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KEYNOTE SPEAKER



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Bandung, Indonesia)

<p>Richard E. Parcon GICICTEL1710052</p>	<p>Task-Based Instruction In Oral English: Basis For An Instructional Module Enhancement</p> <p>Richard E. Parcon English Department, Tañong High School, Marikina City, Philippines</p> <p>Abstract Why do students suffer from expressing themselves orally? Students nowadays no longer pay attention to word articulation because for them saying a word is enough to convey a message that they want to say. Thus even some English teachers are not prepared to administer an oral skill task because they find it difficult especially with the use of various techniques in oral task or oral testing. This study aims to evaluate the oral proficiency of the students before and after the exposure in Task-Bases Instruction, determine the difference in the oral proficiency level of the students before and after the exposure in TBI, find the difficulties encountered by learners in using TBI and eventually develop an instructional module in oral English that will serve as a guide to improve the oral proficiency of students towards effective communication. In the conduct of the study, an experimental approach will be used to assess the performance of the learners before and after the treatment to eventually meet the challenges of increasing the standard of speech program, improve pedagogy in teaching speaking and enhance the speaking skill of the students</p>
<p>Andrea Valerie I. Ramirez GICICTEL1710053</p>	<p>The Competency Of Third Year English Major Students In Writing Learning Objectives</p> <p>Rowellyn P. Andaya Department of Education, Rizal Technological University, Mandaluyong City, Philippines</p> <p>Blaise Ann M. Arambulo Department of Education, Rizal Technological University, Mandaluyong City, Philippines</p> <p>John Paolo T. Palon Department of Education, Rizal Technological University, Mandaluyong City, Philippines</p> <p>Andrea Valerie I. Ramirez Department of Education, Rizal Technological University, Mandaluyong City, Philippines</p> <p>Abstract This study aimed to determine the competencies of the Third Year English majors in writing their learning objectives. This study also attempted to determine the strengths and weaknesses of the different learning objectives of the Third Year BSE – English major students, in compliance to their lesson planning on becoming a teacher and preparing for their teaching profession. This study will help both the</p>

	<p>teachers and students to attain learning outcomes.</p> <p>The respondents of this study were the 19 Third Year English major students of Rizal Technological University enrolled in the Professional Education 9: Principles of Teaching subject during the first semester of the school year 2015-2016.</p> <p>The researchers utilized both qualitative and quantitative research and made use of the Descriptive survey. The sampling scheme used was non-probability sampling technique. Specifically, the method used was the purposive method. The study revealed that half of the respondents wrote learning objectives characterized as Specific, Measurable, Clear, and Related that can be assessed, modified and achieved.</p> <p>Furthermore, the learning objectives written by the respondents were found to be not match to the outcomes that the students must attain to their learning objectives. Most of the respondents had written their learning objectives in low level thinking skills. The different types of learning outcomes in their learning objectives were observed to enhance learners' learning style, capabilities and multiple intelligences. Lastly, most of the respondents considered the factors: Bloom's Taxonomy of Learning, Learning Competency, and Level of Thinking Skills of the Students that were essential in writing learning objectives. It is recommended that learning objectives should be performance-based and must be aligned with the K to 12 Curriculum Guide that has been implemented in the educational system. Teachers have to be aware of creating learning objectives that is specific, measurable, attainable, reliable and time-bound. The behavioral verbs used in constructing their learning objectives ought to follow the Bloom's Taxonomy of Learning and the content must adhere to the given learning competencies.</p> <p>Keywords—learning objectives, Bloom's Taxonomy of Learning, K to 12, categories of learning outcomes, thinking skills</p>
<p>Robert Geoffrey Dormer GICICTEL1710054</p>	<p>Instances of Nudge Theory Applications in EFL Classrooms: Social Normative Messaging in L2 Fluency Activities & Student Contracts</p> <p>Robert Geoffrey Dormer Department of Science & Technology, KwansaiGakuin University, Sanda, Japan</p> <p>Abstract</p> <p>This paper represents two examples of a suggested method for identifying and implementing classroom teaching strategies through examination of the existing database of "nudges" in public policy and education circles, and amending them for use in EFL contexts. Grounded in behavioural psychology/behavioural economics, "Nudge Theory" has been variously applied in areas that seek to maximise efficacious decisions through encouraging automatic processes whilst preserving freedom of choice. First, the use of social normative messaging is shown to be a useful tool for increasing student output, in this case implemented in L2 Fluency Writing activities. Second, the use of student contracts, currently widely in use in general education circles, is outlined. In wider discussion, the use of existing nudges, and supplementing the traditional motivational-psychological view of L2 motivation with examination of the choice as a unit of study is discussed</p> <p>Keywords: Nudging, Nudge Theory, Applied Psychology, Motivation, Social Normative Messaging, Student Contracts</p>

<p>Dr. Dyar Ali GICICTEL1710056</p>	<p>Development Of Speaking Skill In English Language Through Rote Learning</p> <p>Dr. Dyar Ali Northern University Nowshera Pakistan</p> <p>Abstract</p> <p>The purpose of this study was to evaluate the role of Rote Learning in students' achievement in speaking skill of English language. The objective was to study the role of rote learning in speaking skill of the students in the subject of English. To achieve this objective null hypothesis were tested. Three hundred nineteen thousands, eight hundred and eighty one students of grade nine in Khyber Pakhtunkhwa constituted the population of the study. A sample of fifty students was taken from the population. The students were pre-tested and then divided in to two equal groups of control and experimental groups. The teaching of control group remained unchanged while the experimental group was taught through Rote Learning. Different methods of Rote learning like Chunking, Rhyming, Mediation, Recital and Bridging were used for the study of experimental group. The data was analyzed by paired sample T-test. The result showed that the students who were taught through Rote Learning showed good result than those students who were not taught through Rote Learning. The study revealed that Rote Learning had an effective role in the improvement of speaking skill in the study of English.</p> <p>Key words. Rote Learning, speaking skill and English Language.</p>
<p>Neil Conway GICICTEL1710058</p>	<p>Developing Written Responses to Literary Texts in EAP Classes</p> <p>Neil Conway Tokyo University of Foreign Studies</p> <p>Abstract</p> <p>In order to prepare university EAP students for L2 reading and writing across a fuller and more representative range of authentic input, work with fiction texts, and particularly the issue of creating thoughtful responses to these, is necessary. However, EAP students' written responses to texts in the Humanities are some of the least successful that they produce; preparing students to respond to literature is therefore an important concern. Recently, research interest has included work conducted in two areas: effective pre-writing activities, and focusing students on the literary qualities of texts. How these approaches might be used together in class settings has yet to be fully described, partly because they derive from the different domains of Academic English and Reading in the Content Areas. Three EAP Reading and Writing classes which used 19th and 20th century short stories to develop students' critical reading skills are described in this paper. The classes were designed to prepare students to produce critical responses to the reading texts. Extensive autobiographical writing was used in the pre-writing component of the course, and a varied approach to teaching literary text features was developed as the other course strand. Results from in- and post-course assessments showed clear improvements resulting from the pre-writing activity, suggesting that future iterations of the lesson sequence should feature this element. Student feedback was positive, especially on the non-writing components of the course. Future work in EAP Reading</p>

	<p>classes with literary text analysis may benefit from Extensive autobiographical writing, and the next iteration of these courses will explore the balance of coursework to writing output required. Keywords: EAP Reading and Writing, literary texts, Extensive Writing, critical reading skills</p>
<p>Elroy PremanaGICICTEL1710 061</p>	<p>Evaluation of Entrepreneurial Education from Student's Perspective Study Case of Entrepreneurship Study Program Surya University. Supervised by DessyAliandrina Ph.D.</p> <p>Elroy Premana Entrepreneurship Department Surya University Bogor, Indonesia</p> <p>Abstract Essential function of entrepreneurship in making more sustainable economic has attract policy-makers to stimulate entrepreneurial education. In Indonesia, Surya University is the only university that has entrepreneurship study programme registered in Dikti. For that reason, this research is conducted to evaluate the entrepreneurship competence that the study program instilled, viewed from student perspective. Competence that accomodate needs of entrepreneur/intrapreneur will elevate the entrepreneurial intention. Entrepreneurial competence also provides assistance throughout entrepreneurial action processes. There are four categories of competence : advantage, creativity, effectual logic, and ego. To evaluate those categories, this research uses qualitative approach with study case design. Data collected with document analysis of syllabus courses and semi-structured interview. Data analysis will be conducted with selective-coding and interpretativeanalysis. Key word : Entrepreneurship, Entrepreneurial Education, Entrepreneurial Competence, Effectuation, Entrepreneurial Action Process</p>
<p>AbubakarShehu, Arzika GICICTEL1710062</p>	<p>Survey on the effect of social network on student's academic activities a case study of Usman Dan-Fodio University Sokoto</p> <p>AbubakarShehu, Arzika Education/School of Education , Federal College of Education (Tech.) , Gusau, Zamfara State, Nigeria</p> <p>Arzika A.S Federal college of education Gusau</p> <p>Abdulhafiz A Usman Danfodio University Sokoto</p> <p>Abstract In recent years Information Communication Technology has become an important means of spreading information and knowledge globally. This research was aimed to examine the effect of social network in University Sokoto one of the off shoot of ICT development are social media, which has negative and positive effects. It distracts many students from dedicating their time to their academic activities and affects them psychological, physically and mentally. About 52 undergraduate student respondents through questionnaires using random samplingtechniques, the information received were subjected to statistical analysis and in presented in table bar graph and chart.</p>

