CONFERENCE PROCEEDINGS

Teaching and Education Research Association

10th International Conference on Learning, Education and Pedagogy (LEAP), 19-20February 2017, Dubai, United Arab Emirates

19-20 February 2017

Conference Venue
Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai, United Arab
Emirates

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KEYNOTE SPEAKER

Dr. K. Ravichandran

Associate Professor and Director of Experiential Learning, School of Management, New York Institute Of Technology, Abu Dhabi, UAE

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KEYNOTE SPEAKER
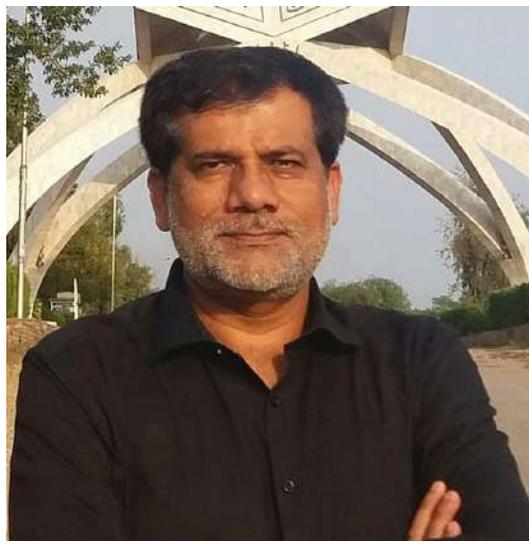
Dr.Ghulam Ali Mallah

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Murtala Sale
GICLEAP1701051

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

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

Dr. Pintu Kumar Maji
GICLEAP1701052

Locus of Control, Environmental Attitude and Environmental Action amongst School Students

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ABSTRACT
This study explores the relationship amongst school student's locus of control, environmental attitude and environmental action. Locus of control refers to the extent to which people attribute control over events in life either to themselves or to external sources. The researchers select sample units from the population following the principle of random selection. The present sample comprises 720 students both girls and boys. The average age of the students was 14-17 years (under West Bengal board of secondary education). The Bengali adaptation of locus of control scale (Julian Rotter, 1966), environmental attitude and environment action scale (constructed and standardized by the researchers) were used to collect relevant information. Students with a high degree of environmental attitude behave in a positive way if they have an internal locus of control

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	orientation. This study revealed that significantly positive relationship exists among locus of control, environmental attitude and action. It was also found that all the independent variables were able to predict successfully the environmental action of the students. **Keywords: Locus of control, environmental attitude, environmental action, predictive model and school students**
IcarbordTshabangu **GICLEAP1701053**	**Examining global conceptions on childhood and the effects these may have on democratic citizenship** **IcarbordTshabangu** **Leeds Trinity University, UK** **ABSTRACT** **In the 21st century, the world has generally moved to embrace democracy as a moral yardstick and a measure of ethical governance in most regions of the globe (Crick, 2002). Amid such progress, the rights of the child as per the United Nations Convention on the rights of the child (UNCRC) have remained unacknowledged especially in highly paternalistic traditions and societies. Critical in the study is how conceptions of childhood have tended to shape broader understanding on democratic citizenship, social justice and children's rights in particular.** **By examining global conceptions on childhood in various parts of the world, the study sought to establish whether there was a link between countries with poor conceptions on childhood and children's rights and the levels of democracy in the same countries. Relevant data indices, primarily from the World Bank and UN agencies, have been used to inform the study.** **Findings indicate that the larger global context still share profound paternalistic ideologies concerning childhood. Reconstructions of childhood by adults often portray a passive and subordinate lot who should be seen but not heard, a view that marginalizes children and masks their location and influential role in societies. The implications of such reconstructions manifest in the lack of children's rights and participation in decisions that affect them and thus presents a poor model for democratic citizenship. It was noted that while countries with higher levels of democracy tended to fair better on children's rights, the challenges still remained, though less severe than in less democratic societies.** **Key words** **Childhood, citizenship, democracy, children's rights,**
Dr.RajaniJairam **GICLEAP1701054**	**Inclusive Education in India- An Overview** **Dr.RajaniJairam** **Faculty of Languages, Jain University, Bengaluru, India** **ABSTRACT** **The most effective means of combating discriminatory attitudes, creating welcoming communities building, developing and achieving education for all are our 'Regular Schools". These schools are capable of providing effective education to the majority of children to improve their effectiveness and efficiency and also they become the indirect agents of establishing cost-effectiveness of the entire education system of the country.**

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	However somewhere in India the three different terms segregation, integration and inclusion have often been used as synonyms. The reasons for this could be manifold. The most logical explanation could be lack of education w.r.t these terms. The United Nations has made a very sincere effort to embody the goals and objectives and drawn a common format for many countries to follow. Accordingly India follows the policy documented by the UN. The guidelines point out the Importance of including courses of mainstream and bringing the so called marginalized to the mainstream. On the basis of above cited reasons. It is heartening to know that special education in India has an ideological framework. This paper examines the role of various stakeholders in making Inclusive Education a mainstream activity. Sources and references are drawn from various books on inclusive education, journal articles, published and unpublished works and expert opinions. Key Words: Inclusive education, government policies, mainstream education, segregation, integration discriminatory attitudes.
Tina Moore GICLEAP1701056	'Please don't tell me, Please Show me ! : Using OSCE's in Nursing Education' Tina Moore Department of Nursing, Middlesex University, UK ABSTRACT The nursing curriculum at Middlesex University has undergone a comprehensive change in curriculum design and delivery driven by policy measures. Nursing students are now educated to graduate level and as such are required to be competent in nursing assessment and clinical decision making; two areas integral to the delivery of quality nursing care. For some time now Higher Education Institutions (HEIs) have recognised the need to move away from surface learning (lower order skills, such as retention of knowledge and understanding of content) and to develop higher order skills such as analysis, synthesis and evaluation. Changes to our methods of assessment provide a better opportunity to test these skills. The Objective Structured Clinical Examination (OSCE) assessment tool also permits the testing of the student's application of knowledge into the 'real world' of nursing practice; level of understanding; attitudes; decision making; communication and critical thinking skills. All are core characteristics of a professional nurse. Student learning is often driven by their assessments and they may learn little beyond the context of these assessments. The OSCE aims to assess primary and related aspects of nursing – to facilitate the students to understand the broader contexts of nursing. The changes have included the introduction of the OSCE as the primary assessment method for a number of nursing modules across the pre and post registration curriculum. Distinct changes have been introduced in the OSCE format order to take into account the specific skills being considered, as well as the extensive planning involved. This concept of the OSCE links well with the theme of creative assessments in that it enables the assessment of more than one specific domain in an innovative way, moving away from the rigidity of traditional assessment approaches. In addition this form of assessment process can be easily adopted by other practice based

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disciplines as an innovative way in which to assess individual student's level of knowledge, understanding decision making and psychomotor skills.

Nutritional Knowledge, Attitude And Infant Feeding Care Practices Of Nursing Mothers In Enugu

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GICLEAP1701058

ABSTRACT
Good nutrition is essential for all, most especially for infants, as their growth rate is determined by the quality of nutrition they receive during this period. Inadequate nutrition affects a child's growth and development in its ramification. Since infants depends on their mothers principally for good nutrition, this study examined the nutritional knowledge, attitude and infants feeding care practices of nursing mother in Enugu. The study adopted cross-sectional descriptive study design. Five hundred nursing mother attending postnatal or immunization clinics in Enugu state government hospitals in Enugu participated in the study. Self develop and validated questionnaire (r=0.72) and oral interview were used to collect data. Frequency counts, percentages, chi-square (x2), ANOVA and post-hoc were the statistical tools used. The study revealed that there is significant knowledge, positive attitude and adequate infant feeding care practices of the participants. However, in a comparative analysis, better educational level positively affects mother's nutritional knowledge and attitude. Mother's low economic status affects their nutritional attitude and practices negatively. We recommended among others that appropriate health education be given to nursing mothers for them to have attitude, positive practices health that will promote adequate nutrition of their children.
KEYWORDS: Nutritional Knowledge, Attitude, Infant Feeding, and Practices

The state of Records Management in Katsina State Secondary Schools: challenges and way forward

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GICLEAP1701059

ABSTRACT
Record keeping is one of the most important aspects of school management. Ineffective record management leads to lack of trust, misunderstanding, and inefficient secondary schools governance, while effective record keeping helps to ease information dissemination and enhance accountability among secondary school administrators and other management staff which are indicators of good governance. Effective record keeping in most Nigerian secondary school is facing very serious challenges which include transfer of records staff without replacement, carelessness in handling school records, absence of modern storage facilities, inadequate storage space, presence of bulky materials for records, lack

