverty recipients of Zakat (case study: utilization Zakat Productive Livestock Hometown By Dompét Dhuafa Yogyakarta in Gunung Kidul)</p> <p style="text-align: center;">Muhilal Ashar Islamic University of Indonesia Indonesia Heti Nur Isnaini Islamic University of Indonesia Indonesia</p> <p style="text-align: center;">Abstract</p> <p>Indonesia have poor population so high, this is problem due to low levels education and employment. One of the instruments that can help reduce poverty is zakat, the muslim population is very much that is 82% of the total population of indonesia will support the increased potential of zakat every year. This research aims to analyze the impact of zakat productive as a means of reducing poverty to make recommendations for Government policy in Indonesia. This research using primary and secondary data. Primary data using analysis tools in the form of a detailed questionnaire in two villages in Yogyakarta then secondary data from books and the internet. The number of respondents in this study amounted to 65 households recipient of Zakah productive. Analytical tools used in this research is an indicator of general poverty is composed of any headcount ratio, poverty gap index, income gap index, Sen and FGT indices (Foster, Greer, Thorbecke) index and indicators of poverty indices CIBEST Islam. The results of the research show that charity can reduce the poverty of material and spiritual poverty for the recipient charity.</p> <p>Keywords— Proverty, Zakat, Cibest Indeks</p>
<p style="text-align: center;">Mansour Al-Khathlan GICICTEL1708155</p>	<p style="text-align: center;">The reality of using the Management Information Systems (M I S) in Emerging Saudi universities according to the standpoint of the administrative and academic leaders</p> <p style="text-align: center;">Dr. Mansour Bin Zaid Ibrahim Al-Khathlan Assistant Professor at Higher Education Administration - Department of Educational Administration - Faculty of Education Prince Sattam Bin Abdulaziz University</p>


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	<p style="text-align: center;">Introduction:</p> <p>University is a social institution of higher educations that consists of a number of colleges and grant university degrees to its graduates and provide them with the necessary knowledge skills to develop their contribution to the community and its development throughout scientific research, but in the terms of the multidimensional definition of the modern university; “the university” – according to the functional definition- means the progress of higher education, training and scientific research, development, and the community service in various fields of development.</p> <p>Nowadays “Information” is an essential resource for modern organizations resources more than ever, just like the capital and human resources- where so many of the essential management processes such as; planning, making decisions, the development, evaluating performance, and others without relying on information. Therefore, informatics now constitutes a strategic resource that raises the productivity and effectiveness of the organization, and it is an important weapon in the face of intense competition between organizations, whether governmental or private organizations, (Haider and Hassania, 2002).</p> <p>Emerging Universities such as “Prince Sattam Bin Abdulaziz University” aspire to occupy a place among the most prestigious universities in Saudi Arabia and are trying to attain it through the development of working out procedures to be consistent with the recent trends, whereas the Management Information Systems (M I S) represent an important axe that is worked on to fulfill the main objectives that are aspired by those universities.</p>
<p>Meryem Boulkroun GICICTEL1708158</p>	<p style="text-align: center;">Socratic questioning: a way to promote critical thinking</p> <p style="text-align: center;">Meryem Boulkroun Department of English,Ecole Normale Supérieure de Constantine,Constantine, Algeria</p> <p style="text-align: center;">Abstract</p> <p>In the past, only the elite educational institutions placed emphasis on teaching higher order thinking skills (HOTS) in general, and critical thinking in particular. Today, many scholars advocate teaching HOTS (Parrot: 1993, Skehan: 1998); consequently, developing critical thinking has become a chief concern in higher education.</p> <p>In language classrooms, the most natural/effective way to make learners practice the language is through discussions (Ur: 1981). For this reason, discussions (ranging from the simple question-answer process to the complex political and philosophical debates) have always been part of the teaching/learning scene. Discussions can provide a way to promote not only learners’ communicative competence but also their critical thinking (Moore: 1973). Socrates –the great educator- taught by asking questions and drawing out answers from his pupils; his method, also known as Socratic questioning, can be adopted in oral classes to develop learners’ communicative competence on the one hand and their critical thinking on the other.</p> <p>Socratic questioning is a constructivist practice that involves asking good questions that promote thoughtful responses. Teachers may use it in order to determine how much their students know about a given topic, to help students analyse a given concept, and most importantly to probe thinking (Padesky: 2014, Pall: 2006). This presentation provides some guideline on how to incorporate Socratic questioning</p>

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	<p>in oral classes so as to train students to use it in reasoning, understanding the world, and drawing conclusions about their own thinking and the thinking of others, all while working on their oral skills. By connecting a classical learning method to the contemporary classroom, we can answer the urgent need to teach thinking skills. Incorporating Socratic questioning in oral classes will promote critical thinking in students and develop their higher order thinking skills.</p>
<p>Turkan Erdem GICICTEL1708160</p>	<p>Impact Of Facebook On Art Teaching</p> <p>Prof.Türkan Erdem Necmettin Erbakan Üiversity Ahmet Keleşođlu Faculty Of Education</p> <p>Abstract</p> <p>It has been observed that informal learning and teaching has a positive contribution to understanding the transition from traditional art to digital art, and to diversifying the use of material, through its reflection in art teaching via social networks.</p> <p>In this statement; the pretest-posttest control group pattern will be modeled as the research method for the study group, which will be realized with 45 participants in the A.K. Faculty of Education Department of Fine Arts, Art Teaching Program.</p> <p>As part of the four-week experimental work, a free-themed "mail art project" will be presented. Participants will be divided into two groups as experimental group and control group, one using the Photoshop technique and the other not using the Photoshop technique. In this context, the experiemental group will carry out a mail art project with Facebook application and the control group with the traditional method.</p> <p>In the research process, a Facebook account will be opened to provide online guidance and contribution to participants, and the mail art project will be disseminated in the digital environment. At the end of the study, both groups will be posttested and the effectiveness of the experimental process and its impact on the mail art application will be tested."</p> <p>Key Words:Facebook - Education –Mailart</p>
 <p>Pusat Pilten GICICTEL1708161</p>	<p>Evaluation of Mathematical Game Designing Skills of Pre-Service Classroom Teachers In Terms Of Some Variables</p> <p>Pusat Pilten Department of Primary Education, Faculty of Education, University of N. Erbakan, Konya, Turkey</p> <p>Abstract</p> <p>The important point is placing educational content in the game and correct structuring of the game for the audience. According to the related literature, for the children to accept an activity as a game, compatibility of the presented activity with the characteristics of the developmental period they are in is a pre-condition. In other words, every game prepared by the educators is not always perceived as a game by the students. In this case, their function as a source of pleasure and happiness cannot be used and the aimed educational objective cannot be attained. The purpose of the present research is evaluating the games designed by pre-service classroom teachers for "Mathematics Teaching 1 and 2" courses, and predicting the game designing skills of pre-service teachers this way. The present</p>


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	<p>research was conducted by analysing 108 mathematical games designed by 3rd grade students of Necmettin Erbakan University Department of Classroom Teaching in spring semesters of 2015-2016 academic years. Data obtained via content analysis were evaluated and interpreted in the contexts of mathematical learning domains (numbers, geometry, data, measurement), some features of the designing students (gender, etc.) and the target class grade (primary school 1st-4thgrades). Designed games were scored in accordance with “Graded Scoring Key for Game Design” developed by the researcher in accordance with the literature. This scoring key consists of (1) learning objectives, (2) learning experiences, (3) scenario, (4) playing process, (5) creativity, (6) clarity, and (7) cooperation sub-categories.</p> <p>Data collection and data analysis processes of the research have been completed, and the process of interpreting the analysis results in accordance with the above-mentioned variable is ongoing.</p> <p>Key Words: mathematics teaching, game, game design</p>
<p style="text-align: center;">Lalu Sumardi GICICTEL1708162</p>	<p style="text-align: center;">The Impact Of Information Tecnology On Teaching And Learning “Studies In Civic Education Students- Mataram University”</p> <p style="text-align: center;">Lalu Sumardi Jln. Majapahit No. 62 Mataram, NTB, Indonesia</p> <p style="text-align: center;">Rispawati Jln. Majapahit No. 62 Mataram, NTB, Indonesia</p> <p style="text-align: center;">M.Ismail Jln. Majapahit No. 62 Mataram, NTB, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this research are to know how students complete their academic assignments, why they are do it, impacts, and how the solutions. Data collection were done by using the dokumtation, think aloud, and focus group discussion. As for data analysis using Glaser and Strauss model. From analyzes conducted found that 91,1% of Civic Education students complate their academic assignments by copy and paste from internet. There are two factors that couse it to happen, namely; internal factors and external factors. Internal factors consist of laziness, hedonists, instant, and lack of awareness about the importance of developing the structure of thinking and noble character. While external factors consist of complete information is available on the internet and type of task assigned. It impact can be categorized into two kinds, ther are short-term and long-term impact. Its short-term effects are mastery of materials up to C1st (remember) level and slightly shifted to the C2nd (understand) level, their understanding is not complete and detailed, the material is not pushed into the long-term memory is well, and their way of thingking is not linear and systematic. As for its long-ter impact are a mental structure does not develop completely and developing a character is not goog. There are two solution that can be done, instrumental and mental solution. Instrumental solution consists of the provision of textbooks, reference books, and a list of reference books. Whereas mental solution consists of building awareness of the students about the importance of scientific way of thinking, a good attitude, and a noble character in life included in the learning process.</p>

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	KEYWORDS; Information technology, teaching and learning, cognitive structure and character
Mohammad Aldosari GICICTEL1708163	The Availability of the Professional Standards among female Art Teachers in the Middle Schools based on the Supervisors' Perspectives in Riyadh Mohammad M. Aldosari, Ph. D. Department of curriculum and Instruction College of Education- King Saud University Riyadh- Saudi Arabia Afaf A. Aldoaij, M.A. Department of curriculum and Instruction College of Education- King Saud University Riyadh- Saudi Arabia Abstract: The current research aims to identify the availability of professional standards among female art education teachers in the intermediate stage from the viewpoint of educational supervisors, and to examine the statistical significant differences among the sample's mean depending on the different sectors of school (public - private). A questionnaire was designed including the art teachers professional standards, which were divided into three sections (mastery of content knowledge, teaching performance and professional development) the research sample were (35) art education supervisors. The research revealed the following results: The standards of teaching methods ranked first, while the standards of professional development ranked last, there are statistical significant differences between the two averages of the availability of professional standards among art education female teachers in favor of the private middle school teachers. The most important suggestions for ways to enhance art education female teachers' acquisition of professional standards as mentioned by art education supervisors are the following: the development of the teacher by attending training programs and workshops, searching and finding out what is new in art education field through self- learning and art programs. The research recommended that there is a need for a comprehensive plan to train all female art education teachers to be prepared according to the art professional standards that enable them to perform special skills of teaching, providing teachers with guidelines about the importance of self-management and how to develop it. Key words: Professional art teachers' standards, training requirements, professional development, self-learning, the 21-century teacher.
 Dr Vajihe Norouzi Farani GICICTEL1708168	Health Education for adults Dr Vajihe Norouzi Farani General Physician, Tehran University of Medical Sciences, South Tehran Health Center Abstract: Health has always been an important topic in adult education for all countries. It features in the curriculum of many adult education as well as general education programs. Health-related education projects offer courses on general health,

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	<p>nutrition, healthy lifestyle, as well as on specific diseases and their treatment. Improving people's knowledge about health is a major component in many literacy and basic education programs. Many of these programs focus on women and include nutrition, hygiene and family planning. Health education is often combined with other measures to improve well-being and promote community development. Adult learning plays an important role in current health promotion strategies. At the same time, adult educators increasingly recognize the importance of health, including environmental health. In Iran, in recent years, there is a growing interest among adults to learn more about health issues and this trend is reflected in the growing number of programs offered in this area. In my country, health centers play an important role in adult education with focus on people participation as a main strategy, because we believe that health is essentially a social construct based on interaction between people and their environments in the process of everyday life: where people live, love, learn, work and play. In this article, I would like to talk about IRAN's experiences in Adult Health Education by using participatory methods and practices.</p> <p>Key Words: Adult Education, Health Education, Participation, Participatory method.</p>
<p>Kobra Derakhshan GICICTEL1708171</p>	<p style="text-align: center;">Challenges of a Changing Profession</p> <p style="text-align: center;">Kobra Derakhshan Department of English Language and Literature, Islamic Azad University, at Central Tehran Branch, Tehran, Iran</p> <p style="text-align: center;">Abstract</p> <p>The rapidly changing world of foreign/second language teaching and learning, the multitude of innovative ways of presenting lessons, and the wealth of brilliant ideas available make us wonder about the possible ways of implementing these changes in our classrooms. New technology is transforming our world and our profession, and a shift of paradigm in teaching methods seems inevitable. Nevertheless, there are still discrepancies in this regard. Some EFL/ESL educators are in favour of implementing new technology in the classroom; others argue against it. In reality too, most teachers are reluctant to put such novel ideas into practice. Why? Because it is difficult for them to adapt to developments in this digital age, and they are more comfortable continuing with tried and trusted, familiar approaches. On the other hand, advances bring higher expectations as well as new challenges; impossible for teachers to ignore, while sticking to the older traditions of the profession. The present paper will explore the pros and cons of applying new technology in the classroom, with a focus on how to help technophobe teachers overcome their fears of implementing it in their classes; through an easy-to-follow practical guide to the gradual inclusion of techno-media applications into their didactic approach. Some apps will also be introduced.</p> <p>Key words: Duolingo, Whatsapp, Telegram, QR Code, Smart Phones</p>
<p>Jie Zhang GICICTEL1708174</p>	<p style="text-align: center;">Exploring the Effective Design of Project-based Learning</p> <p style="text-align: center;">Jie Zhang and Qing Ye International Business School Suzhou, Xi'an Jiaotong-Liverpool University</p> <p style="text-align: center;">Abstract</p> <p>We designed and implemented Project-based Learning (PBL) in an undergraduate</p>

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	<p>Corporate Finance module. Each week students had lecture to learn the basic theories (textbook knowledge) and lecturer showed them how to decide which models from textbook to use in different scenario; what data need to be collected, where to find the right data; how to use these data to work in models. 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.</p> <p>Keywords: Project-based Learning; Active Learning; Assessment Design</p>
<p>Ilkay Hilal Gubbuk GICICTEL1708176</p>	<p>Determination Of The Conceptual Levels And Misconcepts Of Science Teacher Candidates Regarding Acids And Bases</p> <p>Nuriye Kocak Necmettin Erbakan University, Ahmet Keleşoğlu Faculty Of Education, Konya-Turkey</p> <p>Hatice Nur Duran Necmettin Erbakan University, Graduate School Of Educational Sciences, Konya-Turkey</p> <p>Ahmet Kocak Selcuk University, Faculty Of Science, Konya-Turkey</p> <p>Ilkay Hilal Gubbuk3 Selcuk University, Faculty Of Science, Konya-Turkey</p> <p>Abstract</p> <p>Determination of the conceptual levels and misconcepts of science teacher is significant for science education. This study is aiming at Determination of the conceptual levels and misconcepts of science teachers regarding acids and bases. The population sample of the study is the first and fourth grade science teachers who are studying at a state university in Turkey in 2016-2017 academic year. "The acid-base diagnostic test (ABDT) "having two-steps, prepared by R.Artdej et al. (2010) and "The acid-base comprehension test" will be used by the researchers to investigate the conceptual the level of prospective teachers to determine the conceptual misconceptions of them. The data obtained from these tests will be analyzed by descriptive analysis method. One-way analysis of variance (ANOVA) will be used to determine whether the meanscores of "Acid-Base Clarity Test" and "Acid-Base Diagnostic Test" are statistically different. The findings will be interpreted according to the results of the analysis and summarized in the report.</p> <p>Keywords: Acid, base, science education, concept misconception</p>
<p>Imren Hatay Patir GICICTEL1708177</p>	<p>Determination Of The Cognitive Structures Of Teacher's Candidates About The Atom Subject With Word Association Test</p> <p>Kadriye Kayacan Necmettin Erbakan University, Ahmet Keleşoğlu Faculty Of Education, Konya-Turkey</p>