	<p>The result shows that Face book was the most visited social network with about 37%. The result also shows that students spend more time in academic activities than the social network. The calculated chi square value (16:3) is greater than the tabulated value (0.989) at 0.005 significant levels. The result shows that about 67% of the respondent use mobile device in assessing internet services. The school ICT network should extend to the areas student hostels and areas of academic activities for the student to make use of it without using their energy to walk to the areas where network is available within the school.</p>
 <p>Dr Dennis Yeo GICICTEL1710057</p>	<p style="text-align: center;">The Asian Short Film in the Literature Classroom</p> <p style="text-align: center;">Dr Dennis Yeo National Institute of Education, Nanyang Technological University, Singapore</p> <p style="text-align: center;">Abstract</p> <p>Research Objectives The issue of contemporary 21st Century literacies foregrounds the strategies of literary analysis, interpretation and representation, particularly in terms of visual, media and critical literacy. The rich schema of cinematic narratives, conventions, and techniques that students bring into the classroom remains largely untapped. The accessibility, brevity, and creativity of the short film format offers an entire narrative in a short space of time for the Literature teacher to teach plot structure, characterization, thematic viewpoints and stylistic technique.</p> <p>Methodology This paper will draw together short films from the Asia-Pacific region to explore the use of the Asian short film as a viable resource for the Literature classroom. As a receptacle of history and an artefact of culture, the Asian short film offers a diversity of national cinemas, but also potentially suggests a commonality of our Asian heritage.</p> <p>Findings The Asian short film lends a strong indigenous voice to local communities that runs counter to dominant global literatures, cultures and ideologies. This uses the short film as “a window on other worlds” to inform, contemplate and compare “culture, feeling, historical knowledge and context” (Reid 189).</p> <p>Research Outcomes Incorporating the Asian short film into the Literature classroom embraces a postmodern world that is multimodal, multicultural and multi-layered. The inherent interest and appeal of film makes literary concepts both accessible and relevant to students regardless of their language competency and contexts.</p> <p>Future Scope Besides developing the reading skills of students to analyze the ideas, realities and levels of meaning with different text types, the study of the Asian short film will expand the global experience of students, especially when it includes short films from other countries around the globe.</p> <p>The conference presentation will focus on the depiction of education in three short films, Bun Chan Nimol’s Dream from Cambodia, A Drop of Hope from Malaysia and SufyanSam’an’s Child from Singapore.</p> <p>Keywords</p>

 <p>Takeshi Matsuzaki GICICTEL1710059</p>	<p>Literature, short film, Asian, multiliteracy, multimodalition</p> <p>Effectiveness of dialog recitation in facilitating fluent speech production in foreign language contexts</p> <p>Takeshi Matsuzaki School of Political Science and Economics, Meiji University Tokyo, Japan</p> <p>Abstract: Our default strategy for language processing, in both comprehension and production, is by means of formulaic sequences that are readily available in the long-term memory. In a naturalistic language learning setting, we acquire such sequences through probabilistic, pattern-based learning. In the case of foreign language learning and for adult learners specifically, however, opportunities for such pattern-based learning are very limited for a number of reasons. Whether this has been the main reason or not, memorization of useful phrases for language use has been, while its role in L2 learning is still controversial, widely employed by teachers and learners alike in foreign language learning contexts. This presentation will report on a small scale research project that sought to explore the extent to which two types of recitation tasks where FL learners were engaged, over the course of a semester, in memorization of conversational turns prepared in advance would differentially lead to fluent speech production. Three groups of learners were investigated for this research: a whole-text recitation group, a partial-text recitation group, and a contrast group. In order to investigate the research question, two sets of speaking tests were administered, one at the onset of the instructional intervention and the other at the end. Results of the speaking tests suggest that a partial-text recitation approach helps improve fluent speech production in a short term, while a whole-text recitation approach has other advantages.</p>
 <p>Muhammad Randy Fananta GICICTEL1710063</p>	<p>In-Service Teacher Training: A Case Study on Supporting Elementary Teachers' Pedagogical Content Knowledge and Efficacy through Inquiry-Based Teacher Training</p> <p>Muhammad Randy Fananta PT. KUARK Internasional, Jakarta, Indonesia,</p> <p>Tria Umbara Elementary Teacher Education, President University, Cikarang, Indonesia,</p> <p>Saktiana Dwi Hastuti PT. KUARK Internasional, Jakarta, Indonesia</p> <p>Abstract This study is conducted to ascertain the role of inquiry in supporting teachers' pedagogical content knowledge (PCK) and efficacy based on the In-Service Teacher Training (INSET) findings. INSET program has been conducted by Kelas Lentera Kuark in East Sumba Regency, East Nusa Tenggara Province. This program is conducted from January to July of 2016 within three stages such as: (1) Preliminary assessment (2) Teacher training (consist of two sessions: Motivational and leadership training, and Inquiry-Based Teacher Training); (3)</p>

	<p>Monitoring and Evaluation. This study is conducted using the qualitative approach of multiple cases study. We obtain the data from multiple sources and analyzed through the approach of constant comparative method. The findings show that inquiry plays an important role in constructing teachers' PCK and efficacy. Inquiry is not only serves as an instructional teaching but also it develops their paradigm to understand more about Nature of Science thus they have the ability to develop PCK that can bring a direct impact to their efficacy.</p> <p>Keywords PCK, efficacy, inquiry, teacher training, science, nature of science</p>
<p>Alan Fenn-Lavington GICICTEL1710064</p>	<p>First Year University Students' Perceptions About Elearning Versus On Campus Learning in the 21st Century: An Activity Theory Analysis</p> <p style="text-align: center;">Alan Fenn-Lavington Doctor of Education student, Griffith University, Gold Coast, Queensland Australia</p> <p style="text-align: center;">Abstract</p> <p>The aim of this study was to identify the tensions, contradictions and implications for informing the improvement of university teaching and learning regarding eLearning and on campus relationships within the context of the first-year experience (FYE) of university study through an activity theory lens (Engestrom, 1987, 2001). Considerable attention is being afforded to the First-Year Experience (FYE) of University students to enhance student retention and success. The importance of social capital and strong academic relationships (Bourdieu, 1993; Tinto, 2012) is seen to be influential for student success (Tinto, 2012; Kuh, 2013; Kift, 2016). Therefore, the key research question guiding this study: What approaches are most effective in developing students' academic capital? Locating the study within the theoretical and conceptual framework of cultural activity theory (Engestrom, 1987; Bourdieu, 1993) provides a means to describe the dynamic interactions of the various personnel including lecturers and students in teaching and learning. The study used a mixed-methods approach (Creswell, 2010; Neuman, 2011) conducted in two phases at an Australian Metropolitan University. By employing activity theory, the findings of the survey and the subsequent focus on four first year students provide an expanded view of student cognition that illuminates the complex interrelationships among students' academic beliefs, their interpretation of the academic 'affordances-in-use', their experiences so far as university students, and the academic and social structures in their local environment. Balancing the descriptive and interpretive elements of this study with structure and organisation enhanced the explication of the findings. In doing so, this study represents a credible contribution to the field and offers a viable approach for future investigations.</p> <p>Keywords: eLearning, relationships, Activity theory,</p>
<p>MUHAMMAD Musa Usman GICICTEL1710066</p>	<p>Developing Learner-Centered Teachers: An Assessment Of Students Pedagogical Training In The Faculty Of Education, Sokoto State University.</p> <p style="text-align: center;">MUHAMMAD Musa Usman</p>

	<p style="text-align: center;">M. Ed Adult Education Department of Educational Foundations Sokoto State University, Sokoto.</p> <p style="text-align: center;">Abstract</p> <p>This is an assessment of student's pedagogical training in the Faculty of Education Sokoto State University with emphasis on developing learner-centered teachers in Sokoto State University. Learner-centered method of teaching is a style of instruction that is responsive, collaborative, problem-centered, and democratic. The study argued that, students from the Faculty of education, Sokoto State University (S.S.U) are not adequately trained to become learner-centered teachers. The purpose of the research was to ascertain if lecturers in the faculty of education SSU have ever offered a course or courses during their learning processes as students or ever attended a training workshop on learner-centered method of teaching, and to explore the extent of training/teaching students and courses offered by the faculty that are developing students to become learner-centered teachers. Questionnaire titled Students Pedagogical Training Assessment Questionnaire (SPTAQ) will be use to collect the data. Population of the study will comprise students from 200, 300 and 400 levels from each unit and department of the Faculty of Education, Sokoto State University. Sample of 300 students will be taken out of the 635 students in the faculty. Simple descriptive statistics will be use on SPSS software to analyze the collected data. Part of the recommendations will include a call for training and re-training of the lecturers on learner-centered method of instruction</p> <p>Keywords: Learner-centered, Teachers, Pedagogy, Training</p>
<p>Dr. SankaranarayananPaleeri GICICTEL1710067</p>	<p style="text-align: center;">Native and Nonnative Dogmas as Precursors of Value Education: Indian Teacher Educators' Attitude towards Development and Implementation of Value Education in Teacher Education</p> <p style="text-align: center;">Dr. SankaranarayananPaleeri Assistant Professor & HOD, Department of Social Science Education NSS Training College Ottapalam, Palakkad, Kerala India</p> <p style="text-align: center;">Abstract</p> <p>Proper Education is a passport to a good, comfortable and secure life. To make man a social being to lead effective social life, education bags different imperatives time to time such as value education, moral education, human rights education, women education, environmental education, sex education and so on(Sharique, 1984). Teacher education sector must purposely flourish this wide scope of education through the practice of distinguished ideals because teacher education is that which arranges platforms for a state's future educational affairs. Meticulous teacher education is zeroed in on conscious efforts of moral and social responsibilities of the prospective teachers. Well-designed value education in teacher education may save this purpose to a certain extent.</p> <p>Value education is always essential to shape one's life and to give him/her morale of performing him/herself on the global stage. The need for value education among the parents, children and teachers is constantly increasing. Prospective teachers must be carefully trained during their teacher education course with preplanned actions for</p>