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	of experience in handling school records among others. This study wants find out the state of records keeping in public secondary schools Katsina state, Nigeria. The descriptive research design was used for this study; six schools were selected from ten secondary schools within Katsina metropolis. Questionnaire was used as an instrument for data collection. Sample sizes of fifty four respondents from both schools were used. The finding of the study revealed that government schools in Katsina stat rely on traditional means of keep records such as in file cabinet lock up in stores despite advancement in electronic means of record keeping. The study also revealed that secondary schools in Katsina state do not have qualified staff to manage school records. The study therefore recommends that records management policy should be made available to all staff in charge of handling records; Government should assist secondary schools to convert all their paper records into electronic, only qualified staff should be employed to handle records management in schools and government should provide schools with modern storage facilities for update record keeping.
Sarah Schmidt **GICLEAP1701062**	**Education for Global Citizenship** **Sarah Schmidt** **Coordinator Global Initiatives** **Kent State University at Stark** **Ohio, USA** **BathiKasturiarachi** **and** **Assistant Dean for Academic Affairs** **Kent State University at Stark** **Ohio, USA** **ABSTRACT** A transformation of education is required to meet the needs of an evolving global community. A reformation of knowledge dissemination, student learning, and classroom assessment is required to make education transformative. The global youth are seeking a revolution of the mind; one that supports dialogical methods over banking and pluralism over traditionalism. The renewal of contemporary education has already begun; with bold and innovative approaches that focus on experiential learning, dialogical learning techniques that uncover the richness of discovery, and cooperative learning that integrate diverse students. Education for global citizenship creates a foundation of critical thinking to guide the progressive trajectory of the collective international worldview. A cooperative and dialogical learning process leads to best practices where the momentum for reform in education is driven at the bow by two fundamental questions: 1) what is effective teaching? and 2) how do we measure student success? Any effort to answer both these questions must rely on the support of technology at the stern. Outstanding pedagogical practices take into account the environment in which learning occurs as well as the realities of history. This paper covers the theoretical underpinnings of dialogical learning, covering examples of how evocative teaching occurs in language study, humanities, and science and mathematics. Because students spend more time outside of class than

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	in class, our focus will be on assessment techniques that measure competence, self-confidence, and global preparedness of students. Keywords: dialogical learning, cooperative learning, experiential learner, assessment, global awareness
Samuel DunsinOjo **GICLEAP1701063**	**Reality-Check For Flexibility Check: Assessing Open Distance Learning Status Among Nigerian Minors** **Samuel DunsinOjo** **University of Abuja, Centre for Distance Learning and Continuing Education, Nigeria** **ABSTRACT** **It is not gainsaying that education has significantly moved away from four-wall classroom. Technological innovations are being deployed to break barriers of TIME, DISTANCE, and LOCATION etc. in education. Little wonder NUC massively advocate for distance learning in Nigerian universities.** **This research paper seeks to assess the sustainability of this new trend in education in Nigeria as regards the students. It seeks to examine various students' requisite skills, materials and peculiarities requires for this new trend of education. It tends to identify various challenges current Nigerian distance learners might be facing in this new system of education and how the concerned institutional bodies could flexibly factor these issues in designing Nigerian Social-friendly distance learning programmes.** **The research instrument used for this study is questionnaire which comprises of various questions carefully structured to assess distance learning students of University of Abuja as touching their current technical skills, financial capacities, socio-economic status among others. This research identifies challenges on 'Statorial' basis; it identifies the challenges from State to State within Nigeria. These and many factors are examined in this study to give an overview deliverables which could help to design/develop distance learning programmes that will be Nigeria-friendly considering her peculiar nature. The statistical method used in analysing the results gathered from respondents is Simple Percentage.** **The results of this paper identify various areas in distance learning that require local adaptation and not absolute absorption. It unravels heights that are still not yet attained in Nigerian distance learning and identifies strategies towards attaining them for excellent distance learning practices.** **KEY WORDS: DISTANCE LEARNING, NIGERIAN UNIVERSITIES, NUC, EDUCATION**
Ongek Margaret **GICLEAP1701064**	**Privatization Of Public Higher Education In Africa: Implications For Private Sector Universities In The Context Of Sustainable Development** **Ongek Margaret** **School of Education, Department of Curriculum, Instruction and Educational Media. University of Kabianga, Box 2030 -20200 Kericho, Kenya.** **ABSTRACT** **This article explores the implications of privatization of public higher education for private sector universities in the context of sustainable development in Africa.**

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	The paper is divided into three sections. The first section chronicles the development of privatization of public education and private university education in Africa. The second section discusses the reciprocal and reactive adjustments made by private sector universities in the wake of privatization of higher education in public universities. The last section examines the implications of privatization of public higher education and private universities' adjustments upon sustainable development in Africa. Key Words: Privatization, Public Higher Education, Private Sector Universities, Sustainable Development
Abhishek Chaturvedi **GICLEAP1701065**	**Storytelling as a Learning Method in Biochemistry: Perception of undergraduate medical students** **AbhishekChaturvedi,** **Department of Biochemistry, Melaka Manipal Medical College (Manipal campus), Manipal University, Manipal- 576104, Karnataka, India** **abhishek.chaturvedi@manipal.edu** **Angie Thong ErnChee,** **MBBS student (5th semester), Melaka Manipal Medical College (MMMC), Manipal University, Manipal-576104, Karnataka, India.** **ShamandJeyaPragash,** **MBBS student (5th semester), Melaka Manipal Medical College (MMMC), Manipal University, Manipal-576104, Karnataka, India.** **LaeyviniaRamachandran,** **MBBS student (5th semester), Melaka Manipal Medical College (MMMC), Manipal University, Manipal-576104, Karnataka, India.** **Sui Huey Ying,** **MBBS student (5th semester), Melaka Manipal Medical College (MMMC), Manipal University, Manipal-576104, Karnataka, India.** **Tung Qian Ying,** **MBBS student (5th semester), Melaka Manipal Medical College (MMMC), Manipal University, Manipal-576104, Karnataka, India.** **ABSTRACT** **Background: Storytelling can be of importance in the learning process as it shares human experiences. It has been used extensively as a means of communication to convey morals and key messages. It is a popular method used by educators to enhance the learning process of students. The objective of this study was to determine students' perception of storytelling as a method of teaching-learning biochemistry for year I MBBS students of Melaka Manipal Medical College, Manipal Campus.** **Methodology: A cross-sectional study was done involving 188 first year MBBS students (Batch 33) of Melaka Manipal Medical College (Manipal Campus), Manipal University. A topic of Biochemistry (Parkinsonism) was taught in the**

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form of a story to make the learning enjoyable. A questionnaire consisting of 12 closed ended questions and 01 open ended question was prepared, peer-reviewed, validated and administered immediately after the topic was taught to understand the students' perception on storytelling as a teaching-learning method.

Result: Out of 188 students, 179 (95.21%) students responded to the questionnaire. Though 112 (62.57%) students experienced story telling as a learning method for the first time, 169 (94.41%) students opined that this approach helped them make learning process in biochemistry enjoyable. 144 (80.45%) students agreed that this method made biochemistry subject easily understandable. 149 (83.24%) students opined that this method enhanced retention of relevant information and 174 (97.2%) suggested this method to be considered in the teaching-learning process.

Conclusion: The present study revealed that undergraduate medical students favored inclusion of story telling as a teaching-learning method along with other methods as it contributes to understanding and retention of the concepts of biochemistry.

Ould Si Bouziane Sabria
GICLEAP1701067

The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language, Teaching Center of Mostaganem University, Algeria

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The Intensive Language Teaching Center, Faculty of Foreign Languages and Literatures, AbdelhamidIbnBadis University, Mostaganem, Algeria

ABSTRACT
Language learning strategies (LLSs) have been the focus of an enormous number of foreign language studies. However, many researches in this field have not been thoroughly examined especially in relation to the writing skill. For this reason, the current study investigates Strategy Based Instruction (SBI) implementation in the writing skill, particularly for students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria , to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students 'awareness of the strategies use, identify them and provide opportunities for practice and self-assessment. Students are, then, tested before and after applying SBI that encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. To collect data, students' writing samples are analysed based on five checklist assessment rubrics: focus, content, organization, style and conventions. The results showed that there was a significant difference in all students' writings after integrating SBI.
Keywords: Learning strategies, SBI , the writing skill

Kian Pishkar
GICLEAP1701068

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

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ABSTRACT
In teaching-learning processes, drama method has some positive effects. This study tries to consider one of the main concerns of language learners which are how to improve their speaking components such as oral fluency, accuracy, and communication. The research reported in this study explored which variables of the two selected texts of modern English dramas can effect on students' fluency and distinguish fluent from non-fluent L2 learners. This study was designed as a true experimental research and data of this research have been gathered from 60 EEL students of English language and literature Hormozghan University I.R. Iran. The data were the recorded speaking transcripts which were analyzed by Praat software to see the progress after four-time (10 weeks) treatment was given. The factors which were considered were the numbers of filled and unfilled pauses in each narration, the total number of words per minute, mean Length of utterance, and number of stressed words. The results were compared and their temporal and linguistic measures were correlated with their fluency scores and this revealed that the speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores and speaking fluency of the students increased in some areas after they studied and learnt these presented texts which were taught to the treatment group, and proved that by using of the texts of dramas in EFL classes the students speaking fluency increased in some areas as shown by the improvement on their ability of fluent communications, and vocabulary in any oral interactions, but the students' accuracy of speaking decreased in some areas.
Keywords: Modern English Drama, Fluency, Accuracy, Speaking