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	<p style="text-align: center;">Imren Hatay Patir Selcuk University, Faculty Of Science, Konya-Turkey</p> <p style="text-align: center;">Abstract:</p> <p>In this research, it is aimed to determine the cognitive structures and alternative conceptions of science teacher candidates related to the atomic subject. The research was carried out in 2016 - 2017 educational year with teacher candidates studying in the first grade of science teacher education at a state university in Turkey. Qualitative research method was used in the research. The word association test and the drawing writing technique were used for data collection. The collected data from the students, who participated in the research, were arranged according to the content analysis. As a result of the research, the cognitive structures of the science teachers who are studying at the first grade of the university were determined and the alternative concepts they possessed were revealed.</p> <p>Keywords: Atom, science education, word association test, alternative conceptions.</p>
<p style="text-align: center;">Fatemeh Sadat Basirizadeh GICICTEL1708178</p>	<p style="text-align: center;">Comparative Study of Cahoot's Macbeth with Rosencrantz and Guildenstern are dead throughout Kristeva's Intertextuality Approach</p> <p style="text-align: center;">Fatemeh sadat Basirizadeh Young Researchers and Elite Club, Qom Branch, Islamic Azad University, Qom, Iran</p> <p style="text-align: center;">Amirhossein Emamirad</p> <p style="text-align: center;">Graduated from Islamic Azad University, Qom Branch, Qom, Iran</p> <p style="text-align: center;">Abstract</p> <p>The theory of intertextuality, which is proposed by Julia Kristeva is not the starting point for the textual interrelations. This research considers the main traces of intertextuality through literary development. The intertextuality is being discussed in variety of viewpoints and Kristeva's model is applied for studying Tom Stoppard's R&GAD and Cahoot's Macbeth as the two contemporary plays which are made on their Shakespearean bases. There are many traces that all together prove the Kristevan theory of Intertextuality, asserting texts as "mosaic of quotations". Tom Stoppard uses different techniques in producing these two plays. He selects two minor characters from Hamlet, magnifying their roles within the story of Shakespeare's; the play pursues the story of Hamlet while is being encompassed within it; these two characters simultaneously play their roles in the Stoppard's play as well as the Shakespeare's. Stoppard, however, in Cahoot's Macbeth restates the story of Macbeth, for his political and satirical intentions in the totalitarian social and political context of Czechoslovakia in the second half of the twentieth century in the Eastern Europe. There are many ellipses and compressions to make it more qualified for performing in a modern society. These two plays can be studied based on Kristevan notion of intertextuality in two levels. There are processes of deconstructing and reconstructing meanings in horizontal level between the plays and the audiences while in vertical level, these plays are enrooted in Shakespeare's works. Intertextuality causes the literary productivity and the excessiveness of interpretations due to the dialogic nature of language</p> <p>Keywords: Key terms: Ambivalence, Dialogism, Semiotics, Intertextuality, Texts</p>

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	within Text.
Kadriye Kayacan GICICTEL1708179	<p>Determination Of The Cognitive Structures Of Teacher's Candidates About The Atom Subject With Word Association Test</p> <p>Kadriye Kayacan Necmettin Erbakan University, Ahmet Keleşoğlu Faculty Of Education, Konya-Turkey</p> <p>Imren Hatay Patir Selcuk University, Faculty Of Science, Konya-Turkey</p> <p>Abstract:</p> <p>In this research, it is aimed to determine the cognitive structures and alternative conceptions of science teacher candidates related to the atomic subject. The research was carried out in 2016 - 2017 educational year with teacher candidates studying in the first grade of science teacher education at a state university in Turkey. Qualitative research method was used in the research. The word association test and the drawing writing technique were used for data collection. The collected data from the students, who participated in the research, were arranged according to the content analysis. As a result of the research, the cognitive structures of the science teachers who are studying at the first grade of the university were determined and the alternative concepts they possessed were revealed.</p> <p>Atom, science education, word association test, alternative conceptions.</p>
Musa Muhammad Usman GICICTEL1708182	<p>Developing Learner-Centered Teachers: An Assessment Of Students Pedagogical Training In The Faculty Of Education, Sokoto State University.</p> <p>Muhammad Musa Usman M. Ed Adult Education Department Of Educational Foundations Sokoto State University, Sokoto.</p> <p>Abstract</p> <p>This is an assessment of students pedagogical training in the Faculty of Education Sokoto State University with emphasis on developing learner-centered teachers in Sokoto State University. Learner-centered method of teaching is a style of instruction that is responsive, collaborative, problem-centered, and democratic. The study argued that, students from the Faculty of education, Sokoto State University (S.S.U) are not adequately trained to become learner-centered teachers. The purpose of the researh was to ascertain if lecturers in the faculty of education SSU have ever offererd a course or courses during their learning processes as students or ever attended a training workshop on learner-centered method of teaching, and to explore the extent of training/teaching students and courses offered by the faculty that are developing students to become learner-centered teachers. Questionnaire titled Students Pedagogical Training Assessment Questionnaire (SPTAQ) will be use to collect the data. Population of the study will comprise students from 200, 300 and 400 levels from each unit and department of the Faculty of Education, Sokoto State University. Sample of 300 students will be taken out of the 635 students in the faculty. Simple descriptive statistics will be use on an SPSS software to analyze the collected data. Part of the recommendations will include a call for training and re-training of the</p>


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	<p>lecturers on learner-centered method of instruction Keywords: Learner-centered, Teachers, Pedagogy, Training</p>
<p>Dr. Lisa Clarke GICICTEL1708185</p>	<p style="text-align: center;">Technology-enhanced teaching and learning</p> <p style="text-align: center;">Lisa Clarke School of Law, Middlesex University, UK. Vivian Latinwo-Olajide School of Management, University of Leicester, UK Icram Serroukh School of Law, Middlesex University, UK.</p> <p style="text-align: center;">Abstract</p> <p>There is a growing literature on the ‘doing’ of qualitative research using computer-assisted qualitative data analysis software (CAQDAS). However, there are fewer studies that have specifically examined technology integration in qualitative methods courses, in particular, the teaching of CAQDAS and how this impacts learning. Where these exist, the focus has been on the trainer’s perspective or the trainer reporting accounts of the students’ CAQDAS experiences. While both types of research prove useful in informing the issues that emerge in the use of CAQDAS, the current paper with its focus on a collaborative evaluation of CAQDAS in teaching and learning, offers a more unique perspective and active dialogue between the trainer and users of the software.</p> <p>A key question that this paper seeks to address is how does technology enhance learning and teaching within a qualitative research methods graduate course? The paper will recount worked examples of the students’ experiences and evaluations of CAQDAS in enhancing their learning, examining the learning strategies they adopted to engage effectively with the software and support their methodological approach to analysis. Intended or actual use of CAQDAS beyond the classroom is examined, identifying what tools have been used (or disused) to support analysis. At the same time, the paper explores the pedagogical opportunities, challenges and possibilities that CAQDAS presents. This has prompted a series of questions that frame the current paper and discussion. For instance, what were the students’ prior expectations about the capabilities of technology in qualitative data analysis? What were their experiences and perceived usefulness of CAQDAS in facilitating their analysis and what tools did they employ to assist them in their learning? Alternatively, what were the analytical challenges that they encountered using CAQDAS and were there any instances of analysis that they wanted to carry out but could not find a way to achieve this using software tools? This has implications for teaching and learning in terms of identifying software functionality that supports the analytic needs of users.</p> <p>The collaborative input to this research paper illustrates existing assumptions of the capabilities of CAQDAS as well as discovering new and innovative ways to engage with technology in the classroom to enhance teaching and learning.</p> <p>Keywords: Collaborative evaluation, CAQDAS, teaching and learning</p>
<p>Saiful Izwan Zainal GICICTEL1708188</p>	<p style="text-align: center;">A Multi-case Analysis of Teachers’ Cognition about and Use of Digital Technology for Literacy Instruction.</p> <p style="text-align: center;">Saiful Izwan Bin Zainal Ph.D candidate, Centre of Applied Linguistics, University of Warwick, United Kingdom.</p>

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	<p style="text-align: center;">Abstract</p> <p>There has been few descriptive and in-depth study on teacher cognitions about how to use digital technology in English literacy instruction, and not many studies that describe their use of digital technology in detail. This is an issue that should be given attention because teachers' cognitions about and use of digital technology are often associated with each other, and the knowledge of these elements is essential for improving the quality of teaching and learning. The objectives of the study are: 1) to examine the nature of Malaysian teachers' cognitions about (the use of) digital technology in English literacy instruction, 2) to investigate the origin of teachers' cognitions, 3) to explore how Malaysian teachers use digital technology for literacy instruction in the classroom, and 4) to examine how Malaysian teachers' cognitions about digital technology are related to their use of digital technology in ESL literacy instruction. This study examines teachers' cognitions about and uses of digital technology in English literacy instruction among three teachers in Malaysia. While being descriptive and exploratory in nature, this research design focuses on employing a multiple case study approach. The teachers were surveyed, interviewed, and observed about their cognitions and uses of digital technology in English literacy instruction. Results showed that although the teachers surveyed strongly believe in the abilities and capabilities of digital technology in improving teaching, they still seem to have some concerns and confusion about the implementation of the use of technology as a whole</p>
<p style="text-align: center;">Yamina Iles GICICTEL1708196</p>	<p style="text-align: center;">The Significance of Translation Education with Close Reference to the LMD System Ms. ILES Yamina Faculty of foreign Languages, University of Tlemcen Algeria</p> <p style="text-align: center;">Abstract</p> <p>This research paper is almost an attempt to discuss and reflect upon the significance of translation education with reference to the newly emerging LMD system in Algeria. The act of translation sounds to be much more complex than simply replacing source language text with target language text. Therefore, translators need the necessary considerable resources and skills to reach an effective translatability to develop material into languages. Accordingly, our problematic situation revolves around the idea of how may translation education be improved and practised within the LMD methods and mechanisms.</p> <p>Key Words: Translation Education; the Significance; LMD System.</p>
 <p style="text-align: center;">Alaa Salem GICICTEL1708198</p>	<p style="text-align: center;">Alternative Assessment: Don't talk the talk Walk the walk!</p> <p style="text-align: center;">Nihal Medhat: Head of Testing Unit at the English Language Centre, Pharos University in Alexandria, Egypt. Alaa Salem Assistant Director at the English Language Centre, Pharos University in Alexandria, Egypt.</p> <p style="text-align: center;">Abstract</p> <p>1.How does the workshop address Testing and Assessment?</p> <p>The workshop addresses the misconception of equalising exam and test results to accurate assessment by establishing a comparison between the two terms: Testing and Assessment.The workshop aims to introduce teachers to alternatives to standardised tests that allow students to have the space and the opportunity to apply what they have studied to</p>

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	<p>their everyday life. These alternatives also involve learners in the assessment process.</p> <p>2.How does the workshop explore trends and developments?</p> <p>The workshop introduces teachers to different suggestions to use as alternatives to standardised tests focusing on two examples of learning-oriented assessment. Attendees will also get the chance to think about their teaching contexts, and which alternative assessment type best fits their students and why. Attendees will also get the chance to talk about their doubts and concerns regarding using the chosen method of assessment with each other.</p> <p>3.Who benefits from the workshop?</p> <p>The workshop targets teachers who are aspiring to have a vital role in the educational process in a non-traditional way. It also targets test designers, assessors and novice teachers who are looking for guidance on how to be of help for learners who are passionate about learning the English Language.</p>
<p>Svetlana Lukashova GICICTEL1708201</p>	<p style="text-align: center;">Leadership Profile of Lawyer Candidates in Kazakhstan</p> <p style="text-align: center;">Svetlana Lukashova Department of Social Sciences, Suleyman Demirel University, Almaty, Kazakhstan Nazgul Gumarova Department of Foreign Languages, Suleyman Demirel University, Almaty, Kazakhstan</p> <p style="text-align: center;">Abstract</p> <p>There is a perception that lawyers differ from other professionals in a variety of ways. If ‘lawyer personality’ exists, we will attempt to explore the personality profile of Kazakhstani law students and predict their leadership skills. Understanding their strengths and weaknesses is an essential part of self-knowledge for leaders. The study examines the influence of 1) physiological (temperament and behavioral activation / inhibition system), 2) cognitive (brain dominance and intelligence), 3) personality (Myers-Briggs Type Indicator and locus of control), and 4) morality (career values) factors on the development of leadership capacity of future lawyers. To investigate this issue in Kazakhstani educational environment we surveyed 150 students of Law Department from Suleyman Demirel University. The results demonstrated the evidence of the impact of law students’ personality on leadership capacity: they are transactional leaders, their strength is the desire and ability to adopt a decisive stance, take charge and get the job done, which makes them ‘natural’ leaders whom others will readily follow. Hopefully, leaders’ preferences that the students demonstrated in interpersonal /intrapersonal intelligence and their desire to satisfy their status , service, and social relationship needs in law career will facilitate their move from narcissistic transactional towards success for transformational servant leadership style.</p> <p>Keywords ‘lawyer personality’, leadership, temperament, locus of control, brain dominance, multiple intelligence, career values.</p>
<p>Javier Ruvalcaba-Coyaso GICICTEL1708206</p>	<p style="text-align: center;">Sociocognitive skills and social capital in high education students as strategies to look for a job</p> <p style="text-align: center;">Javier Ruvalcaba-Coyaso Departamento de Psicología,Universidad Autonoma de guascalientes,Mexico Clara Selva Olid, Miguel Ángel Sahagún Padilla, Octavio Maza</p>

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	<p style="text-align: center;">Abstract</p> <p>The research aim, is to explain the relationship between sociocognitive skills and social capital in university graduates and the process of insertion, permanence and separation of jobs through which they pass after their graduation from the university. A questionnaire for the evaluation of sociocognitive skills: self-efficacy, aspirations and job expectations, vocational orientation, goals, anticipatory socialization, self-employability, relational social capital (Cronbach's Alpha .923) was constructed and, it was used the Depression's Beck Scale (.679 from Cronbach's Alpha). The results show that there are few relationships between the set of sociocognitive skills variables and the set of relational social capital variables. However, positive and significant relationships between sociocognitive skills, greater self-efficacy, higher job aspirations, vocational orientation, anticipatory socialization, goals and self-engagement were observed. The result was similar in the variables of social capital: all present significant and positive relationships with the networks that would allow finding work. The analysis of work status in relation to sociocognitive skills and social capital, showed the same result: students with work status "working" scores higher in sociocognitive skills and social capital. In terms of labor insertion, 79% of the participants joined the work, and did so through social capital options: friends, relatives, teachers or bosses and former bosses (60%); the rest did it through the traditional media. The application of the School to Work workshop for the development of sociocognitive skills to find work did not provide sufficient information to be considered a predictor of labor incorporation.</p>
<p>Yaqeen S. Mezaal GICICTEL1708209</p>	<p style="text-align: center;">Iraqi E-government Development Based on Unified Citizen Identification Yaqeen Sabah Mezaal Medical Instrumentation Engineering Department, Al- Esraa University College, Baghdad, Iraq</p> <p style="text-align: center;">Abstract</p> <p>The modern governance of science and technology has important effects in all over the world. Technological developments affect daily citizen's life, economy, business and the way of public services delivered to citizens. Prior to e-Services organizing in Iraq, it is imperative to realize the prospects of the national civilians in this country. These prospects can be useful for constructing suitable e-Government. In this paper, a survey stratagem to predicate applicable expectations of the Iraqi citizens about e-Government services has been used. Additionally, to inspect the difficulties and prospective implementation of e-Government services based on citizen identification in Iraq. A total of 112 various e-Services has been suggested by Iraqi citizens based on survey results. The necessary e-Services have been emphasized by a given list of e-Services provided in this study. This study can be an essential step to augment the consideration of e-Government functionaries in Iraq according to the citizen's views.</p> <p>Finally, the completion of e-government necessitates some essential actions; one of them is Information and Communication Technology (ICT). The stratagem in this study will involve three years to develop Iraqi e-government database and provide useful expertises of ICT to all in charge persons and citizens using Standard Materials and International Certificates.</p> <p>Keywords: Iraqi E-Government, Governance of Science and Technology, Information and Communication Technology (ICT), Unified Citizen Identification</p>
<p>Ali Nasser</p>	<p style="text-align: center;">A Study of Bruce Norris' Clybourne Park and The Pain and the Itch in the Light of</p>