	value development. Student teachers with value quintessence only can serve as value oriented teachers in future.
<p style="text-align: center;">LutfiIstikharohGICIC TEL1710068</p>	<p style="text-align: center;">Grammatical Mistakes In Simple Writing Produced By The 1st Semester Students Of English Education Department University Of MuhammadiyahPurwokerto</p> <p style="text-align: center;">LutfiIstikharoh University of MuhammadiyahPurwokerto</p> <p style="text-align: center;">DyahKusumastuti University of MuhammadiyahPurwokerto</p> <p style="text-align: center;">Abstract</p> <p>This study was aimed at (1) identifying and describing grammatical mistake frequency appeared in simple essays written by the 1st semester students of English Education Department; (2) identifying grammatical mistake forms and types; and (3) revealing the most dominant grammatical mistakes made by the students in their simple writing.</p> <p>This study was descriptive qualitative method. The data was revealed through test which was given to the 1st semester students after they finished completing their odd final test in academic year 2016/ 2017. The total students' writing which was used and selected randomly as the sample was 28 (25% of the whole population, 109 students). The data was then analyzed descriptively and normatively. Descriptive technique was used to describe nine elements of writing (article, concord, finite verb, tense, verb group, preposition, gerund principle, punctuation and spelling) which were covered in the students' writing, while normative technique was implemented to calculate the frequency of the nine elements used by the students.</p> <p>The analysis showed three main findings of this study: (1) some students ignored the use of article before singular countable nouns written in the essay; (2) the students were not accustomed to using appropriate concord and determiner; (3) The students still did not realize that there should be finite verb and to be in a sentence.</p> <p>The students' mistakes which were revealed through this study were affected by the use of their first language, Bahasa Indonesia. The structure of Bahasa Indonesia does not cover such kind of writing elements which consequently makes the students not accustomed to constructing the English sentences, appropriately.</p> <p>Key words: simple writing, grammatical mistakes, first language</p>
<p style="text-align: center;">Fahdia Khalid GICICTEL1710071</p>	<p style="text-align: center;">Accreditations and Internationalization of Business School Curricula</p> <p style="text-align: center;">Fahdia Khalid University of Bath, Bath, UK</p> <p style="text-align: center;">Abstract:</p> <p>Globalization and technology integration have brought internationalization as an obvious implication for Higher Education Institutions (HEIs). One of the key agendas for such HEIs is the internationalization of its curricula (Edwards et al., 2003). The curriculum (as product, process or outcome) represents the institutional strategic orientation on internationalization. Though implemented as multicultural curriculum, since early 20th century, the topic still has potential to provide guidelines to the new and existing business schools. Such as, what is curriculum in the new global</p>

	<p>settings, what are the determinants of an internationalized curriculum and how can we approach curriculum internationalization that ensure achievement of institutional agenda and compliance to international higher education regulations, at the same time. This study analyzes policy artifacts to guide academics on the mandated requirements on to answer these questions. By undertaking content analysis of policy and guidelines from OECD (Organization for Economic Co-operation and Development) and European and American accreditations the study presents a synthesized model on curriculum internationalization from policy to practice.</p>
 <p>Eloise de Jager GICICTEL1710075</p>	<p>The feasibility of 'Free' higher education in South Africa: Views of commerce students</p> <p>Eloise de Jager School of Accountancy, University of Stellenbosch, Cape Town, South Africa</p> <p>Abstract</p> <p>At the end of 2015, student protests (demanding 'free' higher education) took place at most South African universities. An official answer from the South African government regarding 'free higher education' is still being awaited. In the meantime, a zero present increase in university fees for 2016 and an increase of not more than 8% for 2017 was announced. South Africa is known for expensive higher education as tuition fees increase every year. Many students struggle to fund their studies, while government subsidies to higher education institution decrease. The question that remains is: Will it be feasible for South Africa to implement 'free higher education'?</p> <p>This study aimed to investigate the perceptions of commerce students at one South African university regarding the feasibility of 'free' higher education. A questionnaire was used as research instrument which consisted of Likert-scale statements regarding general ideas about 'free higher education' as well as open-ended questions asking students about the definition of 'free higher education' and the effects on the South African economy.</p> <p>The results proposed that even though most students were aware of the students protests regarding 'free higher education' that took place, not all of them agreed with it. The respondents realised that it is not feasible for South Africa to implement 'free higher education' at this moment in time.</p> <p>Despite the views of these commerce students, if 'free higher education' were considered as a viable option in South Africa, implementation considerations should be examined. These issues will be discussed in a follow-up study.</p>
<p>Santina Sipayung GICICTEL1710072</p>	<p>A Cross Cultural Study of Adolescents' Attitude towards Science Learning between Taiwanese and Indonesian through Motivation and Enjoyment</p> <p>Santina Sipayung National Dong Hwa University</p> <p>Ku, Chih-Hsiung National Dong Hwa University</p> <p>Abstract</p>

	<p>Attitude towards science has been a focus of study for many educational researchers and it ultimately helps to explore the aspects that can be intervened to enhance the students' attitude towards science because a relationship has been reported between students' attitude be affected by students' motivation and enjoyment. Many research found conclude of the research that students' attitude contribute to teachers' judgments and students' achievement. The purpose of this research is to examine adolescent student attitude between Taiwan and Indonesia through science learning. Students' attitude analyze quantitatively and qualitatively based on motivation and enjoyment questionnaires. the results of the analysis of students' cronbach's alpha for the whole set of survey data (N=208) was .865, indicating high internal consistency reliability. Alpha for Taiwanese data alone (N=105) was .913, indicating even higher internal consistency reliability. The cronbach's alpha for Indonesian data (N=103) at .736. According to the results of the analysis of students' document, generally students enjoying class learning and student response positively related to teacher teaching in class. Students' explanations and their answers to the open-ended questions also indicate that the most common model of a science lesson they see is readings from the textbook, accompanied by the teacher's explanations. The interaction of students with their teachers and with the study material involves yet another very important and widely studied feature in attitude and motivation.</p> <p>Keywords: Student attitude, Student motivation, Student enjoyment, Student Achievement, Adolescent attitude, Motivation and Enjoyment Science Learning (MESL), Taiwan and Indonesia.</p>
 <p>Dr. Sunita Jain GICICTEL1710074</p>	<p>“Social inequalities and economic development” Gender discrimination role of family in gender socialisation</p> <p>Dr. Sunita Jain Asst. Prof Pillai College of Education & Research, Chembur</p> <p>Abstract</p> <p>Gender socialization is the process through which children learn about the social expectations, attitudes and behaviours typically associated with their gender norms. There are several primary as well secondary socialising agents which have an impact on Gender socialization of the child. The family is the primary source of socialisation and has a significant long lasting impact on the developing gender norms among the children.</p> <p>The present study focuses to find out the impact of parents on</p> <ul style="list-style-type: none">• Gender-stereotypical expectations of children,• Model traditional gender-role behaviours and• Channelizing the child's interest as per the gender norms of the children. <p>The researcher used survey method. The data was collected from sample from 100 B.Ed students and was analysed. Knowingly or unknowingly, many parents with their both overt and covert behaviour play a significant role in sowing the seeds of Gender discrimination right from the childhood itself. The words like “Girls should not laugh loudly or Boys should not cry” go deep with the upbringing of the child and it results in stereo typed behaviour expectations from the family and society.</p>