Technology Driven Differentiation Science Instruction

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GICLEAP1701069

ABSTRACT
This study aimed to develop a vision for the implementation of differentiated instruction in science by using technology, The results showed that, technology was enhance differentiated instruction, because the diversity of technology tools and programs. also has been shown that the use of technology in Differentiated instruction requires science teacher hiring (TPACK) model (Technological Pedagogical content Knowledge) regarding the interrelationship between content, teaching and technology. Technology also help in terms of differentiation instruction of science in identifying students interests, and the degree of readiness, along with the appropriate learning patterns for each of them, the study recommends science teachers training on the implementation mechanisms the differentiated instruction by technology, and sensitize them to (TPACK) model, and increase opportunities to included in the science curriculum.
Key Word: Differentiation Instruction, Science Teaching, Technology, (TPACK)

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Olatoye Rafiu Ademola **GICLEAP1701075**	**Effect of Teaching Using Charts, Real Specimens and Videos on Secondary School Students' Achievement in Mammalian Skeletal System Concepts** **OLATOYE, RafiuAdemola (Ph.D.)** **Department of Science Education,** **Faculty of Education,** **Federal University Dutsin-Ma, Katsina State, Nigeria.** **ABSTRACT** **Low performance of students in biology has been reported by many researchers. This is attributed to different factors, among which lack of adequate and appropriate instructional materials is one. Instructional materials help both the teacher and the learners in teaching-learning processes. The study investigated the effect of teaching using charts, real specimens and videos on secondary school students' achievement in mammalian skeletal system concepts. Charts, real specimens and videos were used to teach the experimental groups while lecture method was used to teach the control group. A 4X2 pre-test, post-test quasi-experimental design with control group was used in which a hundred and twenty randomly selected Senior Secondary School II (SSS II) Biology students were drawn from four schools. An instrument developed by the researcher Mammalian Skeletal System Achievement Test (MSAT) was used for data collection. The reliability coefficient of MSAT was 0.796. The data was analyzed using Analysis of Co-variance (ANCOVA) and Scheffe post-hoc test analysis. The findings of this study show that there is significant main effect of treatment on students' achievement in mammalian skeletal system concepts [F3, 111 = 10.489; p< 0.05]. Hence, students performed significantly at different levels in the four groups. The findings also indicate that there is no significant interaction effect of treatments and gender on students' achievement in mammalian skeletal system concepts [F3, 111 = 1.013 p> 0.05]. Real specimens and videos are the best instructional materials that can be used in teaching; they tend to raise the students' achievement. It is therefore recommended that teachers should develop the technique of integrating different types of instruction materials especially real specimens and videos into their teaching. Educational training programmes should be made available for teachers, which will help to improve their competencies and skills of effective utilization of instructional materials.** **Key Words: Charts, Real specimens, Videos, Achievement in science, Mammalian Skeletal System**
Mohammad Jamali **Tazeh Kand** **GICLEAP1701077**	**A model for designing e-learning curriculum based on Web 2.0** **Mohammad Jamalitazehkand,** **PhD student, curriculum studies in higher education, shahidBeheshti University.** **Kouroshfathivajargah,** **Professor, curriculum studies, shahidBeheshti University.** **Mahboubeharefi,** **Associate professor, curriculum studies, shahidBeheshti University.**

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ABSTRACT
The present study aimed to identify and explain the components forming a framework that used for designing Web 2.0-based e-learning curriculum. In this study, a qualitative method with a phenomenological approach was used. The participants were 11 people selected by purposeful sampling among administrators, faculties, E-learning experts and curriculum specialists. Data collected by using in-depth interview and analyzed by Strauss and Corbin systematic approach that includes three levels of open, axial and selective coding. Results show that 91 basic conceptual codes extracted. They classified as 10 main categories, including: Drivers, basic principles, learning theory, goals, content and learning experiences, teaching and learning strategies, assessment 2.0, agents, learning environment and practical strategies. The relationships between these components were drawn in the form of the conceptual framework.
Key words: Web 2.0, curriculum design, E-learning

Mehrdad Zarafshan
GICLEAP1701080

Self-Determination in English-Language Learning: A Study of Undergraduate Students at Bandar-Lengeh Islamic Azad University

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ABSTRACT
Motivation is one of the factors significantly correlated with either success or failure in the second/foreign language learning. Highly-motivated learners find their language learning more successful than those with low motivation. Therefore, this study aimed to investigate the degree of self-determination (intrinsic and extrinsic motivation) of undergraduate students in English language learning and to find out the effective factors contributing to the differences of degree in intrinsic and extrinsic motivation. The subjects were 150 undergraduate students at Bandar-Lengeh Islamic Azad university. The findings revealed that of the intrinsic factors, the" value-usefulness" was the most motivating factor perceived by undergraduates students in English-language learning. Of the extrinsic factors the performance goal was perceived as the most influential factor on their motivation in English-language learning. In conclusion, the undergraduate students were more extrinsically than intrinsically motivated to learn English.

Ariba Zainab
GICLEAP1701081

Assessing the Effectiveness of Oral Communication in Compulsory English Syllabus at Undergraduate Level

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ABSTRACT
In today's global world, the dominance of English cannot be ignored and denied since English is the most common language spoken everywhere. High quality jobs demand good understanding ability and speaking in English. Therefore, it is

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important to equip students with good oral communication skills. This can only be achieved if the curriculum and syllabus expose learners to the target language i.e. English. The focus of this research is on evaluating and assessing the effectiveness of speaking component in Compulsory English syllabus at Undergraduate level in Aligarh Muslim University. The syllabus here refers to both, the syllabus documentation, that is the present syllabus, and its implementation in the classroom. Assessing the oral communication unit in the syllabus helps to find out its communicative effectiveness and reveal the strengths and weakness on the curriculum activities: content, materials, objectives, teaching and testing of the syllabi. In this study, instruments such as observation, syllabus evaluation, and examination papers were administered. The observed data was analysed using mean. This paper intends to achieve two objectives. First, from a theoretical point of view it sets out to examine the content of speaking syllabus and practices in the teaching of oral communication. Second, from an empirical perspective this study intends to provide an assessment of the question paper vis-à-vis the syllabus.

Key words: Compulsory English, Assessment, Oral communication, Syllabus, Evaluation, Question paper

Motivation in Learning Foreign Language

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ABSTRACT

English Language has served as the working language which unites speakers from all over the world. With increased in literacy, more people have access to learning English and are able to communicate effectively in English. With globalization, the world has opened up to facilitate global partnership. In this borderless world of globalization, language serves as an important unifying agent. This role could be carried out by English Language. However, there is an ever increasing interest in learning foreign language. What would be the motivation for learning a foreign language? Most people would have learnt English and their Mother Tongue early in their schooling years. However, despite the challenges that come with learning a language, many are still seeking to learn a third or a foreign language. This study looks at the motivation for learning a foreign language among undergraduates. The findings of the study would help educators to re-look at their curriculum. It would also help educators to understand how students perceived the value of languages. For this study, data is collected among undergraduates who choose to learn foreign languages as their electives. The students have no previous knowledge of the language. The objective of the study is to ascertain the motivation behind one's decision to learn a foreign language. Why do people want to learn a foreign language? How do students choose the foreign language which they want to learn? How do students perceived the role and functions of a language.

Keywords— motivation, foreign language, learning, teaching and globalization.

Theoretical and practical comparison of creativity in Iranian and Japanese teachers' classes

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GICLEAP1701084

ABSTRACT
The aims of this project included the theoretical and practical comparison of creativity in Iranian and Japeanese teachers' classes. The research method in this project is a case study with a form of qualitative descriptive research. interviews were on a sample of 7 Iranian teachers- 3 in junior high, 2 in high school and 2 in elementary school- and 4 Japanese teachers- 2 in high school and 2 in elementary school Iranian and Japanese teachers in the field of creativity in a comparative way and their interaction with other phenomena in the educational systems was studied. The similarities and differences between the theoretical and practical areas on one another were also analyzed. There are great similarities between Iranian and Japanese's theoretical ideas related to creativity. This study shows that there are significant differences between the two groups from a practical dimension.
Key words: creativity, creative techer, creative student, education, Iran, Japan

The current perception that Bangladeshi parents have about their children's education and its impact on their future: a case study of Daudpur

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GICLEAP1701086

ABSTRACT
This research has been done to find out the current perception of Bangladeshi parents about their children's education. Most of the parents in the rural area are not conscious about their children's education. Moreover, parents neither have the ability to invest sufficient amount of money for their children's education nor do they consider education as a resource. Parents, as well as the larger society, pressurize the young adults to contribute to the family income; that means, the students are dropping out from their educational institutions. As a result, learners are being fixed within a short educational journey because of external infringing factors. So, they think the Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) is enough for their adult children. As a consequence of this, those dropped-out-learners are more passionate about leaving out the country or they intend to engage in work to contribute to the family earnings. This perception of both the parents and the society create a strong effect on the young talents of Bangladesh. Giving up education, they are, in fact, getting nowhere either in our country or abroad. They are engulfed in frustration. This study uses a mixed method approach- for the qualitative data collection; I use an autoethnographic approach, survey and interviews. Parents, students, teachers, Thana Officer (TNO) and District Education Officer (DEO) will be interviewed for this study. This research will help parents, teachers and the authorities of the Ministry of Education to ensure the value of education for the primary learners.