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<p>GICICTEL1708211</p>	<p style="text-align: center;">Derridean Deconstructive Theory</p> <p style="text-align: center;">Associate Prof. Fatemeh Azizmohammadi Ph.D., Azad University, Arak Branch, Arak, Iran Ali Nasser Ma, Azad University, Arak Branch, Arak, Iran</p> <p style="text-align: center;">Abstract</p> <p>Deconstruction refers to a series of techniques for reading texts developed by Jacques Derrida; these techniques in turn are connected to a set of philosophical claims about language and meaning. The deconstruction thinker looks for the ways in which one term in the opposition has been 'privileged' over the other in a particular text, argument, historical tradition or social practice. One term may be privileged because it is considered the general, normal, central case, while the other is considered special, exceptional, peripheral or derivative. Something may also be privileged because it is considered more true, more valuable, more important, or more universal than its opposite. Moreover, because things can have more than one opposite, many different types of privileging can occur simultaneously. Deconstruction does not show that all texts are meaningless, but rather that they are overflowing with multiple and often conflicting meanings. In this trend, logocentricism is dealt which refers to any system of thought which is founded on the stability and authority of the Logos. It can be said that Bruce Norris' plays mostly deal with gender, class, and race. In fact, Gender expectations, constructs, identity, performance, performativity, voice, and power dynamics all appear in Clybourne Park and The Pain and the Itch. In these two plays race, class, and gender have been stereotyped and shown superior; however, through deconstructive reading of the plays, it can be concluded that the stereotyped superiority of race, class, and gender fails.</p> <p>Keywords: Logocentricism, Binary Opposition, Differance, Aporia, Gender, Race, Class</p>
 <p>Josef Nesleha GICICTEL1708234</p>	<p style="text-align: center;">Financial Education on Primary Schools</p> <p style="text-align: center;">Josef Nesleha Faculty of Economics and Administration, Department of Finance, Masaryk University, Brno</p> <p style="text-align: center;">Abstract</p> <p>Financial literacy is usually interpreted as a set of knowledge which is necessary to have in order to make proper and correct decision concerning personal investments, debts and other ones related to personal finance. Such type of education has become an important part of every educational system, since its importance has increased within previous years. As a consequence of this phenomenon, financial literacy needs to be measured and regularly tested. This need concerns mainly primary schools, since young pupils begin to be exposed to financial literacy on primary schools for the very first time. The goal of this article is to provide results related to a financial literacy project. The project has been based on testing of financial literacy education in the Czech Republic. In total, around 300 respondents attended the study. When it comes to used methods, the study is based upon descriptive statistics, various modifications of ANOVA and t-tests. The gained output has indicated several positive aspects and drawbacks at the same time, which are consequently intended to be suggested for possible amendments of financial education in the Czech Republic in collaboration with the Ministry of Finance.</p> <p>Keywords: financial literacy, financial education, comparison, students</p>

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<p>Zahra aliakbari GICICTEL1708235</p>	<p>Examine the relationship between management style and innovation skills in high school principals in Regions 3 and 16 in Tehran</p> <p>Zahra aliakbari Doctoral Student in Higher Education Management in Tehran University</p> <p>Abstract</p> <p>With regard to the new initiatives in the education system, including "document of fundamental transformation" and "changing the existing problems in schools", Innovation management skills, is of particular importance. This study aimed to determine the relationship between management style and Innovation management skills in principals in 3 and 16 areas of Tehran. This study was conducted in 2016.</p> <p>The study was a cross sectional, descriptive analysis. Research environment was education and training in Tehran and community study was all male and female managers working in secondary schools (second period, public and private). There were 399 managers, after Calculation, we had a sample size of 196 people, according to Cochran formula with errors for stratified by five-hundredths (2006, Delavare). Gathering estimation data through Likert questionnaire leadership style (Rensis Likert) and the questionnaire was to determine the extent of change and innovation skills. to analyze the data SPSS software version 20, using descriptive statistics(frequency, percentage, mean)t-test and ANOVA were used analytical.</p> <p>The results of this study showed that between management style and innovation skills of school principals Region 3 and 16 there is a significant relationship. In order to implement the plans of change and innovation, in primary, school should proceed to the cooperative management style and school staffs be involved in the decision-making process.</p> <p>Keywords: management style, innovation skills, school principals.</p> <hr/> <p>Quality assurance in e-learning using e-learning standards</p> <p>Zahra aliakbari Doctoral Student in Higher Education Management in Tehran University</p> <p>Abstract</p> <p>At the same time globalization and the development of the Internet and access to higher education in many countries saw an increase in e-learning courses and take advantage of new tools and concepts of the technology in this regard has been. The growing demand has led to subject assessment and quality assurance standards and the need to universities More than ever picked importance. In this systematic review, English key words in e- learning, quality, technology, standardization, learners and their equivalents in English and published articles from 1993 to 2017 in the databases Google Scholar, Springer, Magiran, Science Direct and Iran Medex were searched.</p> <p>This study examines the importance of e-learning quality assurance and nature standards in evaluate and ensure quality and introduction of some standards in this field.</p> <p>Keywords: e-learning, quality assurance, criteria and indicators, standard e-learning</p>
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<p>Dr. Ziani Melouka GICICTEL1708237</p>	<p>Overcoming Communication Breakdowns through the Use of Compensation Strategies</p> <p>Dr. Ziani Melouka Faculty of Foreign Languages, University Abdelhamid Ibn Badis, Mostaganem</p> <p>Abstract</p> <p>Verbal communication is the most determinant aspect of communicative competence among foreign language speakers. In EFL classrooms, the foreign language learner, frustrated experiences misunderstanding or even a communication gap with his teacher or class mates. The present paper, then, tries partly to investigate the causes behind communication breakdowns in EFL classes and the strategies used by our learners to overcome their limitations in verbal communication. The data obtained through a combination of two tools revealed that our learners are not aware of the strategies that help them get rid of such deficiencies. Hence, the role of the teacher in training his learners to use indirect strategies (Oxford, 1990), mainly compensation ones that help them overcome communication breakdowns.</p> <p>Keywords: Communication breakdowns- indirect strategies-compensation strategies</p>
<p>Aray Saniyazova GICICTEL1708245</p>	<p>Student Perceptions Of Their First-Year University Experience: Case Study Of Nazarbayev University</p> <p>Aray Saniyazova Graduate School of Education, Nazarbayev University, Astana, Kazakhstan</p> <p>Abstract</p> <p>This mixed-method study examines and develops in-depth understanding of first-year university experience of undergraduate students at Nazarbayev University, an elite international university, located in Astana, the capital of Kazakhstan. The study is based on the investigation of students' perceptions of their first-year experience with a focus on challenges and opportunities that students encounter during their first year in university and the ways they address them.</p> <p>The students' perceptions have been investigated through an online survey as an initial stage of the study that identified preliminary themes and categories to build on further through in-depth focus groups and individual interviews that eventually comprised the main body of the study.</p> <p>The study has revealed that first-year experience is a complex and multifaceted phenomenon which is shaped by a number of various aspects and factors. According to students' perspectives the success of their university experience, which they largely define as feeling comfortable academically and socially, and remaining motivated and confident in own abilities to progress in studies, greatly depends on such factors as early communication of information and orientation of prospective student, comprehensive new student orientation, quality of curriculum and classroom instruction, and good campus facilities. On the top of it appears to be interactions with peers and faculty, and academic and social support that</p>

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	<p>students receive at the university from peers, faculty and staff. The study suggests some important areas that higher education institutions in Kazakhstan may find useful to focus on when addressing challenging and promoting opportunities that students face during their first-year in university. Those areas include clear communication of information, continuous support and encouragement, and every effort to integrate students into an institution both academically and socially in order to ensure enriching and rewarding first-year experience. Key concepts: first-year experience, social support, academic support, student success, student integration, student retention.</p>
<p>Maryam Kalati GICICTEL1708248</p>	<p>Persian Literature in the World literature</p> <p>Maryam Kalati Faculty of Foreign Languages Department, North Tehran Branch, Islamic Azad University, Tehran, Iran</p> <p>Abstract</p> <p>The subject of the present research is in the field of comparative literature. It aims at studying and analyzing the effect of Persian literature, especially Maulana's works, on the authors, thinkers, and translators. In the present study, it is attempted to know the great English and American literary figures who have provided outstanding works through translation or adaptation and they have played a great role in knowing the Persian literature and making it known in the English-speaking countries.</p> <p>Maulana is the well-known Iranian poet and mystic of the seventh century hegira. He is mostly known for his mystic poems. He is indeed one of the great Sufi poets. His simple and appealing words are associated with a fervent love and zeal. His soft language and charming words arising from his broken heart express the mystic facts in a special way. His view toward allegories and mentioning different parables and tales while expressing a mystic subject has simplified the intentions of the khanqah's hermits for the ordinary people.</p> <p>(1) Since the 18th century, Maulana Jalaluddin Balkhi's Masnavi has been translated to various European languages, including and most specifically English. The process of translating Masnavi, alongside other poems of Maulana, has been accelerated over the last two decades. Given the wide range of fans of his works all over the world, the translation of Maulana's works has been developed both in quality and quantity. However, these translations are not the same authority. The first English translations of Masnavi were done by Whinfield, Wilson, and Nicholson. These translations enjoyed a high level of accuracy and faithfulness. The contemporary translations, preferring words to sense, are seeking to attract more readers to the extent that some of them, such as Barks' and Helsinki's, are rewritings of the previous translations. One of the newest translations is a poetic one done by Mojaddedi. Being faithful and transferring the concepts to the maximum, this translation creates a better communication between Maulana and the English readers through the poetic techniques used in this version. (2)</p> <p><u>Key terms: Maulana, translation, Masnavi</u></p> <hr/> <p>A Case Study on the Translation of Grammatical Shift Involving Possessive Adjectives from English into Persian</p>

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	<p style="text-align: center;">Maryam Kalati Faculty of Foreign Languages Department, North Tehran Branch, Islamic Azad University, Tehran, Iran</p> <p style="text-align: center;">Abstract</p> <p>This present study sets out to investigate the frequency of different kinds of linguistic translation shifts (i.e. structural shifts, class shifts, unit shifts, and intra-system shifts) based on the work by Catford (1974) that occur in the process of translating different kinds of short stories from English into Farsi.(1) To achieve the purpose of this study, an English book with Persian translation is selected. In this research the frequency of the English possessive adjectives shift into Persian is explored to find the similarities and differences between two languages in this regard. it can be conclude that in translation of short stories concerning to the popularity of the translation of the book Animal Farm, it is recommended that in translation of short stories the Structural Shift (Reordering shift) is more used to reach the attractiveness of the target language and observing the accuracy and naturalness of the transmitting of the meaning. Although other factors as writer's ideology, writer's attitude, the purpose of the original text and sociocultural factors are more effective in determining the style and the model of translation.(2) Keywords: Grammatical Shift, Source language (SL) to Target language (TL).</p>
<p>Ezgi Koçak Ünsal GICICTEL1708250</p>	<p style="text-align: center;">A Study on the Effects of Contextual Inferencing Strategy Training</p> <p style="text-align: center;">Ezgi Koçak Ünsal The School of Foreign Languages, English Instructor, Selcuk University, Konya, Turkey</p> <p style="text-align: center;">Abstract</p> <p>Teaching English to learners consist of four main skills which are reading, listening, writing and speaking. Among these skills, researchers have always been aware that reading has an important place for English language learners. For example, for many students reading is by far the most important of the four skills in a second language, particularly in English as a second foreign language. Because reading means 'reading and understanding' rather than being written symbols of words. It's one of the most difficult skills to enhance to a high level of proficiency due to its complicated structure.</p> <p>In many foreign language learning conditions, reading has a special place. For many learners, reading is the most important skill to improve their language learning. It's especially true for the university students or higher education students as they spend a lot of time working with written sources of information. A good reader should make an effort to read discriminatingly, establish a relationship between ideas using their background information, make inferences between sentences and vocabulary items, choose important ideas and find out the meanings of the words. Therefore, using reading strategies properly is not only a challenge but also a necessity to understand what they read in their foreign language. Moreover, the aim of most learners is to reach the maximum utility of their reading with minimum struggle. They are able to achieve it in time as they use reading strategies in texts.</p> <p>The lack of ability to handle unknown words in a text is recognized as a central</p>

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	<p>problem in text comprehension, and it is believed to result in negative attitudes towards reading. In my presentation, I will give information about the relationship between contextual inferencing strategies, which are believed to be an effective way of coping with the reading anxiety problems, and learner attitudes towards reading. I will also support my idea about the necessity of contextual inferencing strategies in reading classes with the help of my survey on the field. I conducted the research with some learners from the preparatory classes at Selçuk University where I work as an English instructor. I feel honored if I could attend the 1st International Conference on Studies in Education in Barcelona. Most importantly, I will have the chance to make an contribution to language education studies by sharing information on the area thanks to this organization.</p>
<p style="text-align: center;">Shahla Anzalchi GICICTEL1708253</p>	<p style="text-align: center;">Parenting styles of coherent and incoherent families and their effects on social-moral behaviors of children</p> <p style="text-align: center;">Shahla Anzalchi Ph. D in Educational Psychology, Department of Psychology, Faculty of Human Sciences, Arak Azad University, Iran</p> <p style="text-align: center;">Shiva Faridi M.A. in General Psychology, Arak Azad University, Iran</p> <p style="text-align: center;">Abstract</p> <p>The aim of this study was to examine the parenting styles of incoherent and coherent families and their effects on social-moral behaviors of children. So in this respect, in a descriptive research from ex-post facto type of a statistical population, a group of 45 boys aged 19-25 living in Arak detention center was chosen along with their parents on the basis of method of availability and also another group of 45 boys who were educating and had no disciplinary violation records accompanying their parents was matched too. The tool used to measure in this study was demographic population questionnaires, parents' authority, family cohesion, and structural interviews designed for parents. The collected data were analyzed with the help of T test and Mann-Whitney U. The result showed that in coherent families the terms such as, authority, Law-abiding, influence, permissiveness, unity and coordination, admission, affective function, flexibility and paternal-maternal roles seen in fathers and mothers were knowingly more, but dictatorship of fathers was less than incoherent families. Also, social-moral behaviors of children in coherent families were distinctively more than children of incoherent families.</p> <p>Keywords: coherent family, incoherent family, parenting styles, social-moral behaviors</p>
<p style="text-align: center;">G.B. Ronsivalle GICICTEL1708269</p>	<p style="text-align: center;">Educational Technologies For Specific Learning Disorders (Slds) In Primary School: A Lecture Of Coding Designed With A Compensating Writing Software</p> <p style="text-align: center;">Ronsivalle University of Verona, Italy</p> <p style="text-align: center;">A. Boldi Wemole S.r.l. , Italy</p>

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C. Bazzi
Don G. Busato, Italy

Abstract

The diffusion Specific Learning Disabilities (SLDs), in an evolving theoretical and clinical scenario, afflicts the ability of experts to diagnose, differentiate and provide early support on students suffering from DSA. It is necessary to correctly assess the presence of this type of neurodiversity in the learning style since the pupil attends Primary School, limiting the damage caused by not considering the emotional and relational framework beyond the cognitive one.

Currently, there are several technology-compensating tools which have a different effect on the main ways an SLD child organizes, processes, accesses and uses information. Among these, Coding has become world-class for the ability to develop a "paradigm shift" in the way a SLD person thinks. Besides, coding 1) reinforces some critical skills (problem solving, sense of orientation, logical-computational thought and synthesis skills); 2) generates positive emotionality in the child by involving him in a fun and motivating activity; 3) offers strategies for dealing with dysgraphia.

The paper describes in detail the design of a standard-lesson to teach Coding in schools in collaboration with Super-Quaderno, a compensating software for writing. The lesson is structured into a) a series of stimulating questions to introduce the topic b) a role play that introduce the learners machine language c) a creative exercise that consists in creating an ex novo story using visual blocks of programming.

The purpose is to a) stimulate the mind to identify the logical and chronological sense of a text, b) train writing in a ludic manner and c) enhance the typical learning style of children with SLDs, giving way to their creative and creative talents .

This collaboration can also be extended to other software, to create an interconnected network between programming and compensation tools, potentially useful in different school environments.

Keywords: SLDs, Coding, technology, software, compensatory tools.

**A COMPREHENSIVE GUIDELINE TO IMPLEMENT EDUCATIONAL
ROBOTICS' PROGRAMS IN SCHOOLS AND PROMOTE COMPUTATIONAL
THOUGHT**

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University of Verona, Italy

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Wemole S.r.l., Italy

V. Gusella
Self-employed Educator, Italy

C. Inama
Self-employed Educator, Italy

Abstract

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The rapid advancement of Robotics has led to a misunderstanding about the meaning of “technology”, which it is supposed to be the art to overcome human abilities: nevertheless, people use technological products in an increasingly passive way. Hence, the school should upgrade its teaching methods, promote a critical use of technological tools and recover the educational value of robotics.

This does not mean school has to introduce a new subject, since technology could be an interdisciplinary application module within pre-existing subjects. Educational robotics is flexible and its methodologies and tools are innovative, as they are derived from several recent and classic disciplinary areas (psychology, cybernetic, cognitive sciences, mathematics, philosophy) but also consistent with the foundational principles of widely recognized pedagogies.