 <p>YarhandsDissou Arthur GICICTEL1710077</p>	<p>Key words: Gender socialization, Gender-stereotypical expectations, Gender-role behaviours, Gender discrimination</p> <p>The Mentorship Role Teachers Play in Students' Mathematics Interest Development Process- The Students' Perceived Teachers Characteristics.</p> <p>YarhandsDissou Arthur Department of Interdisciplinary Studies, College of Technology Education, University of Education, Winneba-Kumasi</p> <p>Charles Assuah Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus.</p> <p>Samuel Asiedu-Addo Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus.</p> <p>Abstract</p> <p>The teachers as a role model of students have many professional and social roles to help build the interest for Mathematics performance of their student. The current study investigated how teachers role as a mentor their students will impart their interest in Mathematics and their mathematics achievement. The study randomly sampled 1,263 students from 10 senior high schools Ashanti region of Ghana. The questionnaires were administered to the various participants with cronbach's alpha reliability of 0.939. The study is an explorative study which used purely quantitative research approach to investigate and address the research problem lack of interest in mathematics due to teacher discouragement as well as unfriendly teacher behavior. Using chi-square test of independence the study found that the teachers with mentorship characteristics will significantly improve students in mathematics. The paper further reveals that since teachers are the major motivators for students' interest in mathematics when students' are treated as mentees where cordial relationship exist, student will pay more attention for more better interest in mathematics. The study recommended for the ministry of education to institute academic mentorship in the various senior high school. Mathematics teachers are also recommended to develop cordial relationship with their students to help erase the fear of mathematics among student. The study concluded that students interest in mathematics is depend on the teachers' ability to exhibit mentorship traits that improves student learning outcomes.</p> <p>Keywords: Mathematics, Student interest, Teacher as Mentors, Ghana.</p>
 <p>Rashika Sharma GICICTEL1710080</p>	<p>Sustainability Skills: Relevant for International Students? Rashika Sharma & Dr. Mary Panko</p> <p>Rashika Sharma Building Construction & Services Pathway Faculty of Construction & Instructure and Engineering Unitec Institute of Technology Auckland. New Zealand.</p> <p>Abstract: Sustainability often appears to be a foreign concept to many</p>

	<p>international students that enrol in a New Zealand technological degree. Lecturer experiences with classroom interactions and evaluation of assessments indicate that studying the concept enlightens and enhances international students understanding of sustainability. However, in most cases, even after studying sustainability in their degree programme, students are not given an opportunity to practice and apply this concept into their professions in their home countries. Therefore, using a qualitative approach, the academics conducted research to determine the change in international students understanding of sustainability before and after their enrolment in an Applied Technology degree. The research also aimed to evaluate if international students viewed sustainability of relevance to their professions and whether the students felt that they will be provided with an opportunity to apply their knowledge about sustainability in the industry. The findings of the research are presented in thispaper. Keywords: Sustainability; Vocational education; International students.</p>
<p style="text-align: center;">Fozia Fatima GICICTEL1710083</p>	<p style="text-align: center;">Teachers' Attitude Towards Brain Based Learning And Its Effect On The Achievement Motivation Of The Students At University Level</p> <p style="text-align: center;">Fozia Fatima Faculty Of Social Sciences National University Of Modern Languages Islamabad, H-9 Pakistan</p> <p style="text-align: center;">Abstract</p> <p>This study was undertaken to explore the attitude of university teachers regarding brain-based learning and its effect on achievement motivation of the students at university level. This study was intended to; explore the teachers' attitude towards brain based learning at university level; determine the achievement motivation of the students at university level; investigate the effect of bbl on achievement motivation of the students at university level. This study was descriptive in nature. Random sampling technique was used for this study. In the sample, 311 teachers and 622 students were selected from both public and private universities of islamabad. Survey method was used and data were collected through two questionnaires. Bbl questionnaire was developed by shelly klinek (2009) and questionnaire regarding achievement motivation, developed by mcInerney (1997). Findings of this study indicated that teachers rarely practice positive attitude towards brain based learning and students often showed high degree of achievement motivation at university level. Teachers' attitude towards bbl and achievement motivation of students are highly correlated witheach-others. Keywords: teachers' attitude towards brain based learning, achievement motivation of the students, university teachers & students</p>
<p style="text-align: center;">GustiMillaQuaidyGICI CTEL1710089</p>	<p style="text-align: center;">Socio Emotional Approach in Teaching for Senior High School Can Influence the Learning Ambition of Learners</p> <p style="text-align: center;">GustiMillaQuaidy Islamic Institute of Bukittinggi</p> <p style="text-align: center;">Abstract</p> <p>As we know, Education is really needed for every single people, however nowadays most of learners or students are lazy to learn a lot. We can see the fact in Indonesia especially, I have made a research that</p>

	<p>wheni wander around several schools, most of students spend their time at canteen when they have a class at that time. If every people want to have a job, they have a good education and it will be tested. How can all of the students in Indonesia get job if just several of them want to study well. It is the obligation of parents, school and enviroment yet most of parents do not care about their children, they just focus on their activity, that's why the teacher at school should have innovative or way to interest the students. We already know that one of the function of teacher is being a inspirator or motivator for the students. It means that the teacher should be close with the students for the teacher is the second parent for the students, thus the teacher should be able to follow every single students development whether it is better or worst. The teacher can do evaluation for the student why he/she is like that. And the teacher can find out the problem. Hence,Socio emotional is the best way to interect students to learn for it the students like the teacher, they will like the subject. Teacher is a leader in the classroom. If a person doesn't like the leader, it will be useless tolearn.</p> <p>Keyword: teacher, learner, parent, education.</p>
<p style="text-align: center;">Ali Ahmad GICICTEL1710090</p>	<p style="text-align: center;">Causes, effects and possible solutions to exam malpractice among student of sulelamido University kafinhaus, jigawa state</p> <p style="text-align: center;">Ali Ahmad Department of Education SuleLamido University, Kafin Hausa</p> <p style="text-align: center;">Abstract</p> <p>The researcher begins with the introduction and review of related literature, concept of malpractice and exam malpractice, so also he highlighted on the epoch of exam malpractice in Nigeria, causal factors of exam malpractice, effects of exam malpractice, forms of exam malpractice, Consequences of Examinations misconduct in SuleLamido University (SLU), consequences faced by student if they commit malpractice,. At last solution/recommendations were offered such as; much emphasis should not be laid on paper qualifications to offer basic jobs, adequate classrooms, laboratories, libraries should be well equipped and other learning materials should be provided in schools. The Schools Authorities should provide enough invigilators for each examination, sitting arrangements in the examination hall should be organised in a way to eliminate proximity-induced cheating. The teachers and school counsellors should guide students to develop a proper self-concept which would help them to form a right disposition to life. This would help them to modify their attitudes against any act of anti socialbehaviour. Students should avoid laziness, gross indiscipline and other anti-social behaviours. They should on their part attend classes regularly, study individually and in groups, prepare well for and pass examinations by themselves. The parents should not lend anysupporttotheirwardstoengageinany sortof examination malpractice. And finally conclusion was drown</p>
	<p style="text-align: center;">A Report on the Use of an ICT Support System in a First-Year Course at Kobe Tokiwa University</p> <p style="text-align: center;">Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe,</p>



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Abstract

This article reports on the ICT support system used for a course named “Manaburu” at Kobe Tokiwa University as part of first-year education. “Manaburu” means “students are able to learn by themselves.” in Japanese. In the course, around 20 teachers teach approximately 350 students. Each teacher instructs 16 or 17 students. Students are split into groups of 6. Recently, Kobe Tokiwa University proposed a new student support policy that integrates its admissions, curricular, and diploma-award policies (Kirimura et al., 2017) for reform university (Takamatsu et al., 2016). To evaluate and connect these three areas with the assessment policy, we developed a common evaluation indicator called the Tokiwa competencies (Kirimura et al., 2017), which

	<p>students acquire through regular, quasi-regular, and extra-curricular activities. For example, quasi-regular curricula are remedial activities, while extra-curricular are club activities. The Tokiwa competencies define nineteen different competencies: Culture, Common Sense, Professionalism/Expertise, Media Literacy, Logical Thinking, Critical Thinking, Intellectual Curiosity, Exploration, Continuity, Self-Management, Reflection, Design Thinking, Presentation, Judgment, Implementation, Responsibility, Contribution, Communication, and Cooperation & Collaboration. The course allows students to obtain competencies in Exploration, Reflection, Self-Management, Design Thinking, Presentation, and Cooperation & Collaboration. Teachers form pairs, and two teachers teach students together in the same room. With 20 teachers, it can be difficult to ensure mutual understanding; thus, we use a management system called “Manaba,” through which we take attendance and communicate with each other about the courses. We have already published some papers about education, a new way of visualizing curricula using syllabi by a combination of cosine similarity, multidimensional scaling methods, and scatter plot (Takamatsu, et al., 2017a), new way of visualizing curricula using competencies with cosine similarity, multidimensional scaling methods, and scatter plotting (Takamatsu, et al., 2017b). We will report on the course “Manaburu” and the ICT support systems used within it.</p> <p>Keywords: Tokiwa competencies, extra-curricular activities, prototype method, regular curricula, manaburu</p>
 <p>Yasuo Nakata GICICTEL1710070</p>	<p>Construction of a Prototype of a Method for Advising Students Regarding Courses Using Competencies</p> <p>Yasuo Nakata Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Eriko Matsumoto Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Miyako Bohgaki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Masayuki Seki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Akiko Imanishi Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Takafumi Kirimura Faculty of Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Kenya Bannaka Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p>