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Ali Nawab
GICLEAP1701089

Effective Continuing Professional Development For Teachers In Rural Pakistan

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ABSTRACT
This paper reports the findings of a research study conducted to explore the perceptions of key stakeholders on effectiveness of continuing professional development for teachers in rural Pakistan. Using a qualitative case study and grounded theory as analytical framework, data were collected from teachers, school leaders, professional development (PD) providers and educational managers. The analysis of data revealed that the existing continuing PD programmes offered for teachers in rural Pakistan are not fully informed by the contextual realities and the real needs of teachers. PD providers usually implement their own agendas and models with the assumption that what works in one context can also work in another context. It is suggested that PD providers need to analyse the needs of teachers and then design PD programmes based on the need analysis. Otherwise, in its current form, the existing PD programmes are less likely to impact the practices of teachers.
Keywords: Continuing professional development, Grounded theory, Rural Pakistan,

Dr. Bibhya Sharma
GICLEAP1701090

Science Teachers Accelerated Programme: A New Cohort-Taught Pedagogical Model in Science for Higher Education

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ABSTRACT
A new cohort-taught model in higher education known as the Science Teachers Accelerated Programme (STAP) has been designed which serves to upgrade the qualifications of secondary school teachers teaching science in the Pacific through an accelerated Bachelor of Science programme. The design impinges on a tripartite partnership between a higher education provider, a regional government and its science teachers. The paper describes the model in detail with its three-gear conceptual framework. The model is envisaged to have a scaffolding effect in the education sector as a mobiliser of societal change. Basically, a wide adoption of the STAP model would ensure greater numbers of qualified science teachers in the region who would produce high numbers of good science students, thus feeding increased numbers of quality science students into mainstream science at tertiary level. Therefore, increasing the number of science graduates returning home to serve their communities.
The model was first implemented in June 2014 through a partnership between the University of the South Pacific, the Government of Samoa and a cohort of 60 science teachers in Samoa, garnering a progamme completion of 86.4% in 2016. The successes of this cohort taught science model are highlighted in this paper with evidences of significantly higher pass rates and better quality of grades

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Dzhemilev Enver Ruslanovich **GICLEAP1701091**	compared to the traditional and recently more flexible delivery modes. Timely interventions and adaptive works were introduced from periodic survey results, cohort and stakeholder feedback, diagnostics, and an array of measures of success and participation in courses and associated support services. These learnings have been documented as useful lessons and recommendations for similar cohort-taught programmes. While the Government of Samoa is implementing a second cycle of STAP, the University of the South Pacific is extending the model to other regional countries including Tonga, Vanuatu and most probably Solomon Islands, in 2017.

The Method Of Formation Of Scientific And Creative Cooperation Among Students Of Engineering Specialties

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ABSTRACT
To form the professional skills of the student - an important factor of the success of his practice. Professional skills based on the moral and psychological qualities of a specialist. Gaining knowledge, skills must be combined with the formation of the student's personality. This led to the need to find alternative methods of training of mining engineers. Preparation and protection of abstracts - one of the areas of work of the students were used. Reports prepared in the form of training videos. For the preparation of educational films were formed working groups. Initially distributed responsibilities of the participants of the working group. Studied recommended by teacher literature, discussed the script and technical support was considered. In the final work, students carry out installation, sound and music for the film. Thus, one of the most important features of creating educational film is the individual work of teachers and students and the organization of their activities. Of great importance for effective results have individualization of student activities in the group, the creative potential of each participant, the right choice of the scope and method of implementation of the teaching and research work. However, the elements of uncertainty and unforeseen situations can be successfully overcome with the creativity of participants to solving problems. Performance of work accompanied by an individualization of the activities of its members, in which conditions are created for the heuristic approach to solving this problem, the manifestations of creative abilities of participants and the successful application of knowledge in unconventional situations. However, intense, requiring coordination and extends beyond the students professional training activities can only be effective when they are coordinated and consistent work as a team. It should also be noted that,

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despite the high motivation of each of the team members, it is usually detected informal leader, ready to take on the role of coordinator of the group and solving problems that arise in unexpected situations. Experience in both individual and collaborative work effectively in a team, a leader in the identification of an interim group, according to students, is one of the major used in the subsequent acquisitions at work on the training film.

Thus, when creating a film school students show the ability to integrate information from different areas of knowledge for the task.

Keywords: students, training, development, script development, educational film, coping strategies, anxiety.

Chitra Devarajan **GICLEAP1701095**	**Children's Understanding of Social Science** **Rishabh Kumar Mishra** **Assistant Professor** **Mahatma Gandhi Antarrashtriy Hindi VishwVidyalay, Wardha India** **ABSTRACT** Recent shifts in the theories as well as practice establish the fact that the children are not just passive receiver to be fulfilled with transmitted knowledge. The children are active agent of their socio-cultural milieu. They engaged actively with the contexts and construct meaning through and with it. However the prevailing practices in social science classrooms treat it as 'misconception' or 'alternative conceptions' to be removed or to be transformed. The assumption upheld by the social science teachers create an invisible hierarchical relation between school knowledge and everyday knowledge where school knowledge enjoys a supremacy of being an accepted, validated and robust form of knowledge. The paper tries to challenge this assumption by exploring the nature of everyday knowledge of children with reference to concepts in social science. The study is conducted under the qualitative paradigm of research through ethnographic tools. The participants of the research come from marginalized communities. The paper reports that everyday knowledge of the learners is prototype of social beliefs, practices and stereotype. It reflects the social reality and relationship. The paper also discusses pedagogical implications of the children's everyday knowledge in social science.
Marwen Ben Alkilani **GICLEAP1701096**	**Mobile Assisted Language Learning in "English Clubs"** **In Tunisia: Gamification as a tool** **Marwen Ben Alkilani,** **PhD student** **ABSTRACT** This study looked at the use of "gamification" in extracurricular educational opportunities to learn the English language in Tunisia. Its aim was to investigate the extent to which learners' (from primary school level) English language skills are evolving during MALL sessions ("gamification" sessions) in English clubs. "Android Application Evaluation" and "Club-room Observation" were used as data collection tools. Moreover, ten groups of four learners; from primary school, were followed over ten MALL (gamification) sessions. In this study, three Android educational games (AEG) were used: "Poptropica English (VOC) word

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	games", "Educational games for kids" (two English Language Learning games) and "Kids Math" (an educational game which is designed to teach the basics of mathematics). The observed groups were divided as follows: six groups of beginner EFL learners (from the fifth grade) with teacher intervention, two groups of EFL learners (from the fifth grade) with no intervention. These eight groups used "Poptropica English (VOC) word games" and "Educational games for kids". The last two groups were with non-linguistic intervention. They utilized "Kids Math". The results show that learners' are motivated to learn the English language outside classrooms. Moreover, their vocabulary and grammar levels evolve whether language is the focus of the teaching/learning process or not (i.e. In the two groups with non-linguistic intervention, the researcher used "Kids Math". It is designed in English). In the light of these results, the researcher makes several pedagogical recommendations. Teachers' knowledge about MALL should be updated. Moreover, instructors' intervention is indispensable due to the learners' age and needs (for many students, instructions are not understandable). In addition, an application (i.e. An Android educational game) cannot, by itself, be sufficient. Thus, teachers should also vary the teaching materials according to the context of the MALL session. Keywords: ELT, MALL, LCA, ELLApps, gamification, Android Educational Games (AEG), game-based learning, edutainment.
Abdullah M. Almutawa **GICLEAP1701098**	**Evaluation of Blended Learning at Higher Education: A Case Study** **A.M. Mutawa** **Computer Engineering Dept., Kuwait University, Kuwait,** **ABSTRACT** Higher education institutions have been challenged by major changes in their environments and new trends in technology-supported teaching, and new approaches in designing their curriculum. Blended e-learning is a combination of traditional class room learning and online learning that includes some of conveniences of online courses without losing face to face contact. This paper presents the point of view of instructors implementing Blended learning at the college of Engineering and Petroleum at Kuwait University, as well as the challenges facing them and needed skills to better utilize the experience. Technology Acceptance Module (TAM) was used as a framework to test the acceptance of college instructors to a Moodle Learning Management System (LMS) platform called Online Course System (OCS) that is provided as a service to all faculty members. Keywords: Blended Learning, skills needed, e-learning, LMS, case study, engineering.
Christopher M. Harrington **GICLEAP1701099**	**Continuous Improvement- How Faculty Can Support Both the Academic and Non-Academic Undergraduate Accreditation Process in Five Easy Steps.** **Christopher M. Harrington,** **J.D., Department Chair, Liberal Arts and Business Education, United States Department of the Interior, Bureau of Indian Education, Southwestern Indian Polytechnic Institute**

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ABSTRACT

This presentation discusses the role of faculty in assisting in the assessment process for both the academic and non-academic programs. Most accreditation bodies require institutions to show not only evidence that students graduating from their academic program have a proficiency of the learning outcomes, but that the institutions can show continuous improvement of all academic and non-academic programs and thus be able to make data-driven decisions. Accreditation bodies look to the faculty to set forth the basis of continuous improvement and therefore faculty participation must be the driving force of accreditation.