In this paper, we would provide a comprehensive overview of educational robotics programs to obtain practical guidance for those who want to plan educational workshops in their institute. We have developed a research project in three steps:

1. Analysis of Educational Robotics’ theoretical and epistemological fundamentals;

2. Successful case analysis with a focus on:

(I) Italian projects that have used quantitative tools;

II) constraints and opportunities offered by Italian regulations in implementing robotic programs;

3. Defining guidelines for the following items: a) Needs analysis b) Recipients’ segmentation b) Objectives’ definition according to Bloom’s Taxonomy c) Definition of laboratory setting d) Contents definition d) Activities’ structuring; e) Evaluation tools’ definition.

The results show the effectiveness of programs in delivering the content of the most difficult disciplines: then, they re-establish a balance between the learner and the technological devices as pupils are more than users, they are programmer, they are computational thinkers.

Keywords: Educational Robotics, school, computational thought, guideline, innovative method.

Improving The Training Process: A Course To Help Educators Leading Effectively Coding Activities

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E. Giunta

Educator, Self-employed, Italy

Abstract

Since it has been fully introduced in ministerial programs in Italy, Coding is not only an “innovative subject” for pedagogy in theoretical and research terms, but it requires schools to rapidly and effectively comply with reforms implemented since 2014. OECD TALIS 2013 data confirms teachers need training, as they are required to teach and use Coding as a school discipline: based on this, in 2015 the first project was launched to introduce Coding in the Italian Schools.

However, the current training courses offered to educators, in Italy and abroad,

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present several shortcomings, particularly in poor timing, absence of evaluation moments and, consequently, lack of tools for analysis of results.

Following the introduction of theoretical and practical principles the educators could take the cue from in order to conduct Coding activities efficaciously, the paper describes the design of a training course addressed to educators. This path is tailored to meet the real needs and characteristics of the recipients, it refers to a rigorous design method and it is able to quantify the actual increase of the skills of the subjects. This method could supports the teacher in organizing educational interventions, avoiding the use of improvisation and increasing the internal validity of the course and allowing replication in other contexts.

The course design consists of two essential moments: 1. A first phase, macro-design, which illustrate the general structure of the course. The three main outputs of this phase are: the conceptual map of the course, the didactic tree and the flowchart. 2. A second phase, micro-design, which describes the storyboard of the classroom and the rating storyboard.

Through this method, teachers can put in practise programs tailored to their particular class and, through different experimentations, promote their use in interdisciplinary domains that are not yet coded also supporting research in this field.

Keywords: Coding, training, educators, computational thought, innovation, school.

**A Mobile App For An Early Diagnosis Of Slds (Specific Learning Disorders):
How Multimedia Computer Technologies Could Improve Education And Catalyze
The Taking Care Process**

Ronsivalle

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A. Boldi

Wemole S.r.l., Italy

E. Marocchio

Self-employed Educator, Italy

Abstract

In the scientific environment, researcher is increasingly concerned with Specific Learning Disabilities (SLDs), a phenomenon with significant individual, social and work-related consequences.

However, the scarcity of available scientific data and the lack of consistency of results generate ambiguity in diagnosing SLDs. While specialist health services are the main responsible for diagnosis, schools play an important role in early detection of disorders. Despite the regulations and the information tools available to parents and teachers have been updated, they have little effectiveness on the ultimate ability to facilitate the process: a first detection of the SLDs key-indicators should quickly activate a specialist team to implement all diagnostic and compensatory measures.

Therefore, we propose an educational-informational approach to deal with the SLDs, considering the system in which the pupil is involved: stakeholders should be trained to be a strategic lever for the clinic. We have designed a computer application capable of a) training as many people as possible b) providing rigorous information c) raising interest in the subject d) being spendable in an international

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	<p>context.</p> <p>The paper contains a description of the concept and design of the program, focused on the educational features and the usability of the tool. The storyboard describing the app contains the main steps, each of which is strictly related to an educational goal. The contents, an user guide, copyright features, the structure, the educational games and the graphic creation of the app are described.</p> <p>The purpose of the program is to facilitate users to access key-information, catalysing the contact between parents, teachers and the specialists who will accompany them along the path, limiting the experiences of losing and loneliness that affect them.</p> <p>Keywords: SLDs, multimedia, technology, mobile app, training.</p>
<p>Naderi, Habibollah GICICTEL1708270</p>	<p>The Relationship between social intelligence and cultural intelligence and social competence Tourism students</p> <p>Naderi, Habibollah Assistant professor of psychology, Faculty of humanities and social sciences, University of Mazandaran, Babolsar, Iran</p> <p>Dehghan PhD. Candidates of educational Psychology, University of Mazandaran, Babolsar, Iran</p> <p>H. Momeni, F PhD. Candidates of educational Psychology, University of Mazandaran, Babolsar, Iran</p> <p>Abstract</p> <p>Objective: The Aims of study was relationship between social intelligence and cultural intelligence and social competence Tourism students. Methods: The study was descriptive of a correctional type. The study population included all students of the University of Mazandaran tourism in the 2017 school year. The sample consisted of 120 male and female students who were selected randomly from among all tourism students. To explore the relationship between variables Pearson correlation and multiple linear regression methods and data analysis software SPSS-19 was used. Results: The analysis of variance and statistical indicators regression of F derived from the relationship between social competence of the components of Cultural Intelligence and Intelligence meaningful social indicating that the components of Cultural Intelligence and the Intelligence Community and the be part of the changes related to factors explain social competence. Conclusion: It can be concluded that social competence is directly related to the ability of social intelligence and their cultural intelligence is. Social intelligence factor that leads to think creatively and emotions and their feelings for solving application and we in the identification, deployment, understand emotions and their talents and others have to be so comfortable we can communicate with others and cultural intelligence is a factor which helps to meet the needs and demands and interests of tourists to understand and be conscious of your cultural knowledge to benefit to the cultural knowledge used to be aware of and, if necessary, in dialogue with people of other cultures and verbal behavior (for example, accent, tone of voice) your changes.</p> <p>Keywords: social intelligence, cultural intelligence, social competence, Tourism</p>

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<p>Jerome Chan GICICTEL1708285</p>	<p>A Critical Review of Blended Learning in Legal Education in the UK: Challenges and Reforms</p> <p>Jerome Chan Lecturer in Law, University of Greenwich, London, UK; PhD candidate of Lancaster University, UK</p> <p>Abstract</p> <p>Blended learning has been widely used as one of the main teaching methods at higher education in this modern era. Arguably it is a more successful method compared to the traditional face-to-face teaching. However, it is difficult to use blended learning as an effective tool to teach students who are studying law degrees at universities in the UK.</p> <p>This paper evaluates the barriers that both academics and students face when blending learning is adopted as a primary tool in teaching and learning at law schools. For instance, academics may not be willing or able to use blended learning or accommodate the concept in designing a programme; students may not consider blended learning as a preferred method of learning. Moreover, the implications of budget cuts will also be discussed as they will have significant impact on the financial ability of universities in the UK to procure or update their existing computing hardware and software.</p> <p>It is submitted that using blended learning will improve the capabilities of academics and enhance students' learning experience. In particular, it will help students achieve better results in their assessments, which will in turn increase the university's score in the National Student Survey. This paper proposes future reforms in promoting greater understanding of legal education through blended learning, for example, via better investment of technology by the government and universities. It is also paramount for universities to provide strong IT support teams and trainings for academics who need assistance with better use of technology.</p> <p>Keywords: Blended learning, pedagogy, Legal Education</p>
<p>Gurbanova Gulay GICICTEL1708299</p>	<p>Fundamental functions of morphemic analysis apropos of affixation as well as its etymological and semantic characteristics.</p> <p>Gurbanova Gulay Azerbaijan State Oil and Industry University.</p> <p>Abstract:</p> <p>The word is defined to be the principal and independent unit of the language. The primary function of a word is that it may stand alone and make up a sentence.</p> <p>A word as a morpheme can be distinguished from another fundamental language features, precisely morpheme. The term morpheme is basically derived from the Greek root "morphē - form +eme". In addition to the previous point, the the Greek suffix "eme" has arisen in linguistics which virtually points out minimum distinctive component. A form in these cases is a recurring discrete unit of speech.</p> <p>Morphemes are regarded to be two-faced units which is association of a given sound pattern with a given meaning, but it is not as independent as a word. Nevertheless, the unit of a word comprises of morphemes, they can merely</p>

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	<p>function as non-independent part of the word in a language. As well in quest, morphemes are divided into the smallest meaningful components. Therefore morphemes can be testified as a minimal unit of language content.</p> <p>The form of a morpheme can be deployed alone in terms of not changing the real meaning, in this case, it is possible to consider it as a free morpheme, since it has the feature for independent occurrence which always makes connection and it can appear in isolation as well. As an illustration, making a comparison between words “sportive” and “elegant”, it is clearly manifested that, the words such as “sport”, “sportive”, “elegant” exist like terms, whereas “eleg” “ive” “ant” are solely forms of connection as they can never stand alone.</p> <p>Morphemes can be classified into two general categories in accordance with degree of their independence: free or bound. Some morphemes have the function of forming a word, these are morphemes which are regarded to be free-standing homonyms. Due to their peculiarity of forming a word morphemes constitute of following two multifarious types: Roots and Affixes. Affixes’ role in linguistic sphere has of utmost significance since it is unquestionably apparent that numerous affixes come out in different situations (sharpness, greatness, quick-wittedness, reasonableness, mercifulness).</p>
<p>Fatma Satiroglu GICICTEL1708301</p>	<p>Review Of Interactive Whiteboard Usage In Computer Lessons: Does Income Level Of Students Cause Any Difference In Their Learning Progress?</p> <p>Fatma Satiroglu Department of Education Technology / Faculty of Educational Sciences Ankara University Ankara, Turkey</p> <p>Abstract:</p> <p>The purpose of this study is to decide whether Interactive White Board (IWB) usage cause any difference in learning progress of the 6th grade students who belong to two different income levels. This study aims specifically to inspect the utilization of IWB in Computer lessons. A total of 260 students constitute the research group. Data needed to conduct the study is collected by semi structured queries. Questions are developed in consequence of an extensive literature review. To identify the difference between the two different sample groups, low and high income, t-test and one-way ANOVA were used. According to the result of the study, IWB usage makes no significant difference between the two sample groups in terms of learning pace of students in computer lesson. Main reason behind this similarity is, although students who have high income level are more familiar with the usage of digital tools like IWB or tablet PC, low income level students are more eager to practise on them mainly because of their privation of such devices in their daily life.</p> <p>Keywords: Interactive Whiteboard Usage, Income Difference, Computer Lesson, Instructional Technologies</p>

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 <p style="text-align: center;">Shuti Steph Khumalo GICICTEL1708055</p>	<p style="text-align: center;">The commercialization of the recruitment of principals in South African schools: A critical analysis through the lens of social justice theory</p> <p style="text-align: center;">Shuti Steph Khumalo Department of Educational Leadership and Management College of Education, University of South Africa, Pretoria, South Africa</p> <p style="text-align: center;">Abstract</p> <p>The South Education system is not performing according to the expectations in comparing to its neighboring counterparts. Report after report paints a picture of a system that can be summarized as a “patient in an intensive care unit” (ICU). The focus of this study was to investigate and critique the processes and procedures that are followed by the South African Department of Basic Education (DBoE) in recruiting and appointing school principals and the roles of stakeholders in these processes. Using the report of the study conducted by DBoE, the empirical findings of the case study in Warmbaths schools’ in cluster in Limpopo, South Africa and drawing from the theory of social justice as a conceptual tool, this paper concludes that the processes of appointing school principals in the South African education system are in direct opposite of the principles of fair equality of opportunity and procedural justice and subsequently negate the intentions of the theory of social justice.</p> <p>Keywords: Principals; recruitment, social justice, procedural justice</p>
<p style="text-align: center;">Kevin Alan Bartlett GICICTEL1708058</p>	<p style="text-align: center;">Social Entrepreneurship In Action Rebecca Natrajan Faculty of Business Studies, Fairfield school of Business, London United Kingdom</p> <p style="text-align: center;">Abstract:</p> <p>As the social enterprise movement has gained momentum over the past decade, launching new conferences and awards, the researcher have found myself continually puzzling over what makes the enterprise approach different from traditional charities and nonprofits.</p> <p>Entrepreneurship among women in India is a rapidly growing concept which is the most welcoming process in the 21st century. According to Aburdene and Naisbitt (1992), women enterprise improvement is an essential part for human resource development. The improvement of women enterprise is currently low in India, particularly in the underdeveloped region. Entrepreneurship especially social entrepreneurship among women has been a current concern and women have turned out to be mindful of their reality their rights and their work circumstance. Women of working class are not very anxious to modify their part in dread of social backlash. The advance is more unmistakable among high society families in urban areas.</p> <p>This paper discusses the role of social entrepreneurship initiatives and the issues confronted by them when they tried to out to bring out their own specialty in the focused universe of business condition (Bailey, 1987).</p> <p>Key Words: Women social entrepreneurs, Economic development, leadership, motivating factors, Attitude</p>
<p style="text-align: center;">Kevin Alan Bartlett GICICTEL1708058</p>	<p style="text-align: center;">The divide between policy and practice in EFL high school classrooms in Japan.</p>

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	<p style="text-align: center;">Kevin Alan Bartlett Lecturer of English as a Foreign language, School of Science and Technology Kwansei Gakuin University, Japan. Doctor of Education candidate (University of Southern Queensland)</p> <p style="text-align: center;">Abstract</p> <p>This presentation will focus on English language teaching in Japan, the area of research I am undertaking during the Doctor of Education program with the University of Southern Queensland. It will explore the way teachers approach teaching and learning English in the classroom, together with the practices they could incorporate in order to be able to use Communicative Language Teaching (CLT) under the new curriculum introduced by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in 2013 .This research will use surveys that incorporate Likert scale and short answer questions, focus groups, semi- formal interviews and informal conversations as a means to gain insights into larger issues of culture, pedagogy, and hierarchical constructs of teaching and learning in Japan. Using participants as instruments as a means to gain responses to questions about English Language Pedagogy of EFL, will allow this research to evaluate CLT and its appropriateness in Japan. Although earlier research undertaken before, during and after the implementation of the new curriculum has assessed CLT in the classroom, the aim of this project is to gain more detailed reactions from stakeholders than the often generalised points made in the current literature and from there to consider why and for what personal reasons teachers use certain approaches in the classroom and whether students and pre-service teachers and current teachers hold similar opinions regarding the new approaches to language learning.</p> <p>Cultural, social, organisational and educational factors unique to Japan will be explored to further illuminate the reality of the teaching and learning environment in the English language classroom. The presentation as a whole will investigate how teachers and students are experiencing policy, based on the pedagogy of language acquisition and will expand the literature and knowledge on the new curriculum being used in Japan.</p> <p>Keywords: Curriculum policy in Japan, EFL pedagogy in Japan.</p>
<p style="text-align: center;">Erica Herro GICICTEL1708061</p>	<p style="text-align: center;">Moving Faculty-Student Culture Towards Differentiation & Neurodiversity</p> <p style="text-align: center;">Erica Herro Director of Curriculum and Instruction, Stevenson School, Carmel, USA</p> <p style="text-align: center;">Molly Bozzo PO Box AP Carmel, CA 93921</p> <p style="text-align: center;">Abstract</p> <p>Thinking Beyond Averages and Policies</p> <p>Neurodiversity, a term that emerged to reframe learning differences as common and normal genetic variations, is backed up by decades of neuroimaging research, and deficits are not the only detail highlighted. It is now clear that learning disabilities and cognitive strengths are interwoven, and often interdependent (Eide and Eide, 2012). Accordingly, dyslexics are more likely to become successful entrepreneurs and self-made millionaires than others (Tulip, 2003). The idea of an</p>

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average, neurotypical individual is an outdated assumption quickly being replaced with the evidence supporting a clearer picture of the population's neurodiversity (Rose, 2016). The line where learning disabilities fade into eccentricities is, more accurately, smudged. "None of us is 'normal' – normal in the sense of possessing a brain in which every part and system works as well as every other part and system – and all functions lie well within the optimal range" (Ratey, 1995).

Why do learning disabilities continue to be called learning disabilities, instead of learning differences? Why are they not simply considered part of the landscape of neurodiversity?