	<p style="text-align: center;">Ikuhiro Noda Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Kenichiro Mitsunari Faculty of Education, Kobe Tokiwa University, Kobe, Japan Regional Liaison Unit, Center for the Promotion of Interdisciplinary Education and Research, Kyoto University, Kyoto, Japan</p> <p style="text-align: center;">Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Abstract</p> <p>This article reports prototype methods that teachers employ to advise students taking courses based on competencies. Typically, students choose courses based solely on content. Recently, Kobe Tokiwa University proposed a new student support policy to integrate its admissions, curricular, and diploma-award policies. To evaluate and connect these three with the assessment policy, we developed a common evaluation indicator called Tokiwa competencies that students acquire through regular, quasi-regular, and extra-curricular activities. For example, Quasi-regular curricula are remedial while extra-curricular are club activities. Tokiwa competencies define 19 types of competencies – Culture, Common Sense, Professionalism/Expertise, Media Literacy, Logical Thinking, Critical Thinking, Intellectual Curiosity, Exploration, Continuity, Self-Management, Reflection, Design Thinking, Presentation, Judgment, Implementation, Responsibility, Contribution, Communication, and Cooperation & Collaboration. It is difficult to obtain all Tokiwa competencies in regular curricula. For example, Responsibility competency is more easily obtained through club activities. In this article, we define a competency as a functionally linked complex of knowledge, skills, and attitudes that enable successful performance of tasks and problem solving. Beginning with this year's syllabi, Kobe Tokiwa University has established a relationship between coursework or design and Tokiwa competencies. During the period when students modify their course registrations, teachers can advise them based on their competencies. In this study, five teachers attempted to advise students based on their competencies while 15 faculty members advised the control group based on conventional course content. We compared these groups and presented the differences in this paper. Five faculty members reflected on their advisory practice and experience; we have included their considerations as well.</p> <p>Keywords: Tokiwa competencies, extra-curricular activities, prototype method, regular curricula</p>
 <p style="text-align: center;">Eloise de Jager GICICTEL1710075</p>	<p style="text-align: center;">The feasibility of 'Free' higher education in South Africa: Views of commerce students</p> <p style="text-align: center;">Eloise de Jager School of Accountancy, University of Stellenbosch, Cape Town, South Africa</p> <p style="text-align: center;">Abstract</p> <p>At the end of 2015, student protests (demanding 'free' higher education) took place at most South African universities. An official answer from the South African government regarding 'free higher</p>

	<p>education' is still being awaited. In the meantime, a zero present increase in university fees for 2016 and an increase of not more than 8% for 2017 was announced. South Africa is known for expensive higher education as tuition fees increase every year. Many students struggle to fund their studies, while government subsidies to higher education institution decrease. The question that remains is: Will it be feasible for South Africa to implement 'free higher education'?</p> <p>This study aimed to investigate the perceptions of commerce students at one South African university regarding the feasibility of 'free' higher education. A questionnaire was used as research instrument which consisted of Likert-scale statements regarding general ideas about 'free higher education' as well as open-ended questions asking students about the definition of 'free higher education' and the effects on the South African economy.</p> <p>The results proposed that even though most students were aware of the students protests regarding 'free higher education' that took place, not all of them agreed with it. The respondents realised that it is not feasible for South Africa to implement 'free higher education' at this moment in time.</p> <p>Despite the views of these commerce students, if 'free higher education' were considered as a viable option in South Africa, implementation considerations should be examined. These issues will be discussed in a follow-up study.</p>
 <p>Michelle De Bruyn GICICTEL171007 6</p>	<p>Enhancing the pervasive skills of aspirant South African Chartered Accountants by improving their emotional intelligence</p> <p>Michelle De Bruyn School of Accountancy, Stellenbosch University, South Africa</p> <p>Abstract</p> <p>South African Chartered Accountants have to complete a rigorous academic program as part of their compulsory training. The academic requirements are prescribed by the South African Institute of Chartered Accountants (SAICA). SAICA changed the academic requirements in 2010 from knowledge-based curricula to a competency-based curricula. The current academic curricula are set out in the SAICA Competency Framework: Detailed Guidance for the Academic Programme.</p> <p>The current curricula prescribe that aspirant chartered accountants must develop their pervasive skills during the completion of their academic program. Some of these skills are their ability to self-manage, their ability to demonstrate responsible leadership and their ability to recognise their own limits.</p> <p>The current competency framework provides a detailed list of pervasive skills that must be developed by aspirant chartered accountants, but does not provide specific guidance on how these skills can or should be developed successfully. The competency framework encourages academic institutions to use innovation and multi-disciplined courses in order to meet this requirement but recent studies confirmed that, although the competency-based framework has been in effect for the last six years, the South African academic institutions are failing in the successful development of these pervasive skills.</p> <p>This study explores what emotional intelligence competencies are and compares it with the pervasive skills that SAICA prescribes. A clear</p>

	<p>connection was confirmed between emotional intelligence competencies and the prescribed pervasive skills. The study further explores how emotional intelligence competencies could be developed successfully during the completion of an academic program. The study concludes by suggesting that South African academic institutions should consider the development of aspirant chartered accountant's emotional intelligence competencies while they complete an academic program in order to facilitate the successful development of their pervasive skills as prescribed by SAICA.</p>
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<p>Hayato Ito GICICTEL1710078</p>	<p>An Analysis of Participial Construction and its Application to English Education</p> <p>Hayato Ito Shinshu University, Japan</p> <p>Abstract</p> <p>This study analyzes participial construction and aims to give an answer to why conjunctions like “<i>when</i>” and “<i>while</i>” are used in some participial construction by considering the iconic principle of sequential order, which is explained in Radden and Dirven (2007). Also, through the analysis, we will propose a better teaching method for the Japanese EFL learners who find it difficult to master the construction.</p> <p>Ito (2016) argues that the preposed participle clauses like in (1) lay the <i>ground</i>, which shows precondition for the whole sentence.</p> <p>Turning to the left, you will see a large building. (Sugiyama 1998: 417)</p> <p>If we look at participial constructions with conjunctions such as (2), not only the participle clause in (1) but also that in (2) expresses the precondition.</p> <p>When turning to the left, you will see a large building. Here the question arises: why is the conjunction added when precondition can be expressed without the conjunction. In fact, COCA (Corpus of Contemporary American English) gives a lot of examples of such participial constructions with conjunctions.</p> <p>In order to consider why conjunctions are added to participial constructions, we collect examples from COCA and analyze the differences between preposed and postposed participle clauses.</p> <p>The analysis shows that among those participial constructions that are interpreted as having the meaning of CONCESSION, the participle clause with the conjunction <i>while</i> is mainly postposed, while clauses without the conjunction are usually preposed. With these data, we can argue that the order of clauses plays a role in showing the ground. i.e., the ground can either be expressed by adding the conjunction <i>while</i>, or by putting the clauses that express the ground in front. On the other hand, in the case of the participle clause with the conjunction <i>when</i>, we could not see such differences in the position; the clause with <i>when</i> can either be preposed or postposed. This might be attributable to the fact that <i>when</i> clearly shows simultaneity, hence there is no need in showing</p>
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	<p>the temporal order by the position. The participle clause with the conjunction <i>when</i> indicates the very specific time instead. We believe that this result can easily be applied to English education. In Japanese EFL settings, the importance of the position of the participle clause is never taught: to teach the importance of the position of the participle clause should be effective for English education. As the last remark, this paper will suggest specific ways to teach participial construction effectively.</p>
<p>Carla Morris GICICTEL1710079</p>	<p>Developing employable business graduates: Demonstrating pervasive skills through blended-learning business simulations</p> <p>Carla Morris Stellenbosch University, School of Accountancy South Africa</p> <p>Natasha Sexton & Prof Stellenbosch University, School of Accountancy South Africa</p> <p>Riaan Rudman Stellenbosch University, School of Accountancy South Africa</p> <p>Abstract</p> <p>Almost 10% of South Africa's skyrocketing unemployed workforce are university graduates, due in part to a perception of their unemployability. The job market requires well-rounded business graduates who are able to show initiative in solving unstructured business problems, whilst maintaining working relationships with clients and colleagues. Globally, business graduates tend to have a strong technical foundation but lack real-world business decision-making and pervasive skills, leaving many firms to shoulder the burden of providing additional training. The three largest accounting professional bodies in South Africa restructured their competency frameworks in recent years to address the changing student needs. As a result, inter alia, practical business simulations were introduced within university courses to develop business awareness and showcase these 'missing' graduate attributes.</p> <p>The objectives of this research were to provide an overview of a blended-learning business plan simulation assignment developed for a university business course, provide feedback on the learning benefits thereof identified by the students, as well as demonstrate its efficacy in the development of pervasive skills expected of business professionals. The primary student deliverables of the business simulation comprised the components of a business plan in various presentation formats (video, Excel and PowerPoint), using an online learning platform. Further deliverables included real-world sourcing of financing and a critical self-assessment of their business plans. A post-assignment questionnaire comprising Likert-scale questions and open-ended comments was used to gather student feedback on the efficacy of the project in developing pervasive skills,</p> <p>Overall, the results showed that business simulation offered students a greater awareness of current affairs and the financial sector, and stimulating practice in their pervasive skills - professionalism, time management, professional scepticism and teamwork inter alia. The online learning platform offered unexpected benefits as a forum for peer discussions on areas of difficulty.</p> <p>Keywords: Business simulation; Pervasive skills; Business education;</p>