Using the work done at Southwestern Indian Polytechnic Institute (SIPI), a National Native American Community College funded by the United States Congress, the presentation will go over the 5 easy steps to academic assessment used at SIPI which include: 1) Drafting an Assessment Plan; 2) Collecting Data; 3) Analysist and Interpreting Results; 4) Reporting; and 5) Acting on Results (or" Closing the Loop"). Looking at the entire assessment process, the presentation will discuss how both academic and non-academic programs will first need to start with looking at the program's mission and then analyzing the goals and learning outcomes of each program as they fit into the mission. The presentation will then cover how to establish learning measures (both direct and indirect) and to set targets to analyze your student artifacts.

Finally, the presentation will cover non-academic assessment process, using the same 5 steps as above, but using performance objectives in lieu of learning outcomes and looking at the assessment cohorts as the overall community clients to the programs, not just students. Non-academic assessment of provost and department chair offices, as well as the academic support offices are becoming important programs that accreditation bodies are looking at for assessment purposes as well.

Keywords: accreditation, academic assessment, non-academic assessment.

The Factors That Contibute To The Difficulty In Identifying The Arabic Masculine And Feminine Nouns Among The Engineering Students At University Of Malaysia Pahang

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ABSTRACT
Arabic is becoming an increasingly popular choice foreign language learners. More and more local and private universities are offering Arabic Language

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Subject. Errors made by second / foreign language learner occur when the learner has not learned some of the language items then consistently gets them wrong. Some experts see as normal errors unseparated part of the language learning process, while others consider them as a form of deviation which shows the learner's failure to apply the language system. The sources of errors may come from interference (learner's first language influence), the target language complexity, or teaching and learning system. Skills to recognize and use the word gender is critical to produce the correct and appropriate sentences. This study aims to investigate the factors the student demonstrations that interfere with their performance in identifying the gender of Arabic nouns. This study used a qualitative approach and descriptive by using questionnaires, interviews, and simple test papers exam as the instrument to explore what are the factors that hindered them to perform well in the test. The studies performed on 120 engineering students of University Malaysia Pahang who are taking Arabic language courses (Beginner). Students are selected based on the study of Arabic in semester 1 Semester 2 2015/2016 and 2016/2017. This review takes 12 months to complete. Finding and discussion of this study is open to the pertinent parties such as lecturers, language teachers, students to make decisions for the learner's improvement in their Arabic Language Learning.
Key words: Arabic Language, Noun, Masculine and Feminine, Interference

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Armin Mahmoudi
GICLEAP1701105

Play Therapy over Children's Aggression and Anger Management

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ABSTRACT
Aggression and anger threaten children's psychological health. Thus, it is fully urgent to find a way enabling children express his excitations in a way other than verbal expression. Consequently, play therapy can be a means of expression for children, and in this research, the effectiveness of children's play therapy and anger management in pre-school centers of Yasooj have studied. Fulfilling this objective, 30 students of pre-school centers were selected based on random sampling and they were divided into two 15-member groups of control and experiment. To measure the research variables, questionnaires about children's anger and aggression were used. Therapeutic sessions were held through 10 forty-five-minute sessions (3 sessions a week). Analyzing the results using Covariance Analysis demonstrated that play therapy could significantly reduce anger and aggression of children in the experiment group and in the post-experiment level comparing to the previous level ($p<0.05$). Results of this study recommend paying attention to concrete remedies based on play therapy as one of the variables effective on efficient change over children affected to anger and aggression.
Keywords: play therapy, children's aggression, anger

Prof. Bithika Dasgupta Sarkar
GICLEAP1701106

Remedial Teaching : Chaallenge Or Reward

Prof. BithikaDasguptaSarkar

ABSTRACT

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	To remedy means to cure against a defect. Therefore, Remedial Teaching offers solution to improve the performance of the underachievers. It provides instructional correctness - a process of filling in the gaps in the process of learning, a process of removing distortions that have crept into students' learning. It is a type of instruction through which errors are corrected and repetition of earlier flaws is prevented. It is an instructional effort to upgrade underachievers by removing their performance errors. Remedial Teaching involves : 1. Counselling (individually or in small groups in a large class) 2. Observing, diagnosing ,curing and evaluating performance, 3. Working purposefully and intensively with the students, 4. Acquiring requisite skills for dealing with learning problem disorders, 5. Providing updated and adequate information to the learners. In this study, we will concentrate on the learners' performance in English as Second language (ESL), particularly in language skills (LSRW). KEY WORDS / PHRASES : Diagnosing, counselling, evaluating performance .
Narjis Unar **GICLEAP1701107**	Investigating the Issues and Challenges Pertaining to New Teacher Education Programs in Pakistan NarjisUnar, Shah Abdul Latif University, Khairpur – Pakistan Ghulam Ali Mallah Shah Abdul Latif University, Khairpur – Pakistan ABSTRACT The teacher education has recently acquired tremendous importance in our national education system because it has increasingly been realized that performance of educational institutions can be improved with teachers who have received sufficient pre-service training. The study focuses the investigation of the major issues & challenges facing Pakistan in Teacher Education. To analyze the efforts in policy perspectives for progress in teacher education; To investigate the issues and challenges pertaining to teacher education in Pakistan; and To suggest certain measures to deal with the issues and challenges of teacher education, are three major questions which are addressed. The study is qualitative in nature because open ended questions are asked from experts and educationists. In the light of opinions of respondents the study identifies the lack of adequate policies, lack of cooperation & collaboration among concerned departments, inadequate curriculum and lengthy duration of B.Ed. (Honors), inadequate assessment system of B.Ed. (Honors), no job security for trained graduates, and the roles of provincial apex bodies; teachers' education authority etc. and teacher training institutes were not clear or well-aware since the 18th amendment. The study recommended that specific curriculum and assessment. Keywords: Teacher Education, National Education Policy, NACTE, Pre-service Training, Qualitative Data Analysis.
JolantaLasauskiene **GICLEAP1701055**	Children'S Singing: Reflections On A Vocal Teaching In Lithuania And Taiwan

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ABSTRACT
The aim of the presented research is to compare children's singing and vocal teaching development in Lithuania and Taiwan. Singing is the most noticeable feature of musical culture of the nation. Seeking the continuity of traditions of teaching singing, the nurturance of children's singing in various countries is considered to be one of the key objectives of music education. Therefore, the research teams from Taiwan and Lithuania have decided that the importance of the development of a child's voice requires more attention and special research has to be carried out on this topic. A cross-cultural aspect of this research would have a great and positive impact as it would allow researchers to highlight the tendencies, similarities and differences in development of children's singing skills in musical education classes of different countries. In total 150 6-8 year old children took part in the research (testing): 75 children in each age group were tested in Lithuania and Taiwan. The abilities to control the singing voice were evaluated applying the methodology "The Children Singing Voice Measure" (CSVM). The data analysis and conclusions were based on the results of testing indicators. It was revealed that the ability of 6-8 year old children to control the singing voice range is insufficiently well-developed. The article was written implementing the international tripartite research project (No. TAP-LLT-14-016).
Keywords: Children's Singing, Development of Singing Voice, Vocal Teaching

Children'S Singing: Reflections On A Vocal Teaching In Lithuania And Taiwan

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ABSTRACT

The aim of the presented research is to compare children's singing and vocal teaching development in Lithuania and Taiwan. Singing is the most noticeable feature of musical culture of the nation. Seeking the continuity of traditions of teaching singing, the nurturance of children's singing in various countries is considered to be one of the key objectives of music education. Therefore, the research teams from Lithuania and Taiwan have decided that the importance of the development of a child's voice requires more attention. In total 150 6-8 year old children took part in the research (testing): 75 children in each age group were tested in Lithuania and Taiwan. The article was written implementing the international tripartite research project "Coordination between Musical Hearing and Vocal Apparatus of 6-8 Year-Old Children during the Process of Singing: Comparative Study in Latvia, Lithuania and Taiwan" (No. 96-2923-B-00x-00y; TAP LLT-04/2015).
Keywords
Children's Singing, Development of Singing Voice, Vocal Teaching, Music Teacher

Technology Driven Differentiation Science Instruction

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Dr. Mohammed salameh Al-Rsa'I
GICLEAP1701069