"The number of categories of illnesses listed by the American Psychiatric Association has tripled in the past fifty years. With so many people affected by our growing 'culture of disabilities', it no longer makes sense to hold on to the deficit-ridden idea of neuropsychological illness" (Armstrong, 2010). The labels are maintained in large part because many laws, regulations, policies, and practices lag behind current research, and disability diagnoses are still required to support basic student rights. For example, a "disability" is required for students to access accommodations on standardized testing, produced by largely privately owned organizations (College Board, ACT). The term "disability" comes from federal legislation that allows for rights, under the law, to help even out the playing field for those with diagnosed disabilities, including learning disabilities. Additionally, funding for medical and educational resources has muddied the waters of terminology. Diagnoses are required for insurance to cover medical costs, and labels are needed to support funding for educational resources. While the clinical and federal references for diagnoses have unique functions, the ICD-10, DSM-V, IDEA, Section 504 of the ADA, and the education code standardize the terminology to some extent, and limit the semantics required of those advocating for students.

As an educator, it is challenging to flexibly switch perspectives, and simultaneously adopt a new vocabulary, to reinforce the setting in which the student needs support: classroom, tutorial, doctor's office, standardized test board. The task can translate into navigating a series of hoops that can seem arbitrary, and entirely separate from a deeper understanding of the learner. While the philosophical shift in terminology from "disability" to "difference" or "style" is more informed and politically correct, it is the political system that holds one to the term "disability" in order to access legal rights for those who need individualized support and accommodations.

The tipping point will come when a substantial cohort of educators and parents understands differences, deficits, and diversity. A wider perspective allows people to address learning differences in an accepting and proactive manner. Acceptance and early intervention ensure that learning variations never reach the level of deficit that creates the discrepancy model upon which disability determination has historically been based. And so, while a growing number of people will become more understanding and accepting of the neurodiversity of students, society's medical and educational institutions will still be significantly influenced by financial and legislative terminology. Semantics are getting in the way of a more humane approach to learning.

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Lilia Castle
GICICTEL1708065

Diversifying Active Forms of Learning using Stanislavsky Method

Prof. Lilia Castle, PhD

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Honolulu, Hawaii, USA**

Abstract

The goal of the project is to rediscover the possibilities of Stanislavsky theatrical method for more effective teaching and learning. Though technology has changed modern teaching landscape, the main factor of student's progress is still centered on his personality. Personality development and learning is a two-folded process, the success of which depends largely on educational environment. The search for an ideal for this process environment has always been an unending task of an educator.

The paper intends to show that creative atmosphere of a 'theater' in the classroom where students are directors, performers, and artists represent such ideal for teaching and learning environment. The essential elements of Stanislavsky system, including action (for relaxation and better memorizing) and the Magic "If" (for mental and emotional involvement in imaginary historical or ethical situation) were practiced in my history and philosophy classes for several years. The assessment of the results shows the improvement of students' critical thinking skills, development of their imagination, empathy, and creativity. Students' involvement in such forms of the theatrical production as skit, drama, comedy, educational games, received their positive responses reflected, also, in their learning outcome.

Stanislavsky System presents vast potential for creativity in teaching and learning. It changes the very image of knowledge making it interesting, memorable and much more transferable. To identify the most rewarding for each student 'role' continues to be an important task of a teacher. The theatrical method is invaluable for the development of the creative approach toward any sphere of life, which is particularly important in modern changing environment.

Key words: theatrical method; educational environment; action, imagination



**Adriana Castañeda-
Londoño**
GICICTEL1708083

**Teachers' Ecologies of Knowledges, Existing Gaps and Tensions in English
Language Teaching**

Adriana Castañeda-Londoño

**PhD in Education, Emphasis in English Language Teaching, Universidad
Distrital Francisco José de Caldas , Bogotá, Colombia**

Abstract

Through the presentation of a literature review, I aim to justify the reasons to inquire about English teachers' ecologies of knowledges. The quest for teachers' knowledges is informed by theoretical tenets of the Epistemologies of the south (De Sousa Santos, 2007, 2009, 2010), poststructuralism as well as post colonialism in English Language Teaching (ELT). It is my intention to show that as teachers' knowledges have not been considered when framing public policy in the Colombian ELT community (Cárdenas, 2004, González, 2007) such knowledges


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	<p>might not have been sufficiently explored in the ELT field leading to a waste of valuable experience. I bring up the concept of ‘ecologies of knowledges’, on the one hand because it is a flexible term that entails the co-existence of scientific and other forms of knowledge within teachers’ construction of their being as teachers –co-existence that is still unexplored. On the other hand, I intend to unveil how teachers interrelate to such knowledges. I also provide a glance towards a conceptualization of knowledge within the ELT area while finding some existing tensions within ELT in regards to teachers’ knowledge which I back up with some empirical data. I attempt to show that English teachers have not been recognized as intellectuals and that such an experience is being wasted, epistemologically speaking. Ecology of knowledges sheds light towards how institutional, personal and other types of knowledge co-exist with one another in the conformation of teachers’ beings.</p> <p>Keywords: Teachers’ knowledges, Teachers’ professional development, Ecologies of knowledges, Knowledge.</p>
 <p>Vimbi P Mahlangu GICICTEL1708086</p>	<p>Leadership challenges facing school principals in South African schools</p> <p>Vimbi P Mahlangu Department of Educational Leadership and Management, College of Education, University of South Africa (UNISA), Pretoria, South Africa</p> <p>Abstract</p> <p>The paper investigated challenges facing school principals to improve their leadership skills and those of school governing bodies. Qualitative and quantitative methodologies were used and the research was conducted with some school principals, School Governing Body members, and teachers in secondary schools in Gauteng Province of South Africa. The study found that there are vague rules in those schools where the School Governing Bodies and the school principals compete against one another. Dysfunctionality of schools is the result of poor governance and poor management by both the school principals and the School Governing Bodies. Some school principals are a contributory factor to glitches in schools because of their incompetence. Principals and SGBs should Cooperation instead of competition can be the solution to deal with the power struggle between school principals and School Governing Bodies in schools.</p> <p>Keywords: Leadership, dysfunctionality, principal, school governing body, transparency, distributed leadership, governance.</p>
 <p>Sharon Thabo Mampane GICICTEL1708087</p>	<p>The Induction And Mentorship Of Newly Appointed Teachers: The South African Context</p> <p>Sharon Thabo Mampane University of South Africa (UNISA), Pretoria, South Africa.</p> <p>Abstract</p> <p>The Purpose Of This Paper Is to highlight the importance of inducting and mentoring beginner teachers in public schools. Induction and mentoring are part of professional development aimed at promoting an educational support system for all teachers, especially newly appointed teachers. Since school principals are held accountable for learner performance; they should provide teachers with support measures for improving learner performance. This paper will therefore explore conceptual frameworks and innovative ways of training and supporting teachers</p>

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	<p>for the facilitation of learning excellence. Findings reveal that induction and mentoring, guidance, advice and information should be provided to teachers by more experienced persons (mentors) for career development. The aim of induction and mentoring should be to pass down knowledge, skills and expertise to teachers who may not possess such skills through formal training. Further research may be done on the impact of induction on performance and teacher turnover based on the adequacy or inadequacy of the design of teacher induction and mentoring programmes. Induction and mentoring should be geared towards teaching transformation and teacher retention.</p> <p>Keywords: induction, mentoring, beginner teachers, professional development.</p>
 <p>Elham Zakeri GICICTEL1708089</p>	<p>Emerging academic identities of international doctoral candidates: The untold stories from an Australian university</p> <p>Elham Zakeri University of New South Wales</p> <p>Abstract</p> <p>While international education research has considered various aspects of international sojourners' lived experiences, little is known about the emerging identities of international PhD candidates' fledgling identities as career academics. This paper presents data from eight participants in a longitudinal, qualitative case study of international doctoral candidates in Australia. It makes the case that academic identity emerges during candidature and that factors contributing to academic identity formation include being partially exposed to the academic environment, ongoing process of skill-acquisition as well as transition from 'just a student' to being academics. These findings are theorized through an agentic, 'self-formation' framework, while the theoretical framing of acculturation is rejected because the participants demonstrate their agency through emphasizing diversity among academics, moving towards more independence as potential future scholars and favoring to hold on to useful pieces from the past. These findings prompt a re-think of the traditional model of international-student identity formation as adaptation.</p> <p>Keywords: Academic identity, International PhDs, Self-formation, Agency</p>
<p>Der-Thanq "Victor" Chen GICICTEL1708090</p>	<p>Attitudes of Science Teachers towards the Use of Interactive Simulations</p> <p>Der-Thanq "Victor" Chen National Institute of Education, Singapore</p> <p>Vikki Wenjin Bo National Institute of Education, Singapore</p> <p>Abstract</p> <p>It has been extensively demonstrated that teaching science with explicit attention to models can result in substantial student involvement in modelling instruction and hence improve deep learning (Fulmer & Liang, 2013; Gibson & Chase, 2002; Jarrett, 1999; Moore & Watson, 1999; Stewart, Cartier, & Passmore, 2005). To achieve that, an increasing number of interactive simulations have been developed and advocated for classroom implementation. The purpose of the present research</p>

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	<p>was to explore K-12 science teachers' perceptions after receiving trainings of interactive simulation, including their attitudes, knowledge and self-efficacy in teaching with simulation. This qualitative study focused on 12 science teachers from 7 schools across Singapore. Data were collected through individual interviews, supplemented by teaching plans and student assignments. Regarding teacher attitudes, in particular, concerns of using simulation, three aspects were identified, namely (1) teaching with simulation, (2) learning with simulation and (3) infrastructure of simulation. Surprisingly, even after various workshops of training, teachers' self-reported knowledge and self-efficacy in teaching with simulation were still low, especially with students at varying proficiency levels. As a result, the extent of simulation implementation in classroom teaching was rather minimum. From this study we concluded that although interactive simulation can help students to explore scientific modelling and achieve deep learning, the benefits seemed to be more visible in the flipped classroom, particularly among more proficient students. Future studies can investigate student perceptions in simulation use, so as to get a comprehensive insight of simulation implementation in science education.</p> <p>Keywords: interactive simulations; science education, teacher perception</p>
 <p>Danilza Lorduy Arellano GICICTEL1708094</p>	<p>Teaching Practicum Experiences: How In-Service Primary Teachers and School Community Members Count and Live this Process</p> <p>Danilza Lorduy Arellano University of Córdoba- Department of Foreign Languages, Colombia</p> <p>Liliana Valle Zapata University of Córdoba- Department of Foreign Languages, Colombia</p> <p>Abstract</p> <p>In Colombia, In-service teachers at primary levels in state schools, have to teach English to their children without any or scarce knowledge of the language. The Language Teaching Program from Universidad de Cordoba demands their pre-service teachers to do their teaching practicum in those contexts in an attempt to assist teachers to better cope with this reality. Perceptions about positive changes and improvements in the process of language teaching have been heard. However, any systematic study have been done to explore the way teaching practicum have influenced primary teacher's practices</p> <p>This presentation reports the preliminary results of an on-going phenomenological research study, which aim is to describe school community members' perceptions and experiences about the teaching practicum process in primary levels. Data collection procedures include in-depth interviews, focal groups, and diaries of the 8 participants from 4 state schools.</p> <p>The results are expected to shed lights on the weakness and strengths of the program teaching practicum which eventually will improve quality of education.</p> <p>Keywords: In-service teachers, Perceptions, experiences, primary levels.</p>

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Shayan Heidari
GICICTEL1708095

Negotiating What Constitutes L2 Learning in L2 Classroom Interactions

Shayan Heidari

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Abstract

Conversation Analysis for Second Language Acquisition (CA-for-SLA) is an approach to second language (L2) learning research which considers learning as a visible and empirically describable process (Jakonen & Morton, 2013). CA-for-SLA draws on what the participants in instructional settings display in talk-in-interaction in order to see how learning and knowledge are co-constructed by learners and teachers. Recently, in the field of CA-for-SLA, there has been a growing number of studies on epistemics in classroom interactions (cf. Sert & Walsh, 2012; Rusk, Pörn, & Sahlström, 2016) which deal with how knowledge is distributed between the co-participants (Mondada, 2011) and also how it is handled, contested and negotiated by them in the ongoing course of interaction. Thus far, the studies on epistemic work in L2 classrooms have focused on changes in students' epistemic statuses (e.g., their trajectory from a less knowing to a more knowing state) and epistemic imbalances (Rusk, Pörn, & Sahlström, 2016) regarding the activities and instructions they are given by the teacher. That is to say, the analytic focus has mostly been on students' orientations to what the teacher has made relevant to the talk as L2 learning. Alternatively, this study focuses on what students themselves, and not the teacher, consider as constituting L2 learning in L2 classroom interactions. The data for this study comes from video-recordings of eight sessions of an intermediate English class in a language learning institute in Iran. The analysis of the data through conversation analysis (CA) shows how students, during classroom lessons, assess the teacher's turns as either relevant or irrelevant to L2 learning and express their epistemic primacy (Hayano, 2011; Heritage & Raymond, 2005) toward what points and aspects of the L2 should be practiced and learned. The results of this study contribute to the understanding of knowledge co-construction in L2 classroom interactions.

Keywords: CA-for-SLA, classroom interaction, L2 learning, conversation analysis, epistemics in interaction



Lutfu Cakir
GICICTEL1708098

History Of The Gifted Education In Turkey

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Abstract

Although Republic of Turkey was established in 1923, first studies about the education of gifted students started in Enderun Schools during Ottoman Empire in Turkey. Enderun (The Palace School) was the earliest example of these kinds of schools in the world. Sending Students Abroad Act (1929), Perfect Children Act (1948), The Scientific and Technological Research Council of Turkey (1963), Ankara Science High School (1964), Science and art Centers (1993) are the most important acts and institutions at the history of the gifted education. This paper aims to summarize historical developments and provide a road map for future studies at the area of gifted and talented students in Turkey.

Keywords: Gifted education, history of gifted and talented, Turkey.

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Mukrim Thamrin
GICICTEL1708100

The role of support in the collaborative action research (CAR): Indonesian teachers' perspectives

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Abstract

While teachers' engagement in action research has been promoted as a means of professional development (PD) and imposed as a part of promotion requirement for government-own teachers in Indonesia, very few studies investigate this issue from this context. In particular, the study of teachers' perception of the role of external collaborator support is scarce. This study aimed to investigate the English teachers' perception of the role of support from the external collaborator during the CAR projects between them and the researcher. Of particular focus of the study was the perception of the teachers of the support gained as well as the impact of participating on CAR toward their pedagogical practices, and their motivation to participate in the CAR projects for the growth purpose. This qualitative case study explored perspectives of the four English teachers in a state secondary school in an Indonesian province. The data generated through in-depth interview, observation, and documents. They were then analysed using thematic analysis. The results of the study revealed that the teachers valued the external support positively from the collaborator which facilitates them to participate in the CAR projects. The support assisted them to deal with the challenges (such as time issues and lack of school support) in participating in the collaborative PD. The study also demonstrated that involving in the CAR projects brings meaningful impact on the teachers' teaching practice and their students' learning outcome. The aspect of external support and the benefits gained from the projects facilitated the teachers' motivation to partake in the CAR projects. This study contributes to the insight of the role of external support toward teachers' motivation to engage in the collaborative PD such as CAR, and other PD activities. The future study should be devoted to exploring the type of support both from the schools and outside schools needed by teachers to facilitate their motivation to engage in research for growth. **Keywords:** collaborative action research, professional development, support, teachers' motivation



**Mokgadi Agnes
Mohlakwana**
GICICTEL1708103

Principals' strategies for managing safe school environments: A message to the Minister of Education

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Abstract

The purpose of this paper is to describe the experiences of principals working in an unsafe environment. A safe school environment is meant to enhance a culture teaching and learning. Schools expect ongoing participation of government and communities in promoting safe school environments. The context of safe school environment requires all stakeholders to be involved as essential role players. School principals require insightful planning and intervention to enable effective teaching and learning in their schools. **Crime and violence in the school**