<p>Maria Elizabeth Eggink GICICTEL1710082</p>	<p>Blended learning</p> <p>The applicability of the constructivist approach for learning history at higher education institutions: the case of an economic history class</p> <p>Maria Elizabeth Eggink School of Development Studies, University of Mpumalanga, Nelspruit, South Africa</p> <p>Abstract History is a subject that involves values, cultural perceptions and emotions. Historical information is difficult to conceptualise if it is different from one's terms of reference. To address this difficulty often experienced in history teaching, the constructivist learning approach needs to be explored. Constructivism implies that learners construct their own knowledge by interpreting their experiences. The research question underlying this paper is: what role can constructivist theory play in teaching and learning and how applicable is the constructivist approach to History teaching? This paper reports on the case of a first year South African Economic History class. Constructivist theory was applied in the form of a practical assignment. The students' learning experiences were tested by means of a questionnaire. The major findings are that the constructivist learning approach was positively experienced by the students, that it contributed to higher order learning, and that it provided a more holistic learning experience.</p>
<p>Katsuaki Sano GICICTEL1710084</p>	<p>A Study on Will + Progressive: Leading to A Better Education for Japanese EFL Learners</p> <p>Katsuaki Sano Graduate school, Shinshu University</p> <p>Abstract "Will + Progressive" is one of the most difficult grammatical categories to fully understand for Japanese EFL learners. This might be because the meaning of "will+progressive" cannot be compositionally calculated through adding the meaning of the word will with progressive; will itself is used to show that "someone is willing or ready to do something"("will" in Longman), but "will+progressive" does not include this meaning init. This study analyzes the usages of "will + progressives" found in corpuses(1COHA,2COCA,3GloWbE) in order to propose a better way for teaching English progressives in Japanese classroom and contribute to the English education for Japanese EFL learners. The literature on "will + progressive" can be divided into two types; one line of thought, of which Leech(2014) is a representative, argues that (1) and (2) have different meanings. In (1) the subject is actually thinking about a possibility of driving into London, while in (2) the fact that I drive into London is merely stated . In other words, the subject in (2) does not have a clear intention of driving into London as opposed to (1).</p>
<p>Jorge Paz-Ferreiro GICICTEL1710085</p>	<p>Comparison between teacher grading and student self-grading</p> <p>Jorge Paz-Ferreiro School of Engineering, RMIT University, Melbourne, Australia</p>

	<p style="text-align: center;">Abstract</p> <p>Students must obtain specific capabilities in the different degrees or masters. For example, in the degree of Environmental Engineering at RMIT University, they must command mathematics, land contamination and geology. Moreover, students must attain personal skills such as leadership, team work, a critical spirit and a social, environmental and ethical commitment with the environment and the society. A way to evaluate the critical spirit of the students is to compare the grade obtained in a specific module with the grade that the students think they deserve. The aim of this work is to evaluate the differences between teacher and student grading in different subjects at RMITUniversity.</p> <p>Keywords: Environment, self-ranking, ethics</p>
<p style="text-align: center;">Miki HanazakiGICICTEL171 0087</p>	<p style="text-align: center;">The Semantics of With Revisited: Applying Theory to Practice</p> <p style="text-align: center;">Miki Hanazaki Department of English, Faculty of Arts,Shinshu University,Japan</p> <p style="text-align: center;">Abstract</p> <p>Preposition is one of the most difficult grammatical items to fully acquire for Japanese EFL learners. This paper analyzes the semantics of <i>with</i>, argues why the word has “meanings” which seem to have no “family resemblance” with other “meanings”, and suggests a way to apply the results to English education</p>
<p style="text-align: center;">Magdalena pranatasantoso GICICTEL1710091</p>	<p style="text-align: center;">The effective pattern design for children education to raise godly children based on biblical standard</p> <p style="text-align: center;">Magdalena pranatasantoso Petra christian university surabaya , Indonesia</p> <p style="text-align: center;">Abstract</p> <p>In this digital era where individuals in the community turn out to be more secular and dependent on science and technology, some devoted Christian parents still want to teach their children to have godly characters. These parents assume that the Bible ought to be the basis of educating their children. They need an effective pattern design to teach their children in the light of the Bible since their early age. Various samples of parents were selected based on the children's age, gender, number of siblings, parents' occupations, and church ministries. The number of parents was about forty. They focused on teaching their children based on Biblical standard. The procedure began with the step of exploration, in which the indicators were determined. The characters of their children had been described before starting the observations. Parents employed the pattern design of character education that was adopted from the childhood of some Bible heroes and Christian leaders in the Church History. Those models are individuals who have a Christ-like character and credibility. On the second half of the preparation year, the second observation was conducted to find out the difference and the development of their children's characters. The result is a significant change in the characters of their children. Children who encountered this pattern of character education showed better character traits. They developed the ability to communicate with a healthy emotion, to be obedient to the parents, and also to build better relationships with parents and siblings. Educating children based on Biblical standards can be an</p>

	<p>effective pattern design of children education. It is a recommended model to equip parents who want their children to have godly characters in the middle of the digital era and secular society. Keywords: Biblical pattern design, early childhood education, godly characters.</p>
<p>Lidia Lestari Sibuea GICICTEL1710092</p>	<p style="text-align: center;">Students' Perspectives on the Efficiency of Using Tinder and Okcupid to Improve Speaking Skills</p> <p style="text-align: center;">Lidia Lestari Sibuea Department of English, Krida Wacana Christian University Jakarta, Jakarta, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>The purposes of this study is to find students' perspective of using Tinder or Okcupid that is used by students from Ukrida Department of English batch 2014, 2015, and 2016. The students will get some question related to the benefit and what conversation that they usually do. All of the questions are all about their perspective. There are five respondents from different batch. The researcher choose five respondents who already used Tinder or Okcupid more than one month so the students will know how far their improvement in their speaking skills. The researcher also choose students who chatting with native speaker. Based on the interview, chatting with Tinder or Okcupid is effective for them because they can use every word freely and they can talk everything with them without being afraid of grammar mistakes. It appeared that the students thought that their speaking skills and also their self-confidence in speaking had improved. The technological tool and also native speaker can motivate them to produce and practice more english in the real-time because based on the interview, to improve their speaking skills, they need partner that can motivate them to always speaking english and chatting with Tinder or Okcupid to native speaker is one of the way for them to improve their speakingskills. Keywords : perspective, speaking, social media, tinder, okcupid</p>
<p>MunaBalfaqeeg GICICTEL1710093</p>	<p style="text-align: center;">Closing the loop: Reflections from Alumni Engineers on Higher Order Thinking Skills (HOTS)</p> <p style="text-align: center;">MunaBalfaqeeg Petroleum Institute, Khalifa University for Science and Technology, Abu Dhabi, United Arab Emirates</p> <p style="text-align: center;">Abstract</p> <p>Educators and accreditation bodies believe that higher order thinking skills is a critical element in a successful engineering program. This led to greater collective efforts to expand the infusion and application of critical thinking, higher order thinking skills and all related professional skills. Despite its importance which may give credit to an individual or specific university over the other, the impact of these efforts is not measured as such in the actual work environment and therefore the feedback loop is not completed. Unlike the content specific and curriculum based skills in which the feedback loop directly feeds into the educationalsteams. In this research, we will explore the understanding of the concept and use of higher order thinking skills in the engineering work place. We will focus on at least two main groups, recent graduated and those with</p>

	<p>more than 5 years of experience in order to get a full spectrum of the target population. We will use a combination of qualitative and quantitative methodologies represented by a survey and interviews to facilitate the data collection. This paper will attempt to investigate the following:</p> <ul style="list-style-type: none"> ▪ The understanding and application of higher order thinking skills and scope of their use and whether it there is any correlation between these elements and the engineers years of experience. ▪ The level of awareness of required and taught (if any) higher order thinking skills in the workforce through self-reflection. ▪ Create a formal feedback loop to connect the needs of the engineering work place with the educational providers. ▪ Identify ownership and locate the ideal conditions to teach and learn higher order thinking skills or any professional skills that an engineer may require.
<p style="text-align: center;">Zakir Hussain GICICTEL1710094</p>	<p style="text-align: center;">The effects of ICT-based learning on students' vocabulary mastery in junior high school, Bandung.</p> <p style="text-align: center;">Zakir Hussain English Education Department Indonesia University of Education Indonesia</p> <p style="text-align: center;">Abstract</p> <p>In order to achieve the governmental goal which is called “three pillars of education development” (decree no. 65, 2013), ICT must be implemented in teaching all subjects to achieve the teaching and learning objectives in Indonesia (Fortunasari, 2016) and Since ICT plays a vital role in English language learning, it boosts motivation (Schoepp & Erogul, 2001), learners' autonomy (Tri. et al., 2014) and learning skills (Galavis, 1998). This study aimed to examine the effects of ICT-based learning using wiki on learning of students' vocabulary mastery at the junior high school. The design of the present study was quasi-experimental study. The population of the study was seventh graders of a junior high school in Bandung. Experimental group and control group comprised of 25 students each. The instruments of the study were a pre-test and a post-test of vocabulary mastery and an online learning platform called wiki. The data were analyzed by SPSS 16.0 for the windows. The findings revealed that there were significant differences at .05 level between experimental group and control group (df = 49, t = 2.02). Furthermore, recommendations are proposed for the teachers whose teaching philosophy is twisted with ICT-based learning. For instance, they should provide an interesting topic on wiki, let them chat while working online, assign them working online at home and well prepare the facilities used in the class before starting of the lesson.</p> <p>Keywords: ICT-based learning, effect, vocabulary mastery, EFL</p>



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**Promoting the Students' Language Competence through
Indonesian Folktales-Based Instruction**

**Ida Bagus Nyoman Mantra
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Abstract

This present study was conducted to explore the implementation of Indonesian Folktales written in English used as medium of English language learning. The use of folktales in English language learning is considered to be very beneficial, due to the fact that it enables the students to develop their language competence and their Indonesian culture understanding. A number of selected Indonesian folktales are used to improve the students' English language skill and their cultural awareness. The subject of the present study consisted of 30 EFL learners as the participants of the study. The study was conducted in two consecutive cycles of English language instruction and post tests were administered at the end of every cycle. The focus of the instruction was to activate the students' engagement in various English classroom activities to attain higher level of English language competency. The research result showed that the students' competence in English improved significantly and their learning motivation increased considerably. This study suggests that teachers should consider utilizing folktales to enhance the students' English language skill and the students' cultural awareness.