ABSTRACT

This study aimed to develop a vision for the implementation of differentiated instruction in science by using technology, The results showed that, technology was enhance differentiated instruction, because the diversity of technology tools and programs. also has been shown that the use of technology in Differentiated instruction requires science teacher hiring (TPACK) model (Technological Pedagogical content Knowledge) regarding the interrelationship between content, teaching and technology. Technology also help in terms of differentiation instruction of science in identifying students interests, and the degree of readiness, along with the appropriate learning patterns for each of them, the study recommends science teachers training on the implementation mechanisms the differentiated instruction by technology, and sensitize them to (TPACK) model, and increase opportunities to included in the science curriculum.
Key Word: Differentiation Instruction, Science Teaching, Technology, (TPACK)

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 Özge Sultan Balıkçı **GICLEAP1701076**	**Feeding Behaviours of Children With Autism in Turkey** **Özge Sultan BALIKÇI** **EskişehirOsmangazi University** **MüzeyyenÇİYİLTEPE** **Anadolu University** **ABSTRACT** Over 1% of US children have a diagnosed autism spectrum disorder (Rice, 2013). Eating patterns of individual with autism is also affected by their restricted behaviors. Children with autism demonstrate pediatric feeding disorders highly selective eating patterns by type and/or texture (Ahearn, Castine, Nault, & Green, 2001). Food selectivity or "picky eating" is often observed in young children and a frequent cause for parental concern. Food selectivity is more commonly reported in children with developmental disabilities than in typically developing children, particularly in children with autism spectrum disorders (ASDs) (Yates &Couteur, 2013). Feeding behavours of children with autism are defined as, food selection and high sensivity and food selectivity. Matson, Fodstad, and Dempsey (2009) found that 75.89% of children with ASD in their sample would only eat certain foods (i.e., food selective). Feeding problems are quite common in children, affecting those with developmental disabilities and medical conditions as well as children who are typically developing. The term feeding may result in negative social or health consequences (Laud, Girolami, Boscoe, &Gulotta, 2009). In this study feeding behaviours of children with autism in Turkey will be issued. "Brief Autism Mealtime Behaviors Inventory" (Demand, Johnson and Fokles, 2015; Meral and Fidan, 2014) has been used to evaluate feeding behaviours of children with autism. The result of study showed firstly that children with autism often displayed turning his body away from food. Secondly children with autism showed occasionally reluctance to meals by crying or screaming and disliking to certain foods and not eating them. Thirdly children with autism displayed seldomly splitting out food that they have eaten; disruptive during meals and refusing to eat foods that require a lot of chewing. The other results will be discussed in details in the presentation.
Patricia Williams Boyd **GICLEAP1701078**	**The Great Recession's Forgotten Children:** **Poverty and Community Schools** **Pat Williams-Boyd** **College of Education, Eastern Michigan University** **Ypsilanti, Michigan, USA** **ABSTRACT** During the Great Recession of 2007-2009, confidence in consumer spending, and the real estate market plummeted to new depths while families across the country lost jobs, houses, confidence in themselves and in their schools. By 2011 the National Census Bureau reported 16.4 million U.S. children (nearly 22% of all

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children) were living in poverty and nearly half of them or 7.4 million lived in the underclass, in persistent extreme poverty. Among children of color these rates were even higher than the effects on their white counterparts. The attendant consequences on vulnerable young people were distressing and complexly overlapping. In the context of the Great Recession, this paper addresses the questions: What were these effects? How did students cope with a situation beyond their control? How did it affect families in relationship to their children? How did schools respond to the multiple needs with which they were faced? Using a biopsychosocial lens in an ecological framework which dispels the deficit model, this article will examine the effects the Great Recession had on children and families and the community school's response to these needs.

Key Words: Great Recession, underclass, biopsychosocial lens, ecological framework, community schools

The Rubric Norming Process through the Computing Professional Skills Assessment

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Kevin Schoepp
GICLEAP1701079

ABSTRACT
The prevalence of rubric use in higher education is increasing, where not many years ago mentioning rubrics to faculty members may have brought forth looks of confusion, consternation, or disinterest, today the topic of rubrics can regularly be found as part of faculty development programs, and rubric use as a standard expectation from accreditors. Rubrics are seen as a way to bring to the surface and make transparent the criteria that faculty members value from assignments, which can then serve as both a pre-assignment guide and post-assignment assessment and feedback tool for students. While the use of rubrics can increase transparency and communication between faculty members and students, they can only be effectively shared by multiple faculty members by engaging in a norming session. The purpose of this paper is to describe the process known as norming, calibrating, or moderating rubrics. It is an iterative process in which multiple raters assess samples of student work against the criteria presented in a rubric to establish an accepted level of consistency in marking. It is a collaborative process that requires discussion leading to evidence-driven consensus. Through the implementation of the Computing Professional Skills Assessment, an effective method for rubric norming will be described and suggestions for successful norming will be provided.

keywords- evaluation, higher education, quality assurance, learning outcomes

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The Impact of Caricature Drawing in the Acquisition of Scientific Concepts and Attitudes of the (4th) Grade Students of Basic Education Towards Science

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ABSTRACT
This study aimed to investigate the impact of caricature drawing in the acquisition of scientific concepts and Attitudes of the 4th grade students of basic education towards science. The sample of the study consisted of (162) 4th grade students. The students were divided into two groups: experimental group consisted of (83) students (38) male and (45) female who studied the unit of movement, electricity and heat through the teacher guide which has been designed specifically for the purposes of this study. The second group is the control which is consisted of (79) students (39) male and (40) female. The control group studied the same unit but by the conventional method. All group have studied the same unit for (11) weeks during the second semester of the academic year 2015/2016.
To answer the research questions, two research tools were prepared: the first tool is a scientific concepts test with a reliability value of (0.88). The second tool is a questionnaire designed to measure (4th) students trends towards science with a reliability value of (0.71). Results of the study revealed that there were statistically significant differences at ($\alpha = 0.001$) between the two groups in acquisition scientific concepts in favor of experimental group. The results also showed a statistically significant difference at ($\alpha = 0.001$) between male and female students in favor of female, but the interaction between group and gender (male / female) was not significant. Finally there was statistically significant difference at ($\alpha = 0.001$) between pre and post application of students' attitudes towards science questionnaire in favor of post application for experimental group. The gender has a significant impact on developing positive attitudes towards science in favor of females. Accordingly, the study recommends the use of caricature drawing in order to help students acquisition of scientific concepts and developing positive attitudes towards science.
Key words: Caricature, Science education, Scientific Concepts, acquisition, Attitudes, Basic Education, teacher guide.

Open And Distance Learning And Communication Environments: An Example Of Anadolu University

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ABSTRACT
Open and distance learning, is a process in which learners are apart from each

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other and learning resources in time and/or in location, thereby, their interaction with each other and with learning resources are based on remote communication system. The system reaches millions of people by not requiring to come to the campus, providing equal opportunity to everyone, disabled or abled and removing geographical and regional barriers. Anadolu University Open and Distance Learning System represents the system in Turkey, and keeps developing day by day since 1982 as a mega sized university. Parallel with the rapidly development of the diversity of communication environments are supported with student satisfaction. In this study, after the explanation of learning and communication environments of the system, the results of the questionnaire, obtained from the students who registered in the 2015-2016 academic year, will be discussed. The effectiveness of communication and learning environments will be questioned by interpreting these findings.

Keywords: Open Education, Distance Learning, Communication and Learning Environments.

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Science Teachers Accelerated Programme: A New Cohort-Taught Pedagogical Model in Science for Higher Education

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ABSTRACT
A new cohort-taught model in higher education known as the Science Teachers Accelerated Programme (STAP) has been designed which serves to upgrade the qualifications of secondary school teachers teaching science in the Pacific through an accelerated Bachelor of Science programme. The design impinges on a tripartite partnership between a higher education provider, a regional government and its science teachers. The paper describes the model in detail with its three-gear conceptual framework. The model is envisaged to have a scaffolding effect in the education sector as a mobiliser of societal change. Basically, a wide adoption of the STAP model would ensure greater numbers of qualified science teachers in the region who would produce high numbers of good science students,