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	<p>environment create fear and inability to enable an inclusive, effective teaching and learning to occur. In order to manage safe school environments, principals request appropriate time, audience and context to draw the attention of authorities in managing this challenge. A qualitative research design that was descriptive and explorative was used in this study. Semi-structured interviews were conducted among principals and teachers (n=20) in two provinces. Findings indicate a request for the Minister of Education's additional financial assistance and provision of better infrastructure in order to facilitate safety in learning organisations. Keywords: safe school, planning, crime and violence, communication, inclusivity, infrastructure</p>
 <p>Louise Pigden GICICTEL1708112</p>	<p>Does subject choice in a joint honours degree affect graduate employability?</p> <p>Louise Pigden Joint Honours, University of Derby, Derby, England, U.K</p> <p>Abstract</p> <p>Joint or combined honours degrees generally permit students to study two subjects to full honours degree depth, by studying half the curriculum content of the respective equivalent single honours degrees. This affords great opportunities for students to study a broader curriculum base that they feel passionate about, albeit at the expense of depth of study in each subject, a strong defining feature of the majority of UK honours degrees. However does the decision to study certain subjects in a joint/combined honours degree affect the students' subsequent graduate employability? The literature is very poor in explaining this, either generally or for specific combinations of subjects. This paper will present analysis of the Destination of Leavers from Higher Education survey at the level of the individual combinations studied – data which has not previously been critiqued in the public domain. This analysis will determine whether certain combinations lend themselves to higher rates of graduate employability, irrespective of other factors affecting employability in particular the characteristics of different universities. We will conclude with recommendations around the preparedness or otherwise of students for graduate employment, as determined by their choice of subjects to study. Keywords: joint combined honours degree employability</p>
 <p>Prof. Dr. Coşkun ARSLAN GICICTEL1708117</p>	<p>Interpersonal problem solving, perceived parents attitudes, and gender role in high school students</p> <p>Prof. Dr. Coşkun Arslan Department Of Psychological Counseling And Guidance, Faculty Of Ahmet Kelesoglu Education, Necmettin Erbakan University, 42090 Meram Konya, Turkey</p> <p>Ömer Aktürk Psychological Counsellor</p> <p>Abstract</p> <p>The aim of this study was to investigate interpersonal problem solving in terms of perceived parents attitudes and gender role in high school students. The</p>


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	<p>participants were 500 (295 female and 205 male) who participated in the research voluntarily. The mean age of the participants was 16.05 years (between 15-18 years old) with a standard deviation of 0.88 years. Data were collected using Interpersonal problem solving inventory, Bem sex-role inventory and perceived parents attitudes form. To analyze the data, descriptive statistics, Pearson product moment correlations, Kruskal Wallis test and Mann Whitney U test were used. As a result of the study, it was found that there was a significant positive relationship between interpersonal problem solving approaches and femininity. In study it was found that average interpersonal problem solving in terms of perceived parents attitudes were significantly.</p>
<p style="text-align: center;">Sisi Li GICICTEL1708119</p>	<p style="text-align: center;">How research team culture influences research collaboration inclination? — Evidences from voluntary based research collaboration of student researchers</p> <p style="text-align: center;">Sisi Li Department of Education Sciences, Vrije Universiteit Brussel, Pleinlaan 2, 1050 Brussels, Belgium</p> <p style="text-align: center;">Chang Zhu Department of Education Sciences, Vrije Universiteit Brussel, Pleinlaan 2, 1050 Brussels, Belgium</p> <p style="text-align: center;">Shasha Li Faculty of Law, Shanghai Maritime University, Avenue Haigang 1550, Pudong Shanghai, China</p> <p style="text-align: center;">Abstracts</p> <p>By structural equation modelling, our study intended to unravel the hidden mechanism on how research team culture influences research collaboration inclination. Drawn from varied sample data collected from 14 comprehensive universities over diversified research teams and disparate cultural contexts of Flemish and mainland China (N=316), our study finds apart from the inclusive team climate, strong supported interpersonal relationships and well situated individual motivations can all boost researchers' collaboration inclination. Peer influence, which mediated through team evaluation system, turned out to be an essential negative factor in curbing researchers' inclination for collaboration. Thus, the findings suggest aside from building the collaborative friendly culture in a research team to improve the general research collaboration inclination among researchers, the inhibiting path "team evaluation — peer influence" should be avoided: judging from the whole picture, evaluation system in a research team signals both stimulating (indirect effect = .3549) and inhibiting (indirect effect = -.27) influence on research team collaboration. This intriguing divergent effect on research team collaboration brings us back to the construction nature of the research team itself. The neo-institutional view on organization lends us a unique perspective on research institutes, by which Youn and Price (2009) explicated: "institutions are not organizations, but rather set of values, norms and habits that influence thought and behavior". In this sense, whether team evaluation signals positive stimulation on research collaboration inclination or not depends on the general values, norms and habits of the research unit; the other way around, if the evaluation criteria of a research team is reaching out of the boundary that a research team can balance, (i.e., within team values, norms and habits) the</p>


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	<p>negative effects tend to generate through peer influence. Future study on this topic can further enlarge the sample size and maybe makes it generalizable to even more research contexts.</p> <p>Keywords: research team culture; peer influence; research collaboration inclination; research team evaluation; research team climate; research team interpersonal system.</p>
<p>Assoc. Prof. Dr. Hasan YILMAZ GICICTEL1708120</p>	<p>An Investigation Of The Effects Of Parental Deprivation Of 9-15 Age Group Children On Their Self Respect In Terms Of Multifarious Variables</p> <p>Assoc. Prof. Dr. Hasan YILMAZ Necmettin Erbakan University, Department of Psychological Counseling and Guidance</p> <p>Miyase Erikci Psychological Counselor</p> <p>Abstract:</p> <p>In this study the effects of parental deprivation of 9-15 age group children on their self-respect in terms of multifarious variables have been investigated. The current study covers investigations regarding 134 children, 7 of whose parents deceased, 69 of whose fathers were lost, 17 of whose mothers were lost and 41 of whose parents were alive but separated. The levels of the self-respect of the study have been investigated in terms of the variables such as deprivation types, the environment of the child after deprivation, gender, the starting age of the deprivation and the number of the siblings.</p> <p>The lowest number of the self-respect which the study monitored stands out to be of the children who suffered from this deprivation with present families. The mean of self-respect scores of the children who were provided with families after deprivation proved to be higher than those of whom preserved in orphanages. The self-respect of female children suffering from parental deprivation appears to be higher than male ones. The self-respect of children without siblings appears to be higher than those of with siblings, which is one of the substantial findings of the study.</p> <p>The study points to the importance that the children suffering from parental deprivation be preserved by foster families instead of orphanages.</p>
 <p>Erdal Hamarta GICICTEL1708121</p>	<p>The relationship between university students' social problem solvning and adaptation</p> <p>Erdal Hamarta Assoc. Prof. Erdal Hamarta, Necmettin Erbakan University, Faculty of Education, Department of Guidance and Counseling, Meram-Yeniyol /Konya-Turkey</p> <p>Abstract</p> <p>The aim of the present research is to detect whether there is any significant correlation between university students' adaptation and their problem-solving orientations. The research was conducted according to the general survey model. Research participants include 631 university students; 357 female and 274 male. In</p>

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	<p>the collection of data, the Interpersonal Problem Solving Inventory (Cam and Tumkaya, 2007) and Reynolds Adaptive Survey Scale (Reynolds, 1998; Cited in: Meric, 2007) were used. In data analysis Pearson's Product-Moment Correlation Techniques were employed. Research results indicated that adaptation and problem-solving orientations were interrelated. It is assessed that there is a significant positive correlation between adolescents' social problem solving (Negative Problem Orientation, Lack of Self Confidence and Unwillingness to Take Responsibility) and adaptation scores (antisocial behavior, anger control problem, anxiety, positive sense of self). Keywords: Social problem solving, adaptation, unversity students</p>
 <p>Birsen Bağçeci GICICTEL1708123</p>	<p>The Analysis Of Relations Between Scientific Epistemological Beliefs, Attitudes Towards Teog Exam And Teog Success</p> <p>Kizikli, Gülin Department Of Educational Sciences, University Of Gaziantep, Gaziantep, Turkey</p> <p>Bağçeci, Birsen</p> <p>Abstract</p> <p>The main purpose of this study is to examine the 8th grade students' scientific epistemological beliefs, attitudes towards TEOG(Transition from Primary Education to Secondary Education System, the students will take Central Written Exam for 6 lessons (Turkish, Mathematics, Science and Technology, Revolution History and Kemalism, Religious Culture and Moral Knowledge, Foreign Language according to the curriculum at the 8th grade in the end of November and April) exam and to determine the relations between these factors and TEOG success. Within the frame of this main purpose, the scientific epistemological levels of students about the sub-dimensions of Scientific Epistemological Belief Scale were identified. Moreover, whether there is difference or not at the scientific epistemological belief and attitude levels of students according to variables such as gender, family income level and parents' education level was analysed. In this study, data were obtained from 305 students composing the first sample group of the study for TEOG Attitude Scale, which was developed in Turkey for the first time. In the light of data obtained, Cronbach Alpha reliability coefficient of scale was found as 0,751. The content validity was ensured by experts. In the process of determination of construct validity, factor loading values of items which were subjected to AFA were analysed. Items, levels of which were under 0.30, were eliminated. The construct of scale consisting of 16 items and 2 dimensions was verified with DFA Analysis. The data of study designed with correlational survey and causal-comparative research models were obtained from 410 students chosen from accessible population with the method of cluster sampling and composing the second sample group of the study. TEOG Attitude Scale with some demographic information items and Scientific Epistemological Belief Scale were applied to this second sample group. SPSS 20.0 programme was used to analyse the data and T-Test, ANOVA Test, Scheffe Test and Multiple Regression Analysis were applied to data set showing normal distribution. According to research findings, it was determined that students had the most developed beliefs at "reasoning" sub-dimension and the least developed beliefs at "authority and accuracy" sub-dimension related to sub-dimensions of Scientific Epistemological Belief Scale. A</p>

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	<p>significant difference was determined between levels of scientific epistemological beliefs of students and attitudes in terms of gender variable. The variable of family income level was not significantly different at the level of scientific epistemological belief; however, a significant difference was found at the level of attitude. The variable of parents' education level was found significantly different at some dimensions. In accordance with the research's main purpose, it was concluded that students with high scientific epistemological belief level would be successful at TEOG exam, but the exam success of students with high attitude level towards TEOG exam would be relatively low.</p> <p>Keywords: Scientific epistemological beliefs, attitudes, TEOG Exam, constructivism</p>
<p>Assoc. Prof. Dr. Emel Arslan GICICTEL1708124</p>	<p>An Investigation Of Pre-Schoolers' Environmental Attitude And Multiple Intelligence</p> <p>Assoc. Prof. Dr. Emel Arslan Necmettin Erbakan University, A.K. Education Faculty</p> <p>Res. Assist. Hilal Genç Gazi University, Education Faculty</p> <p>Abstract</p> <p>The purpose of this study is to investigate pre-schoolers' environmental attitude and multiple intelligences areas. In addition to, we investigated children's environmental attitudes in terms of the variations of gender and have received pre-school education situation of children. The independent variables of this study are gender and be trained pre-school. And dependent variable of this study is attitudes towards environments.</p> <p>The general survey method was used in this research. The universe of study was children who are six year-old in Konya. The sample of the research comprises 452 pre-school age children who were chosen random sampling method living in Meram, Konya.</p> <p>Personal Information Form, TIMI (Teale Inventory for Multiple Intelligences) and Children's Environmental Attitude Scale were used as data collection of this research.</p> <p>Study data was statistically analyzed via SPSS 17.00 computer program. Descriptive Statistics, Correlation, t-Test, Regression, two-factor ANOVA, was used for data analysis.</p> <p>According to results of the study, there seems a statistically positive relationship between their interpersonal intelligences and environmental attitudes. Significant difference in the attitudes of the students towards environment couldn't be found in terms of gender.</p> <p>Keywords: Multiple Intelligences Theory, Environmental Attitude, Pre-school Education</p>

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Assoc. Prof. Dr.
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GICICTEL1708125

**Investigation Of The Psychological Symptom Of Optimism For Life Satisfaction
Of The Parents With Mentally Handicapped Children**

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Abstract

In this study, it was investigated that the level of optimism and psychological symptoms of parents with mentally handicapped children are explained in terms of life satisfaction. While the optimism and psychological symptom are considered as independent variables in the study, the dependent variable is life satisfaction. The sample of the study consisted of 496 parents who applied to the center of the disabled child possession and guidance center in Afyonkarahisar.

The "Life Satisfaction Scale" developed by Diener, Emmons, Larsen and Griffin (1983) and adapted to Turkish by Yetim (1992) was developed by Derogatis and Cleary (1977) developed by Balci and Yilmaz (2002) "Psychological Symptom Scale" was used by the Turkish validity and reliability studies (Tufan, 1987; Kılıç, 1987, Dağ, 1991, Vergili and Ebru, 1998).

In the study, regression analysis was used to determine the explanatory power of life satisfaction of the levels of optimism and psychological symptoms. Psychological symptom and optimistic levels of parents were found to have a significant relationship with life satisfaction and a strong relationship between them.

Keywords: Mentally Handicapped Children, Parents, Life Satisfaction, Psychological Symptoms, Optimism.



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Basic Issues In Primary Education delivery In Nigeria

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Abstract

Education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity. Based on this fact, the Federal Government of Nigeria like other developing countries has at different times made frantic efforts in increasing the number of children enrolled in primary schools though there are still many more who are not enrolled and who do not complete the programme. This massive expansion has been possible by the infusion of large sums of monetary allocation to primary education. Although the functionality of this level of education is not doubted, in addition to the structural changes made to improve the system, it has been saddled with problems ranging from issues of enrolment,


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	<p>funding, infrastructure, teaching personnel and curriculum provisions. This paper discusses the functionality of primary education and some of the structural changes made to meet the demands of the society. Furthermore, it highlights the earlier identified issues as they affect primary education delivery in Nigeria.</p>
<p style="text-align: center;">Maryam Niemi GICICTEL1708141</p>	<p style="text-align: center;">Technology-enhanced mediational moves on academic writing development: The case of Iranian student writers</p> <p style="text-align: center;">Maryam Niemi Islamic Azad university, Parand branch</p> <p style="text-align: center;">Abstract</p> <p>Technology has been widely used as a teaching aid. Computers and social networks are utilized in educational settings to facilitate tutor-student interactions. This paper explores the impacts of tutor's technology-enhanced mediational moves on academic writing development of Iranian undergraduate students within the framework of sociocultural theory. The participants were five skilled and five less skilled student writers. The data were collected from multiple sources, including interviews, process logs, and text-based interactions between the tutor-researcher and the participants across various drafts of assignments in line with dynamic assessment. The interactions were mediated by computers via emails and social networks. The analysis of interactions revealed that although both groups benefitted from mediational moves, the moves varied due to students' language proficiency levels. The present paper will discuss the obtained results in detail and provide researchers and practitioners with insights into academic writing development.</p> <p>Keywords: mediation, dynamic assessment, academic writing, technology</p>
<div style="text-align: center;">  <p>Dr. Sabahattin Çiftçi GICICTEL1708147</p> </div>	<p style="text-align: center;">The Views Of Primary School Teacher Candidates On Teacher Training System In Turkey</p> <p style="text-align: center;">Assoc. Prof. Dr. Sabahattin Çiftçi Necmettin Erbakan University, Konya/Turkey</p> <p>Teaching as a profession that has never lost its importance from past to present, is seen as a sacred profession in many societies because of its significance for the present as well as for the future. There are a lot of qualifications that teachers should have and responsibilities that teachers should take in teaching processes. Some of these qualifications are gained in teaching experiences while others are gained during teacher training processes. A lot of different models can be used for teacher training systems in many countries in order to train qualified teachers. It can also easily be seen that there have been many different models used in the field of Turkish education system. In this research, it is aimed to evaluate the teacher training system in Turkey especially in primary teacher education according to the opinions of the primary school teacher candidates. The population of this study consists of 10 primary school teacher candidates and they were interviewed for this aim. The following questions were asked to prospective teachers in the research:</p> <ol style="list-style-type: none"> 1. What are their opinions and suggestions about the entrance exams and procedures to become a teacher? 2. What are their opinions and recommendations for the 4-year graduation for teacher training?