Key words: Promoting, Language Competence, Indonesian Folktales, Instruction

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1710096**

**"The Role of Self Control to Mediate The Influence of Perfectionism
towards Academic Procrastination"**

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Abstract

The biggest problem in education is academic procrastination. Academic procrastination disposed delay to finishing the final project and did other's activity, and thus makes obstruction and the final project can't be accomplished on time. It causes the decrease of productivity and individual work ethic and to creates low human quality. This study aims to analyze the theoretical influence and case study related to achievement motivation, perfectionism and economic hardship towards academic procrastination and self control as intervening variable. The population of the study was the final-year students (2010,2011,2012) doing final project more than 4 years in Economic Faculty, Semarang State University. Data is collected using questionnaires. Sample is obtained by employing convenience sampling technique. In addition, the data is analyzed using descriptive analysis and regression analysis. The result of the study showed that perfectionism had a negative effect on academic procrastination and this study finds that the role of self-control to mediated the influence of perfectionism toward academic procrastination. It is suggested that there should be a good employment creation which can lower the level of academic procrastination and propel the acceleration of country's economy to decrease educated unemployed that may increase poverty

	<p>and social unrest. Keywords: Academic Procrastination, Achievement Motivation, Perfectionism, Economic Hardship, Self-Control.</p>
<p>Sho Fujisawa GICICTEL1710097</p>	<p>On the differences between just now used with Past tense and just used with Present perfect</p> <p>Sho Fujisawa Graduate School Of Humanities , Faculty Of Arts,Shinshu University Of Japan,Matsumoto City, Nagano Prefectue, Japan</p> <p>Abstract This paper will clarify the differences between just now used with past tense and just used with present perfect in order to show the core meaning of present perfect. I have argued in Fujisawa et al (2016) that just now depicts that an action has started a little while ago and has ended at the moment of utterance as in (1); You made a mistake just now in your setup piece, which really was a setup piece. (COCA) However, just now used with past tense is a counterpart of now used with present perfect as in (2) ; a. I have just metAnn. b. I met Ann just now An analysis on the data from COCA shows that said ,had and heard prefer “past verb + just now”, while got, finished and come prefer “present perfect + just” Through analyzing the type of verbs used in sentences with “past tense + just now” and “present perfect + just” , this paper will argue the differences between those two patterns. a. because they don't know any of the stuff that you just now know, Sean. b. I heard his comments justnow. ?c. I have met Ann just now. d. It must have arrivedjustnow. (COCA) As for the method, this paper will follow the following three steps: first, we will use COCA(Corpus of Contemporary American English), and study frequency of usage about just now. Second, we will study history of just now. Finally, we will suggest effective pedagogy of perfect tense.</p>
 <p>Surya Budi Putra Johan GICICTEL1710100</p>	<p>A Corpus-based Analysis of English Past Perfect Tense in Written and Spoken English</p> <p>Surya Budi Putra Johan Department of Industrial Engineering, Universal University, Batam, Riau Island, Indonesia</p> <p>Abstract The ability to use English past perfect tense in different functions such as setting background information, or explaining cause-effect relationship is an important aspect of language use. This research paper explores the different functions of past perfect tense in academic writing and speaking. The Corpus of Contemporary American English (COCA) was used for an analysis of the functional patterns of past perfect tense in different functions. A combination of both quantitative</p>

	<p>and qualitative research techniques was used during the research. Based on the corpus data, the top two patterns of past perfect tense have been mainly used – to set background information, and to provide reason/cause. The function of providing (or setting) the background information is further analyzed into seven sub-functions. Hence, for this research, we will focus in-depth on those first two functions of past perfect tense. It is hoped that the corpus findings can be applied in language teaching so that language learners can discover language rules based on corpus data.</p> <p>Key words: Past perfect tense, corpus, contextualized functions of past perfect tense, setting background information, and explaining cause and effects relationship.</p>
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Mayumi Fujimori
GICICTEL1710102

A Cognitive Approach to The Semantics of Adverbs Very and So

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Abstract

Our concern is to consider a cognitive approach to the semantics of adverbs very and so. As a beginning, we will examine the meaning of so in the dictionary.

Thank you so (very) much.

b Thank you so much. (Genius 5th)

Those sentences look similar but really they are not the same meanings between so and very. According to the English-Japanese Dictionary, so tells the degree shown (mainly women use it), but very (spoken language) means, terrible and following the state of agreements, confirmation, emphasis moreover certainly, a fact like as well.

Extremely very much (informal used to emphasize a clause or negative statement Used with a gesture to indicate size (Oxford New English-English Dictionary)

So seems more casual than very. Addition to 「so much」 it seems you include your personal emotion or feelings to a well-known person or your friends.

It's so hot today.

—As if you're in there.

(3) b It's very hot in Japan.

—Create the image that you don't live in Japan and you haven't been to Japan.

(4) a I'm so tired.

(4) b I'm very tired.

—The image you reply to stranger who doesn't know that you're not tired and asked "How are you?"

Farther more, so and very are frequently used in communication to emphasize in communicating. The two words seem close in meaning, ie, they both emphasize the content of an utterance. However; they differ in following points;

(5) a Don't walk so fast. (♦Don't walk so fast as this.)

(5) b *Don't walk very fast. →Don't walk that fast.

(6) a I'm so tired.

	<p>b *I'm very tired.</p> <p>) a London is very expensive.</p> <p>(7) b London is so expensive.</p> <p>Those examples of so and very seem to have similar meanings, however by changing them, the sentences do not make sense or sometimes both sound okay but the meanings are different.</p> <p>Therefore, in this paper, I would like to understand them better by thinking about the semantic view .</p>
<p>Seri Hartati GICICTEL1710103</p>	<p>The role of Instant Messaging on the effectiveness of lecturer's performance at the Universitas Abdurrahman Pekanbaru</p> <p>Seri Hartati Faculty of social and political science, Universitas Abdurrahman Pekanbaru</p> <p>Diki Arisandi Faculty of engineering, Universitas Abdurrahman Pekanbaru,</p> <p>Abstract</p> <p>Recently education has a high demand in terms of communication services, instant messaging (IM) becomes an option in communicating in University as the service increases in accordance with user needs. Previous studies have suggested that the use of IM may interfere with work activities. But in recent years research shown that use of IM had increased in work life. With this instant messaging technology allows information can be shared quickly, precisely and accurately, so that ultimately will improve the effectiveness of work. Lecturers have an important role in improving the quality of universities. With the development of communication technology will impact the emergence of various types of activities based on technology, all of which are based on electronics such as instant messaging which will help the effectiveness of lecturer's performance. This research uses quantitative method to measure the significance of the effect of instant messaging on the performance of lecturers at the University of Abdurrahman. This research shown that all lecturers using instant messaging in their work have a significant influence on their performance. Through this research is expected to contribute to encourage efforts to increase the use of Instant Messaging, so that the Internet Service Providers can provide more specific services for the use of education, especially in university to support the creation of e-education and e-management.</p> <p>Keywords: Instant Messaging, Effectiveness, Lecturer Performance, University</p>
<p>Fariz Mirza Abdillah GICICTEL1710098</p>	<p>Leadership Education in Modern Islamic Boarding School of Darussalam Gontor</p> <p>Fariz Mirza Abdillah Fakulty of Education University of Darussalam Gontor</p> <p>Abstract</p> <p>Modern Islamic Boarding School of Darussalam Gontor is an educational institution which kyai as public figure and masjid as the central of spirit. Modern Islamic Boarding School of Darussalam Gontor also the one of many educational institutions in Indonesia that reputed has been successful created a national and religion figure since Gontor exist in 1926, the part of national figures are; Hidayat Nur Wahid (vice chairman of people consultative assembly), Prof Dr KH</p>