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	thus feeding increased numbers of quality science students into mainstream science at tertiary level. Therefore, increasing the number of science graduates returning home to serve their communities. **The model was first implemented in June 2014 through a partnership between the University of the South Pacific, the Government of Samoa and a cohort of 60 science teachers in Samoa, garnering a progamme completion of 86.4% in 2016. The successes of this cohort taught science model are highlighted in this paper with evidences of significantly higher pass rates and better quality of grades compared to the traditional and recently more flexible delivery modes. Timely interventions and adaptive works were introduced from periodic survey results, cohort and stakeholder feedback, diagnostics, and an array of measures of success and participation in courses and associated support services. These learnings have been documented as useful lessons and recommendations for similar cohort-taught programmes.** **While the Government of Samoa is implementing a second cycle of STAP, the University of the South Pacific is extending the model to other regional countries including Tonga, Vanuatu and most probably Solomon Islands, in 2017.** **Keywords: cohort teaching; science; STAP; Pacific; higher education.**
Shyamala Handattu Hande **GICLEAP1701100**	**A Systematic Approach To Design Effective Cases For Problem-Based Learning Through Rubrics** **Dr ShyamalaHande, Professor of Histology, Melaka Manipal Medical College, Manipal University, Manipal-576104, Karnataka, India** **Dr Ciraj A M, Professor of Microbiology, Melaka Manipal Medical College, Manipal University, Manipal-576104, Karnataka, India** **Dr K Ramanarayan, Professor of Pathology, Melaka Manipal Medical College, Manipal University, Manipal-576104, Karnataka, India** **ABSTRACT** **• Research Objectives:** **o To develop a rubric for case designing for Problem-based Learning** **o To use the rubric to design cases for PBL** **• Methodology:** **o Recording of student perception of PBL cases through a pre-validated questionnaire** **o Faculty inputs: Identification of important criteria for writing PBL cases** **o Review and analysis of literature related to PBL cases** **o Identification of important case attributes, structuring the rubric** **o Statistical analysis of pre and post-test questionnaires: chi square test and Fisher's exact test using SPSS ver11.5** **• Findings and Research Outcomes:**

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	o The case construction rubric was designed with FOUR case attributes. Each of the attributes had appropriate descriptors.
	o The rubric was introduced to faculty writing cases for PBL. Cases for PBL were written using the rubric
	o These cases were evaluated by peers blinded to the study
	o Cases were used in PBL sessions
	o The outcomes were measured by recording student perception of PBL cases through case evaluation questionnaire.
	o "The problem stimulates students to formulate various learning issues" showed a p value of 0.003 and 0.040 in two of the PBL cases designed, using rubrics.
	o The overall rating of the quality of PBL case by students increased from 3.19 to 3.89 (on a scale of 1 to 5).
	o Peer evaluation of cases: According to the rubric, cases could be classified as "Weak" (score 1-3), "Adequate" (score 4-7), and "Ideal"(score 8-10), on a scale of 1-10.
	• **Future Scope:**
	o The use of rubrics helped in significantly improving the quality of PBL cases
	o The rubric has provided explicit guidelines for PBL case construction
	o Blinded peer rating of cases ensures quality of the PBL process
	Key words: Problem-based Learning; Rubrics; Case-design
Najwan Fares **GICLEAP1701102**	**Investigating Biology Courses in the Health Sciences at the University Level in Abu Dhabi: Students' Perceptions of the Learning Environment, Adaptive Learning Engagement and Achievement** **Najwan Fares Suleiman** **Science and Mathematics Education Centre, School of Education, Curtin University (Australia)** **ABSTRACT** A deep understanding of biology, goes beyond the memorisation of concepts and facts and involves a steady system of facts, scientific inquisition, concepts and problem-solving ability. Teaching methods can vary between universities within the same country. Whilst education research has provided insights into effective teaching strategies, there is little evidence to suggest that the practice of undergraduate biology teaching in the United Arab Emirates reflects these advances. Within health sciences, there is concern that, if introductory undergraduate biology courses fail to connect students to the subject matter, then students could be deterred from studying a health science major. The overarching aim of this research was to examine whether the learning environment perceptions of students are related to their achievement and engagement, for students in UAE and whether these perceptions differ for male and female students. The results reported in this presentation involve part of a larger, ongoing study and involved the administration of two surveys: one to assess students' perceptions of the learning environment; and another to assess their adaptive learning engagement. The sample included 225 students studying health science across three universities in the UAE. Evidence supported the reliability and validity of the

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surveys (modified from surveys developed in a Western context). While statistically significant correlations were found between the students' perceptions of the learning environment and their adaptive learning engagement, there were no direct relationships between the learning environment and their achievement. Statistically significant differences were found between male and female students' perceptions of the learning environment, adaptive learning engagement and achievement. The findings of the study are likely to be of significance to university educators as they provide insights into the learning environments being created and the adaptive learning engagement of students. Further study needs to be carried out to establish whether there is a relationship between the students' adaptive learning engagement and their achievement.
Keywords:
Learning environment perceptions; adaptive learning engagement; health sciences, university sector.

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

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ABSTRACT

Lexical competence is now considered to be at the core of communicative competence. This is endorsed by psycholinguistic research and corpus linguistics which show more use of chunks than rule-based constructions. The change has been embraced in ELT. Research demonstrates that vocabulary learning strategies make learning more successful but there is a need for training learners in the use of vocabulary learning strategies. This presentation considers what it means to be a strategic language learner in the context of second language vocabulary acquisition. It looks at possible roles for language learner strategies at their crucial intersection with second language vocabulary acquisition. We will first consider what vocabulary learning strategies are as in the literature and which strategies are likely to be a priority in maximizing their benefits in learning vocabulary. Then we will consider how strategies can best be implemented in the classroom. Finally, results from a research project that investigated the effect of training in five vocabulary learning strategies (VLS) on the vocabulary learning of EFL Moroccan university students will be reported.
Key words: Second Language Vocabulary Acquisition, Vocabulary Learning Strategies, Strategy Training, EFL University Students, Word Knowledge.

Improvement of students scientific knowledge in chemistry through specific modelling sequences

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ABSTRACT

Models and Modelling are two associated notions that are usually confused and sometimes need to be clarified especially in the learning process. Indeed, while

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models can be seen as tools at the origin of scientific knowledge, modelling is the process through which this knowledge is built. In the context of teaching sciences, it is commonly observed that student misunderstand the exact role of models and underestimate their limitations. For instance, they often assume that models represent the soul truth, while these last are inherently evolutive. Moreover the important of the modelling process and the model as a concept is not sufficiently addressed in the various curricula. To overcome these misconceptions, a modelling approach is proposed to help 16-17-year-old students acquiring various scientific concepts associated to chemistry such as atomic model, chemical bonding, chemical equation. In this study, specialized modelling tools like experimental activities, have been developed. The active participation of students (n=18) has been achieved through the following activities: observing the experiences associated to the various concepts, modelling the associated results individually or in groups, involvement in guided discussions supervised by the teacher. Moreover, various interactive activities (videos, simulations, voting boxes) have been integrated to help students in their learning process. Students' conceptual understanding of the different scientific concepts was measured using a pre-test and pos-test. The results from the Student's t test indicated that the difference was significant ($p < 0.05$) after the activity. In the light of the results from the test and the written feedback, the teaching sequence allowed students to avoid misconceptions and to overcome learning difficulties. In addition, post activity feedback demonstrated a global positive perception regarding the students work experience.

Keywords: scientific model, process of modeling, teaching

Bathi Kasturiarachi **GICLEAP1701113**	**Education for Global Citizenship** **BathiKasturiarachi** **Academic Affairs, Kent State University at Stark , North Canton, Ohio, USA** **Sarah Schmidt** **Coordinator Global Initiatives,Kent State University at Stark, Ohio, USA** **ABSTRACT** There is a worldwide need to transform the way education is delivered. A reformation of knowledge dissemination, student learning, and classroom assessment is required to meet the needs of anevolvingglobal community. The renewal of contemporary education has already begun; with bold and innovative approaches that focus on experiential learning, dialogical learning techniques that uncover the richness of discovery, and corporative learning that integrate diverse students. The momentum forreform in education is driven at the bow by two fundamental questions: 1) what is effective teaching? and 2) how do we measure student success? Any effort to answer both these questions has to rely on the support of technology at the stern. Outstanding pedagogical practices take into account theenvironment in which learning occurs as well as the background of the student body, making the finest practices, institution dependent. This paper covers the theoretical underpinnings of dialogical learning, covering examples of how evocative teaching occurs in language study, humanities, and science and mathematics. Because students spend more time outside of class than in class, our focus will be on assessment techniques that measure competence, self-confidence,

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	and global preparedness of students. Keywords: dialogical learning, cooperative learning, experiential learner, assessment
YoonesTavoosy **GICLEAP1701115**	**Teaching Grammar through a Three-step Procedure Model** **YoonesTavoosy** **English Language and literature, The University of Isfahan, Isfahan, Iran** **ABSTRACT** 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 descreptive. Teaching grammar has notably been viewed as a critical skill to help learners to practically employ language.Accordingly, this paperattempts 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 ProcedureModel has been developed to fully teach grammar. Mainly teaching tenses and modals at secondary schools, therecommended steps are bound to be asubstitutecourse way for English teachers to teach grammar. Keywords: Techniques and attitudes, Grammar, Practice and consciousness-raising, deductive and inductive approaches.
Surekha Ramachandra Kamath **GICLEAP1701116**	**Student involvement in question setting: A strategy for improving learning** **SurekhaRamachandraKamath** **Department of Physiology, Melaka Manipal Medical College, Manipal University, Manipal, Karnatak, India** **H Shyamala Hande1** **Department of HistologyMelaka Manipal Medical College, Manipal University, Manipal India.** **Jessica D'Souza** **Department of MicrobiologyMelaka Manipal Medical College, Manipal University, Manipal India** **ABSTRACT** Many different strategies exist to try and encourage students to increase their knowledge and understanding of a subject.To improve thestudent understanding of the basic human functions, in physiology class, medical students were asked to create MTF questions (Multiple true false) based on their learning objectives. The present study was undertaken to find out the effectiveness of question construction as a strategy for learning. The current study was conducted on undergraduate medical students (n=220) of year I (batch 33) at Melaka Manipal Medical College, Manipal. During the physiology class,students were divided in to groups of five and asked to prepare MTF questions, which were then presented by a group member after discussion with their peers in the group. In addition, a pre-validated questionnaire with 10 questions, on a 5-point Likert scale was administered to the student groups to

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understand perceptions.