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	<p>3. What are their opinions and ideas about the Public Personnel Selection Examination (KPSS) and oral exam in teacher selection process in Turkey? Keywords: Teacher training, teacher candidate, primary school teacher</p>
<p style="text-align: center;">Elnaz Valaei Bakhshayesh GICICTEL1708159</p>	<p style="text-align: center;">From Challenges to Progresses in Using Blogs to Improve Writing Skills in ESL Classroom at Arab Open University</p> <p style="text-align: center;">Elnaz Valaei Bakhshayesh Department of English, ELU Department, Arab Open University, ELU Department, Muscat, Oman</p> <p style="text-align: center;">Abstract</p> <p>Learning occurs when meaningful goals are set. Creating learning opportunities for ESL students, beyond classroom environment, engenders different results. What differentiates blog writing from traditional mode of writing is nurturing the sense of responsibility and sharing among students. This study aims to examine how blogs could effectively help students develop their writing skills by reading and commenting on other students' posts, based on certain criteria (language, essay organization, and content). In this mode of learning, students are encouraged to share and build their knowledge collaboratively with other fellow learners. The main objective of this learning mode is to promote students' active engagement in improving their writing skills and help students gain an insight of their learning progress and orient students more towards student-student interaction than the sole model of teacher-student communication. For ESL students, at Arab Open University, writing skills appears to be the most critical skill. In order to help students experience writing skill in a collaborative environment, a weblog was created. To conduct this research, 12 students from English foundation class were selected. This study has also presented the struggles and obstacles both teacher and students faced in using blog. Students' perceptions towards blogging and the obstacles they encountered have been discussed in this study. According to the achieved results, blog has boosted the collaborative sense of learning among the students as well as their confidence to master the use of blog which initially appeared as a barrier. Keywords: using blog- obstacles- progresses- students' perceptions.</p>
<div style="text-align: center;">  <p>Chankea PHIN GICICTEL1708173</p> </div>	<p style="text-align: center;">Empirical Directions to Designing Sustainable In-Service Training Framework for Primary School Teacher in Rural Cambodia -Governing Policy and Method: What to reorganize-</p> <p style="text-align: center;">Chankea Phin Graduate School Of Comprehensive Human Sciences, University Of Tsukuba, Japan</p> <p style="text-align: center;">Shinji Kubota (Phd) Professor, Educational Administration, Division of Education, Faculty of Human Sciences, University of Tsukuba, Japan</p> <p style="text-align: center;">Abstract</p> <p style="text-align: center;">Background: In-service training is an imperative for ongoing flexible</p>

	<p>development of teacher in this changing world. Objective: this study is to explore directions to ensure this need that later the study will propose a design of these exemplary sustainable in-service training frameworks. Methodology: the study administered questionnaire surveys, interviews, and school visits in total of seven stages of field studies in Cambodia, in addition to existing literatures. As such, quantitative and qualitative analyses were made carefully. Findings: The results of the study found that (1) teachers acknowledged the significance of in-service training opportunity for their personal/professional/school development, (2) they desire to have regular opportunities in their career, (3) they need an actionable framework for it; but (4) they face some challenges within their schools specifically schools in rural and remote areas. Research outcome: The study contributes to existing studies on sharing examples from rural school in Cambodia, which are crucial not only for researchers, policy makers in teacher education and other educational stakeholders, but also for teachers themselves concerning their commitment/motivation to involve in solving this matter. It sets light timely as a roadmap for an initiative to taking more effective and efficient policies/actions in teacher education, specifically in term of in-service training program. The results of the studies will be discussed and then the study will present the proposed exemplary design of sustainable in-service training framework for primary school teachers in rural Cambodia. Future scope: The study would suggest: a) extend to larger survey samples, b) test the designed framework to see how effective and efficient it will be and to what extent it will get sustainable, and c) further find ways to raise awareness from more teachers to make more acceptable decision in their career, from community people to support teacher education, and from stakeholders to provide timely supports to rural teachers.</p> <p>Keyword: Cambodia, Primary School Teacher, In-Service Training, Professional Development</p>
<p>Qing Ye GICICTEL1708175</p>	<p>The Effectiveness Of The Flipped Classroom And Debate Teaching In A Postgraduate Module</p> <p>Qing Ye International Business School Suzhou, XiAn Jiaotong-Liverpool University, Suzhou, China</p> <p>Abstract</p> <p>We adopted two innovative teaching methods in a post-graduate module (Money and Banking): flipped classroom and debate. We clearly explained our design and implementation of these two teaching methods in our experimental module. We find significant evidence that these innovative teaching methods are effective in improving student performance as reflected in better exam marks, lower failure rate, more converged students' performance etc. In addition, we adopt surveys to investigate students' perceptions of these two new teaching methods. The results indicate that students have great consensus in terms of the benefits of these approaches that are suggested in the literature. That is, they improve active-learning, increase the critical thinking skills, and communication skills. In addition, based on the experience we gained in teaching this module and the students' feedback, we provide some valuable suggestions in terms of how to best apply the flipped classroom approach and debate methods in the teaching.</p>

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 <p>Nilüfer Evişen GICICTEL1708180</p>	<p style="text-align: center;">Mentor for a Month: A Case Study at a State University</p> <p style="text-align: center;">Nilüfer Evişen Gaziantep University Higher School Of Foreign Languages, Gaziantep/ Turkey</p> <p style="text-align: center;">Akın Gürbüz Gaziantep University Higher School Of Foreign Languages, Gaziantep/ Turkey</p> <p style="text-align: center;">Lale Kutlar Gaziantep University, Higher School Of Foreign Languages, Gaziantep/ Turkey</p> <p style="text-align: center;">Abstract</p> <p>Starting to work in a new workplace is a challenge for almost anyone regardless of their experience. When they start their jobs, and/or when they move within schools, teachers face the same situation. There are new rules, regulations, student profiles, expectations and school cultures to become familiar with. Assigning a mentor for each and every newly arriving teacher would be the ideal case, yet in reality, it is not always so. The present study took place at a state university in Gaziantep, Turkey, and it aims at building a bridge between the new teacher and his new workplace in order to inform him with first-hand knowledge and experience. It also tries to find out what the mentor and the mentee think about that application. A randomly selected instructor who has been working at the institution for 24 years and an instructor who has been performing the job for seven years but teaching at the mentioned institution for a month only were matched, and the two teachers met at regular intervals. They recorded their sessions on the pre-determined topics, which were then transcribed by the researchers. The mentee also kept a weekly journal about her reflections on what she has been going through. At the end of the study, the two teachers were interviewed about their beliefs related to the study. This was followed by content analysis to reach the emerging constructs both from the audio recordings and the journal. Hopefully, the findings of the study will shed light on how administrators, policy makers and individual teachers can enhance the practical applications of mentoring studies as a kind of a professional development activity.</p> <p>Keywords: mentoring, mentee, professional development.</p>
 <p>Saltanat Kazhimuratova GICICTEL1708184</p>	<p style="text-align: center;">Experiential learning: a case study of Teaching fashion journalism course at Kimep university</p> <p style="text-align: center;">Saltanat Kazhimuratova Senior Lecturer, Department of Media and Communications, KIMEP University, Almaty, Kazakhstan</p> <p style="text-align: center;">Abstract</p> <p>The changes in the field of media and journalism profession have brought changes to the contemporary journalism education, current teaching and learning objectives, and into journalism training as a whole. Journalism is a practical profession and students must practice and get hands-on experience during their studies in the university. Thus, in order to help students develop marketable skills and be able to smoothly transit into the world of work, the teaching methods and techniques should be selected very precisely and</p>

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	<p>carefully by journalism educators. Experiential learning is described as the process of learning through first-hand experience. It is aimed at absorbing and storing new knowledge, skills and experience outside academic setting. The concept of experiential learning was further developed by David Kolb in the beginning of 1970s. Initially, it has been introduced by John Dewey, Kurt Lewin, and Jean Piaget. Kolb has based his modern theory of experiential learning on the work of these scholars. According to Kolb, experiential learning is a “framework for examining and strengthening the critical linkages among education, work and personal development” (1984:4). This paper reports on a successful experiential Special Topics Journalism course that extensively used active learning techniques and brought real industry projects into the classroom as part of the journalism students training. The format and content of the course as well as the process of learning and benefits derived for the students are discussed in the paper. Keywords: journalism education, experiential learning, journalism skills, fashion journalism, industry-academia partnership, employability.</p>
 <p>Elni Jeini Usuh GICICTEL1708186</p>	<p>Strategic Planning and Performance Measurement for Public Universities in Sulawesi, Indonesia; Quantitative Approach</p> <p>Elni Jeini Usuh Faculty of Language and Arts, Universitas Negeri Manado (Manado State University), Tondano, Indonesia</p> <p>Sid Bourke(†) Greg Preston Universitas Negeri Manado, Tondano, Indonesia, Email: www.unima.ac.id The University of Newcastle, Newcastle, Australia</p> <p>Abstract</p> <p>The purpose of the study is to examine the real process of strategic planning and performance measurement within public universities in Sulawesi, Indonesia. The specific objective is to focus on strategic planning, performance measurement and associate the findings with the objectives of Higher Education Long Term Strategy from Indonesian Directorate General Higher Education. Quantitative methodology approach with an empirical survey was conducted based on questionnaires. The findings revealed that the process of strategic planning in public universities was considered to be consistent with the Higher Education Long Term Strategy guidelines. However, public universities faced challenges to their achievement of all targets. The relationships between strategic planning and performance measurement were positively related, however, the organisational performance could be improved if programs in strategic planning could be more fully implemented. This influenced the refinement of the balanced scorecard approach into a performance measurement model for public universities. The study culminated in the development of a performance measurement model. Keywords: Strategic planning, Performance measurement, Balanced scorecard, Higher education</p>

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 <p>Rana Mudassir Siddique GICICTEL1708190</p>	<p style="text-align: center;">Educational Triangle & The Role Of World Communities</p> <p style="text-align: center;">Rana Mudassir Siddique Administration, Kids Foundation Trust [KFT], Chiniot – Pakistan</p> <p style="text-align: center;">Abstract</p> <p>There are no two opinions that Education is a triangle. Consequently, a triangle cannot be accomplished unless all of its three corners must be attached to each other. The three corners of educational triangle are the teacher, the pupil and the parent. So, if you take any one of these three absent than education cannot be completed. But, unfortunately, especially in 3rd world and developing countries peoples underrate the importance of this essential triangle. Even though, everybody knows and believes the role of this Trica in the educational life of our children. It's high time now to create awareness amongst nations on grass root level and realize all parents, teachers and students that how important partners they are in the grooming of true education and literacy on a larger scale.</p>
 <p>Dr. Attila PONGRÁCZ GICICTEL1708208</p>	<p style="text-align: center;">The Development of Vocational Education and Training and the Innovation Potential of Vocational Training Centers in Hungary</p> <p style="text-align: center;">Dr. Attila PONGRÁCZ (PhD) Associate professor, Head of Department, Széchenyi István University Apáczai Csere János Faculty, Department of Humanities and Human Resource Development</p> <p style="text-align: center;">Abstract</p> <p>In recent years, a major transformation process has started in the Hungarian vocational education and training (VET), one of the decisive steps being the creation of Vocational Training Centers (VTC) and the transformation of the school structure. Vocational Training Centers, which run from 1 July 2015, play a decisive role in the promotion of labor supply, qualitative development of vocational training and the extension of lifelong learning.</p> <p>During the lecture, I will briefly present the Hungarian education system, including the structure of vocational secondary education, and present the research started in 2016, during which we examine the innovation potential of each Center. The aim of the research is to evaluate in each of the 44 Vocational Training Centers in Hungary what kind of vocational training management models are available, what kind of career guidance, talent management and curriculum development tasks can be provided by the centers, but we also examine what further changes and developments would be needed in VET system; how the labor market assessment of vocational training is, how is the corporate and institutional relationship of each center.</p> <p>We use a self-developed questionnaire survey (n = 44 = 100%), supplemented by interviews with the Vocational Training Centers (n = 8 =18%), which was developed in cooperation with the National Office of Vocational Education and Training and Adult Learning (NOVETAL) and the Széchenyi István University. Based on the results of the research we can formulate recommendations for the future development of Vocational Training Centers.</p> <p>Keywords: education and vocational training development, career orientation,</p>

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 <p>Maria de Nazaré Castro Trigo Coimbra GICICTEL1708215</p>	<p>dual training, education management</p> <p>Professional Development Of First Language Teachers: Learning From Small-Scale Classroom Research</p> <p>Maria de Nazaré Castro Trigo Coimbra Centre for Interdisciplinary Studies in Education and Development (CeIED), School of Psychology, Education and Sports, Lusofona University of Oporto, Porto, Portugal</p> <p>Carla Dimitre Dias Alves Centre for Interdisciplinary Studies in Education and Development (CeIED) School of Psychology, Education and Sports, Lusofona University of Oporto, Portugal</p> <p>Abstract</p> <p>This study aims at analysing how small-scale classroom research can improve professional development of first language teachers, as well as promotes students' reading and writing skills. The research took place in four elementary and secondary schools of northern of Portugal, in the academic year 2015/16, during two continuous training courses for first language teachers. The qualitative approach focused on the analysis of fifty teachers' reports of their classroom research project, including the pedagogical intervention process, the results achieved and exemplification of students' work and written comments.</p> <p>The results show teachers' awareness of small-scale classroom research, viewed as essential to deepen the understanding of specific educational realities and contexts and to uphold the quality of teaching. For these reasons, classroom research is considered a strategic tool for the improvement of training and teaching, the stimulation of meaningful learning and academic achievement, and the development of the students' reading and writing skills. All teachers have confirmed classroom research as a foundation for practical reflectivity, in order to achieve good-quality first language teaching and learning and help students overcome their language difficulties. However, teachers also recognize that classroom research is not yet common practice, since it demands investigation skills and a theoretical and practical framework which many teachers don't in fact possess.</p> <p>Therefore, more small-scale research in the classroom is needed, along with collaborative work between peers and pedagogical-didactic updates. Such improvements would promote teachers' professional development as well as students' reading and writing skills, within the dynamics of each school as a learning community.</p> <p>Keywords: Teachers' professional development; first language teaching; small-scale classroom research; practical reflectivity.</p>
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 <p>José Paulo Tavares Coimbra GICICTEL1708216</p>	<p>Engineering Students' Perceptions Of Sustainability In The Rehabilitation Of Buildings: A Case Study</p> <p>José Paulo Tavares Coimbra Faculty of Sciences and Technologies, Fernando Pessoa University, Porto, Portugal</p> <p>Abstract</p> <p>The purpose of this case study is to analyse the perceptions and knowledge of university students, regarding the implementation of proper practices, towards a high level of sustainability of rehabilitated buildings. During 2016-17, a group of twenty-one students attended "Pathologies and Rehabilitation of Buildings", a third year subject of a Portuguese Civil Engineering course, which aims to deepen the knowledge that will allow students to use sustainable practices in old buildings in need of rehabilitation.</p> <p>Qualitative and quantitative data was collected from observation and analysis of the rehabilitation process of a building located in the city of Porto, Portugal, as well as from the analysis of a questionnaire about how this practical activity has enriched students' technical experience. The results indicate students' increasing awareness regarding the importance of practical knowledge about building rehabilitation, using sustainability criteria to transform highly deteriorated buildings into spaces whose dwellers can achieve an easier integration at the environmental, social and economic levels. Nevertheless, it should be noted that only a few students reveal deeper knowledge of the building pathologies, of which the most common are humidity infiltrations and the lack of thermal insulation.</p> <p>The results of the case study will be used to improve teaching practice in this university course and to increase students' practical application of sustainable rehabilitation concepts to the built environment. In this way, the establishment of the effectiveness of an active pedagogy, in order to prepare future engineers, capable of leading a building rehabilitation sustainable process, was a driving factor in this study.</p> <p>Keywords: Engineering Education; building rehabilitation; sustainability; students' perceptions; case study.</p>
<p>Dr. Mohamed Chabi GICICTEL1708232</p>	<p>Use of suitable strategies in Math classroom to ensure that students develop Critical Thinking skills</p> <p>Dr. Mohamed Chabi Qatar University</p> <p>Abstract</p> <p>The main purpose of this paper is how we should rework on our teaching strategies to ensure that students develop critical thinking skills. In Mathematic generally students are required to use critical thinking skills that enable them to evaluate, identify, and distinguish between relevant and irrelevant information to solve a given math problem by breaking apart the pieces of a problem in order to solve it. Math is not about how much students can memorize procedures to solve a few direct math problems but rather how they can relate their learning math concepts and skills to solve non-routine math problems. The questions is how can we lead our students to be a more rational and disciplined thinker? The answer to the</p>


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	<p>question is No one knows how?, educators can help students to build their critical thinking to solve unfamiliar math problems that required them to make reasonable judgments that are logical by promoting the concept of use problem solving and logic into activities during the class time and lab time. Keywords: Critical Thinking, direct math problems, non-routine, math problems, math concepts, logic</p>
<p style="text-align: center;">Sarah Fitri GICICTEL1708236</p>	<p style="text-align: center;">Interactions of Student and Supervisor in Skripsi Research: Understanding Differences in Perspectives and Expectation</p> <p style="text-align: center;">Sarah Fitri Department of Administration, Leadership and Technology, New York University, NY</p> <p style="text-align: center;">Abstract</p> <p>Skripsi is a term used to describe a scientific research paper written by undergraduate students as a mandatory requirement to complete their study at a higher education institution in Indonesia. The process of producing a skripsi is complex and demanding. One of the most important and profound issues in skripsi is student's interaction with skripsi supervisor. Even though the role of supervisor is important in assisting students' skripsi process, there seems to be issues regarding their interaction with students. The purpose of this study is to understand skripsi and its challenges and to find out students' and supervisors' perspectives and expectations while working on it. The author distributed online survey and conducted in-depth interview to twenty students and faculty members of UIN Ar-Raniry, Indonesia. The findings showed that there are prominent issues found in skripsi process and the conduct of it. The response also indicated that complex procedure, limitation of time, and different expectation lead to issues related to students' interactions with their supervisors. Based on the findings, this paper emphasizes on the necessity for mutual understanding to improve the skripsi process and suggests for additional way (online assistance) to increase communication and interactions between students and supervisors. Keywords: research, skripsi, interaction, supervisor.</p>
<div style="text-align: center;">  <p>Ana García Díaz GICICTEL1708238</p> </div>	<p style="text-align: center;">Self-Regulated Learning: Which teaching method encourage children to become independent learners</p> <p style="text-align: center;">Ana García Díaz Universidad Complutense de Madrid</p> <p style="text-align: center;">Abstract</p> <p>Every schooling type uses a different teaching method. This research is aimed to find out which teaching method (therefore, which schooling type) develops significantly self-regulated learning skills in Primary School pupils and what the outcomes beyond learning are.</p> <p>This research is a multiple case study, Ex Post Facto or not experimental design, mix methods research. The main aim is to establish causal connection between the features of each method and its influence in the encouragement of self-regulation in Primary School pupils.</p> <p>As three schools from two different countries have participated, two laws of education are compared (LOMCE and Curriculum for Excellence). Both of them agree on one of their main aims: encouraging children to become critical and</p>

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	<p>independent thinkers. For this reason, the overall research tries to understand the self-regulated learning process in Primary School (where independence and critical thinking are, theoretically, the main factors required) and what schooling model and teaching method would develop it more efficiently and effectively.</p> <p>This is why, some concepts need to be defined in order to understand the current educational policy, such as the concept of “education” and the aim of it, “educational freedom” or “education for democracy”.</p> <p>At the same time, it has been proved, and therefore enshrined at the conclusions how self-regulations have a direct connection with individual freedom and education for democracy, educating active, free and critic citizens.</p> <p>Furthermore, this research shows how the teacher’s commitment and communication style towards children have a notorious influence on the pupil’s attitude, the relationship they establish between each other and motivation for learning.</p> <p>Keywords: Self-Regulated Learning, Educational freedom, Education for democracy, Meaningful learning, LOMCE, Curriculum for Excellence, Primary Education.</p>
 <p>Sibel ADALI GICICTEL1708242</p>	<p>The Impacts Of Teaching Grammar In Isolation Or In Context To Adult Learners Of English</p> <p>Sibel Adali Higher school of Foreign Languages, Gaziantep University, Gaziantep, Turkey</p> <p>Abstract</p> <p>Language teachers used to begin with grammar when they started to teach a new group of students in the past. Moreover, they loaded the students with extra grammar activities, homework and term papers. After some time, however, it was seen that this kind of teaching of grammar did not necessarily mean that students would become good in all areas of language. Hence, the explicit teaching of grammar has turned into “grammar in context” over the last two or three decades due to the fact that this kind of integrated grammar teaching is believed to help raise more fluent language learners, not only in terms of the mechanics of a language, but also in terms of the use of language. Turkey, one of the countries whose teaching of English as a second language has always been scrutinized, has most of the time been of two minds on this issue. For a remarkable period, it used the Grammar Translation method or Direct method; and for some other long time, it has focused on the teaching of grammar through a storyline or background event, which can be easily seen in the coursebooks used over the last 25 years or so. The two methods have been used quite frequently at the preparatory class at a state university in Turkey, and the researcher has been able to see the differences between students’ performances on isolated and integrated grammar, be it quizzes and/ or mid-terms. The aim of this paper is to make a comparison between students’ performances on isolated and integrated grammar sections on five quizzes and one module exit exam of five same level groups and to prove which way is more useful when looked at what students have learnt, or if they have learnt anything at all. Teachers are also asked to share their beliefs on this issue and they have commented on the subject. It is hoped that the findings of the study will shed light on future classroom implications and research.</p> <p>Keywords: isolated grammar, students’ performance, learning, grammar in context</p>


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 <p>Dr. Hee-Kyung Park GICICTEL1708251</p>	<p>The Effects of Mothers' Participation and Satisfaction of Early Childhood Educational Institutes on Competence for Building Early Childhood Educational Community</p> <p>Prof. Kai-Sook Chung Pusan National University, Pusan, South Korea</p> <p>Dr. Hee-Kyung Park Educational Development Institute, Pusan National University, Pusan, South Korea</p> <p>Abstract</p> <p>This study is to examine the influence on backgrounds of mothers with young children and participation and satisfaction of early childhood educational institutes on competence for building educational community. The sample of the research consisted of 543 mothers with young children and they filled up a questionnaire. The collected data were analyzed by SPSS 18.0 program. The results are as follows: 1) There were significant differences according to the level of education and household monthly income on building educational community. 2) Participation of early childhood educational institutes were significantly related to all sub-variables (psychological competence for practice of partnership and social competence for sharing the key values) and total of competence for building educational community. But satisfaction of early childhood educational institutes has no correlation with them. 3) Mothers' level of education, household monthly income and participation of early childhood educational institutes predicted competence for building educational community. This study suggests that mothers' participation of early childhood educational institutes is crucial for developing maternal competence for building early childhood educational community.</p> <p>Keywords: mothers with young children, early childhood educational community, competence for building early childhood educational community, early childhood educational institutes, institutional satisfaction</p>
<p>Stela Maria Fernandes Marques GICICTEL1708252</p>	<p>The inner workings of the brain and special educational needs: the impact of teacher training workshops</p> <p>Stela Maria Fernandes Marques Pontifical Catholic University of Minas Gerais, Postgraduate Education Programme, Assistant Professor</p> <p>Abstract</p> <p>The research project implemented workshops on basic brain dynamics and cognitive functions for about 15 teachers and Special Educational Needs (SEN) teaching assistants at a Brazilian primary school, to discuss and clarify how the brain functions in six particular conditions: physical disability, hearing disability, visual disability, autism spectrum disorders, intellectual disability and intellectual giftedness. Discussions were conducted by medical students, members of Neuroeduca, a project that provides schools with discussions on brain functioning. The main purpose was to help teachers and SEN teaching assistants understand how the human brain operates at distinct physiologic levels. Workshops presented simplified, less-medical explanations on these disabilities/conditions and its</p>

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	<p>operation within the brain and the nervous system. They also provided teaching and learning strategies to work more effectively with pupils with these specific SEN. As a result, all participants realized the importance of knowing more about our brain, in order to appreciate, understand and recognize the potential and limitations of the brain of pupils with SEN. Understanding how and why everyone is able to learn, despite one's limitations, has real implications in terms of classroom practices. The ultimate objective is to encourage educational actors to adjust teaching and learning strategies to contemplate pupils' diverse abilities, as everyone is able to learn. By promoting more efficient approaches and attitudes, we endorse educational success and foster true inclusive learning environments. This research highlighted the necessity and importance of including studies on brain and the nervous system, both at initial teacher training and continuing professional development level, to further develop teaching and learning approaches that are particularly beneficial for SEN pupils.</p> <p>Keywords: Brain; Neurosciences; Special Educational Needs; Teacher Training</p>
 <p>Yoon-cheol Park GICICTEL1708281</p>	<p>A Study on Women's Images in the Buddhist Sutra Okya Sutra (玉耶經)</p> <p>Yoon-cheol Park Kyungnam University, South Korea</p> <p>Abstract</p> <p>This research focuses on reviewing women's images through speech acts in the text of the early Buddhist Sutra Okya Sutra (玉耶經). Previous research on women's images in the texts of the Buddhist Sutra has mainly been analyzed from philosophical viewpoints, not by pragmatic approach. Thus, this research uses speech acts as a pragmatic approach for analyzing women's images in Okya Sutra. This sutra includes utterances of speech acts such as order, persuasion, and statement in conversations between Buddha and the woman Okya. These speech acts usually show images in which women should be obedient to men. This implies that women's human rights or statuses in early Buddhist times were not equal to men's. In particular, inequality against women can be found in the utterances of Five Good and Three Bad Deeds from the conversation of the two. Buddha teaches Okya to respect her husband blindly and follow his opinion. Similarly, Buddha's utterances in the text of Five Good and Three Bad Deeds represent a value for women's obedience, abstinence, and chastity. Utterances of these meanings are, in the end, helpful for grasping women's images in early Buddhist times, in which they were inferior to men as human beings. Accordingly, this research suggests the necessity to reestablish what women's true rights and statuses are as women or wives from a Buddhist point of view.</p> <p>Key words: Buddhist sutra, pragmatic approach, speech acts, women's image</p>
<p>M. Elena Stark GICICTEL1708287</p>	<p>Evaluation of a hands-on curricular addition to assist medical students in specialty selection.</p> <p>M. Elena Stark MD, PhD, Professor and Vice Chair for Medical Education, Chair of Anatomy and Histopathology, Director of Integrative Anatomy, Department of Pathology and Laboratory Medicine, David Geffen School of Medicine, UCLA (University California Los Angeles), California, USA</p>



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	<p style="text-align: center;">Abstract</p> <p>Naomi A. Schmalz MS, Doctoral Student, Indiana University School of Medicine, Indianapolis, Indiana, USA; schmalzn@iupui.edu</p> <p>Early hands-on practical experiences in surgical procedures may help medical students make better-informed choices when choosing a surgical specialty to pursue. Additionally, pre-clinical experiences may help students select appropriate electives in the subsequent years of medical school, allowing them to tailor a more focused training to their interests.</p> <p>Our goal was to evaluate a curricular addition aimed at formally exposing first and second year medical students interested in surgery to different surgical specialties. Our hypotheses were: (1) After the intervention, students will have an increased perceived knowledge about the surgical specialties presented and will be more confident in their choice of specialty; and, (2) The effects of the course will persist throughout their education until graduation.</p> <p>Students in pre-clinical training at UCLA met for seven weeks (one afternoon per week). Surgeons demonstrated procedures on human cadavers and students practiced them independently, in groups of two, while under faculty supervision.</p> <p>A one-group pretest—posttest design was used. About a quarter of participants reported a change in their top choice of specialty after the course. About half of the students reported changes in their second and third choices. Students reported that the course was helpful in increasing their knowledge about specialties and in increasing their confidence about their choice. Two years later, at the time of graduation 85% of those surveyed reported the course had an effect on their final choice of specialty.</p> <p>A drawback of this course is the cost. Hands-on activities require the use of embalmed and un-embalmed cadavers, laboratory time, faculty time, and other associated costs; this activity is expensive and only accessible to a limited number of students. We are exploring ways to reduce the costs of our course while maintaining its effectiveness.</p> <p>Key Words: “specialty choice”, “medical curriculum”, “pre-clinical education”, “professional development”, “surgical specialties”, “gross anatomy”</p>
 <p>Aysha Mohd Sharif YRSICTEL1708051</p>	<p style="text-align: center;">The Analysis of Cohesive links and Content, Interactional Quality and Objective Measures Based on the Conceptual Framework of Nandi</p> <p style="text-align: center;">Aysha Mohd Sharif International Islamic University, Kuala Lumpur, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>The aim of this paper is to highlight the importance of cohesion in producing an interactive and meaningful discourse in harmony with the content, interactional quality and objective measure of the discussion forums in online discussion forums which contribute to knowledge in the course content which includes ideas and experiences. Discussion transcripts of five weeks of an online threaded discussion forum from a course entitled “Shaping the Way We Teach English, the Landscape of English Language Teaching” were taken and analyzed. The analysis of cohesive links was done based on the discourse analysis technique and the discussions are analyzed based on the content, interactional quality based on the framework of Nandi (2009). The results of the analysis revealed that the discussions which are long and deep have more usage of the cohesive links than surface discussions or replies. The analysis also highlights that the discussions are likely to fulfill the</p>

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	<p>criteria proposed by Nandi and sharing experiences and ideas & the current practices that are practiced by different people in different places are mainly the content. The posts promote a deeper and more meaningful angle to the course content. Keywords: Cohesion, content, discourse, Nandi Framework, online discussion</p>
 <p>Aram Wasman Omar YRSICTEL1708052</p>	<p>The View Of War In The Poetry Of The 1st World War</p> <p>Aram Wasman Omar MA. English Literature & Language College of Basic Education Department of English, University of Raparin</p> <p>Abstract</p> <p>This particular essay entitled, ‘The View of War in the Poetry of the First World War’, the researcher (learner) attempted to make an in-depth as well as extensive study in understanding the scenario of Europe during the First world war and the ways by which the British and Irish poets pen down the experiences of the young individuals and their family members when they had go at the front war. In fact, the thesis statement for this piecework was to find out the viewpoint that people had in regards to war, especially in context to war poetry and whether any transformations occurred in the previous concepts of wars. Works of many famous poets had been taken into consideration, such as those like Wilfred Owen, Siegfried Sassoon, Issac Rosenberg, Charles Sorley, Ivory Gurney. Nonetheless, the works of certain women poets like Marjorie Wilson and Margaret Postgate Cole at the time of First World War, had also been studied to understand the emotions of the women left at homes and the ways they used to view war. Keywords: Anger at war, Children at war, Futility of war, Theme of wounded, The Era of War Glorification and Viewing war.</p>
 <p>Meryem Laadem YRSICTEL1708053</p>	<p>E-learning Integration in Higher Education: Focus on Moroccan Departments of English</p> <p>Meryem Laadem Moulay Ismail University, School of Arts and Humanities, Meknes, Morocco</p> <p>Abstract</p> <p>The purpose of this research paper is to elaborate on teaching and learning English by using one of the information and communication technologies (ICT) which is the e-learning technology in order to lay the ground for a successful integration in Moroccan Higher Education Institutions. In addition, it examines the internal and external factors targeting the process of integrating e-learning in the Moroccan context, considering it as a new ICT face that can be used to develop and promote the student’s learning environment which leads to student’ centeredness, and then insures a high quality of learning English in the Moroccan education system. The role that e-learning ought to play in Higher Education Institutions’ guidelines have not to be considered little since it can progress the high quality for the teaching-learning process as it was mentioned in the national charter of education. The main purpose of this dissertation is to explore how teaching and learning English in higher education is performed in times of the new digital changes, and in parallel to some traditional teaching methods. The proposition practices in the departments of English reveal few parameters, factors,</p>

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	<p>and barriers that occur conversely. In this way many Moroccan universities are hopeful about e-learning in enlightening education especially in teaching English as a foreign language.</p> <p>The research investigates six Higher Education Institutions in Morocco perceived mainly in the departments of English. First, it examines the present situation of English Language Teaching at the departments of English, and second it tries to figure out whether ICT positive attitudes of English language educators -in the light of e-learning- is sufficient to advance teaching and learning English language in Moroccan universities, and to end up by inducing a better quality of the teaching-learning process which is becoming a debatable topic in all the national educational reforms.</p>
 <p>Ben Moussa Elhadj Moussa YRSICTEL1708054</p>	<p style="text-align: center;">Democracy in the Teaching Pedagogies in the Arab Region after 2011</p> <p style="text-align: center;">Ben Moussa Elhadj Moussa PhD Research at Northampton University, UK.</p> <p style="text-align: center;">Medjedoub Rima PhD Researcher at Mila University Center, Algeria.</p> <p style="text-align: center;">Abstract</p> <p>In 2011, the Arab region has witnessed one of the most powerful popular revolutions that have changed it at a multiplicity of levels up until now (map, ideologies, social life, and so on). It is interesting to consider, here, education as a separate field and the consequences of the Arab Spring and the democratic waves on it. It is true that many of the political regimes have been changed. Still, we need an answer to the following question: have the established new regimes left room for democracy in education in the Arab region? To answer this question, I will analyse textbooks of the module of history of the third year secondary school level that belong to both pre-and post-Arab Spring periods in the following countries: Tunisia, Libya and Egypt using the content analysis approach. This study will contribute particularly to our understanding of the concept of democracy in education after the Arab Spring. The current study may end up by finding that the spirit of the newly modified pedagogies is not that different from the old ones and could conclude by assuming that decision makers still dominate and control the work of syllabus designers.</p> <p>Key words: Teaching pedagogies, democracy, the Arab region, the Arab Spring, pre- and post-Arab Spring pedagogies.</p>

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