Findings of questionnaireresults revealed that 70% of students felt that there was better understanding of muscle physiology through question-making activity whereas 72.5%opined that interaction among peers was promoted while makingquestions and 70%felt that the activity was fun and helpful method of learning. Only 52.5% of them agreed that activity should be held more frequently.There were suggestions from the students that more topics should be given so that questionsprepared would not be repetitive.

In conclusion, the interest and active participation of first year medical students in question setting was proved to be an activity which encouraged active learning.This strategy is adaptable to all physiology topics and to all other medical specialities.

Keywords: MTFs, student involvement, medical students and learning strategy

Education on Endoscopic characteristics of infection-associated peptic ulcers.

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ABSTRACT

Aside from Helicobacter pylori, another cause for the development or worsening of gastrointestinal ulcers is scrub typhus, an acute febrile disease caused by Orientiatsutsugamushi. We aimed to compare the endoscopic characteristics of peptic ulcers caused by these infectious agents.

Methods

This retrospective case-control study involved patients who underwent upper gastrointestinal endoscopy at Chosun University Hospital in Korea. We compared endoscopic features and demographic characteristics between patients with H. pylori infection and those with O. tsutsugamushi infection.

Results

A total of 141 patients with peptic ulcer were included in the study. Compared to patients with O. tsutsugamushiinfection (n=62; age, 63.8±12.1 years; male sex, 42%), those with H. pylori infection (n=79; age, 53.0±14.8 years; male sex, 81%) were younger and more likely to be male (P<0.001 for both). Patients with O. tsutsugamushiinfection were more likely to have multiple lesions (40/62, 64.5% vs. 37/79, 46.8%; P=0.042) and irregular-shaped lesions (27/62, 43.6% vs 20/79, 25.3%; P=0.031). Patients with H. pylori infection had higher incidence of hemorrhagic ulcers (26/79, 32.9% vs 8/62, 12.9%; P=0.007), and lesions occurred most often in the duodenum (43.0%), followed by the antrum (36.7%), body (34.2%), and angle (12.7%) of the stomach. In patients with O. tsutsugamushiinfection,lesions occurred most often in the antrum (70.97%), followed by the duodenum (35.5%), body (22.6%), and angle (14.5%) of the

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stomach. In both groups, gastric ulcer lesions occurred most often in the antrum, followed by the body and angle of the stomach (36.7% vs. 70.97%, 34.2% vs. 22.6%, and 12.7% vs. 14.5% for gastric ulcers associated with H. pylori and O. tsutsugamushi infection, respectively). Patients with O. tsutsugamushiinfection had significantly higher incidence of ulcers on the antrum (70.97% vs. 36.7%, P<0.001) and the greater curvature (45.2% vs. 24.0%, P=0.012). Finally, 35.5% of patients with gastric ulcer caused by scrub typhus also had duodenal ulcer.

Conclusion

This is the first study to compare endoscopic features of peptic ulcers caused by H. pylori and O. tsutsugamushi. Peptic ulcers in patients with H. pylori infection occurred predominantly in the antrum/body/lesser curvature and presented with single, round/oval lesions, while ulcers in patients with scrub typhus occurred predominantly in the antrum/greater curvature and presented with multiple, irregular lesions. Scrub typhus should be considered as a cause of duodenal ulcer in scrub typhus-endemic areas.

Keywords: scrub typhus, Helicobacter pylori, Orientiatsutsugamushi, peptic ulcer.

Analytical analysis on learners' dropout rate with data mining techniques

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ABSTRACT

Abstract. Massive open online courses are the handy ways for offering the access to quality education especially to those who are pursuing distant education or who wants to enlighten the core of course from the brilliant tutors. The student population has a tendency to be youthful, knowledgeable, and utilized, with a larger part from developed nations. Students' fundamental purposes behind taking MOOC are progressing in their present place of employment and fulfilling interest. The people the MOOC revolution should help the most—those without access to higher education in developing nations—are underrepresented among the early adopters.This article analyses why learners dropout in the half of the courses after enrolling in it. Finally, this article gives light how to decrease the dropout rate in half of the courses.

Keywords: MOOC, Data mining, SPSS, Chi-square test, Logistic regression

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Müzeyyen Çiyiltepe
GICLEAP1701123

Feeding Behaviours of Children with Autism in Turkey

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ABSTRACT

As beinga lifelongneurodevelopmentaldisorderautism is characterizedbyqualitativebehaviouralabnormalities in communicationreciprocalsocialinteractiontogetherwithinterestsandactivitiesthatar erepetitive, restrictedandstereotyped (Yates&Couteur, 2013).
Over 1% of US childrenhave a diagnosedautismspectrumdisorder (Rice, 2013). Eatingpatterns of individualwithautism is alsoaffectedby theirrestrictedbehaviours

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	Childrenwith autism demonstratepediatricfeedingdisordershighlyselectiveeatingpatternsbytypeand/ortexture (Ahearn, Castine, Nault, &Green, 2001). **Foodselectivityor "pickyeating" is oftenobserved in youngchildrenand a frequentcauseforparentalconcern. Foodselectivity is morecommonlyreported in childrenwithdevelopmentaldisabilitiesthan in typicallydevelopingchildren, particularly in childrenwithautismspectrumdisorders (ASDs) (Yates&Couteur, 2013).** **Feeding behaviours of childrenwithautismaredefined as, foodselectionandhighsensivityandfoodselectivity.** **Matson, Fodstad, andDempsey (2009) foundthat 75.89% of childrenwith ASD in theirsamplewouldonlyeatcertainfoods (i.e., foodselective).Feedingproblemsarequite common in children, affectingthosewithdevelopmentaldisabilitiesandmedicalconditions as well as childrenwhoaretypicallydeveloping.Thetermfeedingproblemsmeansthatsomepattern of oral orenteralconsumption of nutrientsdeviatingfromthe norm enoughtoresulting in negative socialorhealthconsequences (Laud, Girolami, Boscoe, &Gulotta, 2009).** **Inthisstudyfeedingbehaviours of childrenwithautismin Turkeywill be issued. "Brief Autism MealtimeBehaviorsInventory" (Demand, Johnson andFokles, 2015; Meral and Fidan, 2014) has beenusedtoevaluatefeeding behaviours of childrenwithautism. Theresultof studyshowedfirstlythatchildrenwithautismoftendisplayedturning his body awayfromfood. Secondlychildrenwithautismshowedoccasionallyreluctancetomealsbycryingorscreaminganddislikingtocertainfoodsand not eatingthem. Thirdlychildrenwithautismdisplayedseldomlysplittingoutfoodthattheyhaveeaten; disruptiveduringmealsandrefusingtoeat foodsthatrequire a lot of chewing. Theresultalsowill be discussed in terms of culturaldifference of eating of Turkishcultureandfeedingbehaviurs of childrenwithautism.Alsoto be abletoreducetheproblematicfeedingbehaviourswhatkind of teaching can be plannedwill be discussed.**
FaezehMahichi **GICLEAP1701122**	**Community Engaged Teaching: Towards Building A Tighter Connection Between Students, Community and Faculties** **FaezehMahichi** **College of Asia Pacific Studies, Environment and Development Division, Ritsumeikan Asia Pacific University (APU), Beppu, Japan,** **TodorokiHiroshi** **ABSTRACT** **In the last half century, the higher education institutions (HEIs) have attracted more diversified students from different parts of the world that inspire the HEIs to plan effective international education strategies to equip students with essential skills and competencies in harmony with the needs of society.** **Recent reports indicates an increase in the number of students enrolled outside their country of citizenship. Recognized as an Internationally Diverse University,**

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Ritsumeikan Asia Pacific University (APU) in Japan has been actively promoting internationalization in higher education. With a student body of almost half foreign national students of over 80 nationalities, APU has achieved a truly international educational environment. This study has examined the impact of sharing knowledge and experiences of Japanese best practices through guest lecturers' talks. Guest speakers from local communities were invited to share their knowledge with students through lecturing and active discussions in lecture and seminar classes at bachelor and master levels. Online surveys were conducted among 153 students that attended the talks and 57 students responded to surveys.The surveys were designed to assess the changes in students' perception, knowledge, awareness, attitude and values, commitments and the effectiveness of engaging local communities in teaching. The result of the surveys indicated the students' satisfaction, the knowledge they have gained and their willingness to participate in some of the activities guest lecturers were engaged in as volunteers or interns. Keywords:Internationalizationinhigher education, Community engaged teaching, Needs of society

Listeners

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