	<p>Muhammad Sirajuddin Din Syamsuddin, MA (former of Indonesian Ulama Council), Lukman Hakim (current Ministry of Religion), KH Achmad Hasyim Muzadi (former of Presidential Advisory Council) and many others.</p> <p>Behind their success, there are many leadership experiences that they got in their educational process when they were studying in Gontor. Modern Islamic Boarding School of Darussalam Gontor is educational institution that prefers character building then learning, with supervising in all activities in the day. The student educated and learn all about responsibility, leadership, discipline and manner that will be described more in this paper by author. And author also will describe the mottoes, panjajiwa and philosophy that empower education in Gontor. This paper aimed to give a solution for many problem educational institution.</p> <p>Filed of Research: Modern Islamic Boarding School of Darussalam Gontor, leadership</p>
<p>N. Dede Khoeriah GICICTEL171 0104</p>	<p style="text-align: center;">The social skill of students with visually impaired</p> <p style="text-align: center;">N. Dede Khoeriah Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara Abstract</p> <p>Based on the results of observation and interviews conducted by the research team (2016), it showed that the majority of students with visually impaired at Special Education Department, Faculty of Education, Nusantara Islamic University Bandung had low social skill, who are proved less motivated to follow the activities held by student association; they expect attention from faculty and other students. Therefore, it should be revealed by the social skill and how the implications of the duty of lecturers are. This research is a qualitative descriptive research, which the subjects are students with visually impaired and lecturers at the Special Education Department. The research data was obtained through observation, interviews and questionnaires. The result of this research showed that the students with visually impaired have to learn, know and interact with social environment on average 45% in the high category, the student's adaptability with him/herself and his/her environment reaches 43.33% in high category and the aspect profile of social problem-solving skill reaches 44.17% in high category and the rest 55.83 % is in low category. The implication of the study is that lecturers are expected to facilitate visually impaired students to improve ability aspects covering to recognize and deal with the social environment, to make self-adjustment with themselves and their environments, and to solve social problems.</p> <p>Keywords: social skill, student with visually impaired, special education</p>

 <p>Revita Yanuarsari GICI CTEL1710105</p>	<p>Improving Preschool Teachers' Drawing Skills through Creation Early Childhood Books Story Training</p> <p>Revita Yanuarsari Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara</p> <p>Hendi Suhendraya Muhhtar Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara</p> <p>Abstract This research is expected to solve the lack of preschool teachers' drawing skill. It is conducted by giving creation early childhood books story training. This helps preschool teachers to master basic drawing techniques. The research uses qualitative approach. There are 3 (three) stages in this research namely Pre, On Going and Post Training. The used instruments are observation and questionnaire. With this training, it is expected that early childhood teachers can create a story for Early Childhood, illustrate the story to draw, demonstrate and animate the fairy tale, so that learning in early childhood will be more effective, especially the character learning with story or fairytales. Keywords: early childhood, training, drawing</p>
<p>Wachyudin GICICT EL1710106</p>	<p>Special need education teacher's competency mastery through teacher internship program</p> <p>Hilman Farouq Ghoer Universitas Islam Nusantara Teti Ratnawulan Universitas Islam Nusantara</p> <p>Wachyudin Universitas Islam Nusantara</p> <p>Euis Nani Mulyati Universitas Islam Nusantara</p> <p>Abstract A teacher and prospective teacher of Special Need Education are required to master, understand, and practice 4 (four) teachers' basic competences covering pedagogy, personality, social and professional competence with various peculiarities of learners, whether with permanent and temporary barriers. In fact, high score for final test does not reflect the four basic competencies. So that, it needs crucial study. Through R & D method, it is obtained the result that is; the developed instruments in teacher internship program I need to be adjusted to the specialization of the learners; Obstacles that occur that the school's paradigm still consider the program is identical with PPLK (field practice), whereas teacher internship program is in semester 2, PPLK is in semester 6, the campus parties have not provided yet the theory of the internship program I before the practicing comprehensively. The internships program needs to be adjusted to the schedule of lectures; Designs are expected to be tailored to the specialty of learners (A, B, C), specialized in UNINUS, specialization A and C. To build teacher's attitude in pedagogic competence; Students experience and gain information about teachers' competencies,</p>

	<p>teaching and learning process and teacher's administration; In personality competencies, they acquire a good and flexible personality; for social competence, they gain experience of good relationships with children, parents, and colleagues, and in professional development, they follow the activities and the addition of teacher's documents. Keywords: mastery, competency, prospective teacher of Special Need Education, Teacher Internship Program I</p>
<p>EmayMastianiGICIC TEL1710107</p>	<p>Work Skills Program through Apprenticeship Program for Children with Mild Mental Retardation</p> <p>EmayMastiani FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>LilisSuwandariFakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>Abstract</p> <p>Work skills for children with mild mental retardation are very important, since the skills will be their assets for the future. There are two benefits that will be obtained if the learning skills are acquired directly in the workplace, namely; First, the children will quickly understand the work. Second, the children's skill will directly be recognized by the employer – thus it does not require any tests for applying for the job. The research is intended to find out the learning skill work through apprentices whether to accelerate the comprehension of the child compared with learning work skill at school. The selection of skill programs is adjusted according to the work with the physical, mental / cognitive, social and conditions, and the children's interest on the job, as well as the employer's acceptance for the children with mild mental retardation. Some work can be done by the children with mild mental retardation, because the available work is not too difficult and does not require thinking. The available jobs tend to require hand work. The used method in this research is research and development (R & D). The data are obtained through observation, interview, documentation, workshop/discussion, and limited validation. The results showed that the children with mild mental retardation were able to do semi-skilled jobs, as well as the employers are willing to accept the children who want to work in the workplace. As for the recommendations, the schools should try to apply work skills program through apprenticeship. Keywords: work skills, mentally retarded children, apprenticeship</p>
<p>Teti RatnawulanGICICTEL1 710108</p>	<p>Management Profile of Guidance and Counseling in Junior High School</p> <p>Teti Ratnawulan FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>SidiqAulia Rahman FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>Abstract</p> <p>Mengenaipersonil BK masihadapersonildari non BK, sertabelummenuhihukuota. Dalamlayanpendukungdiperlukansaranadanprasarana BK,</p>

	lokasiruang BK upayakanmudah
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	<p>diakses dan ruang konseling tetap tidak teralut terbuka. Ruang konseling dan ruang BK kelompok diperlukan, hanya di Kabupaten masih belum representatif. Instrumen BK sudah ada termasuk alat penyimpanan data BK, tetapi untuk di Kota Bandung belum terpenuhi alat pengumpulannya.</p> <p>Need analysis is required in school management, so is in guidance and counseling management. Planning is as well needed in conducting guidance and counseling (G&C) program for all cities and regencies of Bandung. The applied research method was Research & Development. The data were obtained by using documents, questionnaires and interviews. The results show that there are still G&C personnel with irrelevant educational background, and have not fulfilled the quota. In supporting services, it is required G&C facilities and infrastructures (accessible room). G&C instruments already exist including data storage tool, but for the city of Bandung have not yet fulfilled its data completion tool.</p> <p>Key Words: Profile, Management, Guidance and Counseling</p>
<p>N. Dede Khoeriah GICICTEL1710109</p>	<p>The description of students' social skill with visually impaired In special needs education department faculty of teachers' training and educational sciences - uninus</p> <p>N. Dede Khoeriah Special Needs' Education Department Faculty of Teachers' Training and Educational Sciences Uninus Bandung</p> <p>Abstract</p> <p>Based on the results of observation and interviews conducted by the research team (2016), it is showed that majority the students' social skills with visually impaired in Special Needs Education Department in UNINUS are still low. It was showed by their lack of motivation when they follow academic activities. Therefore, it become problems for the lecturers and should be solved. The research apply qualitative descriptive design which the subjects are students with visually impaired and its lecturers. The data was obtained through observation, interviews and questionnaires. The result showed the importance for the students with visually impaired to learn, to know, and to interact with their social environment. The result also showed student's adaptability with themselves and their environment, and students' aspect in social problem-solving skills. Therefore, it is suggested for the lecturers to facilitate visually impaired students to improve their ability aspects, deal with social environment, make self-adjustment and solve social problems.</p> <p>Keywords: social skill, visually impaired's students</p>
<p>Hendi Suhendraya Muchtar GICICTEL1710110</p>	<p>Development of Management Model for Entrepreneurship Course Village (KWD) in Increasing Family Economic Income</p> <p>Hendi Suhendraya Muchtar Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara</p> <p>Abstract</p> <p>The background of this study is the existence of several problems about unemployment conditions that occurred in Indonesia. There are three factors regarding the unemployment, namely the number of job seekers is greater than the number of available job opportunities; the gap is</p>

	<p>between the quality of job seekers and the required qualifications, and third is the layoffs. The result of this study is expected to be a reference in providing educational services for the community, especially in the field of life skills (courses). It also can also be a further study for other researchers, who are interested to examine more about the development of management model for entrepreneurship course village.</p> <p>Keywords: unemployment, life skills, development of model</p>
<p>Reni Nurapriani GICICTEL1710111</p>	<p>Game Model based on Local Wisdom Values as an Effort to Increase Social and Rough Motor Abilities of Early Childhood</p> <p>Hanafiah FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>M. AndrianaGaffar FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>Reni Nurapriani FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p>Abstract</p> <p>This research was conducted in an effort to find an alternative model of the right game for early childhood in West Java region. Factually, rapid technological developments have negatively impacted the development of rough social and motor skills of early childhood. Early childhood is more likely to be passive and less interacting with the environment because it is spoiled by various games that have been supported by virtual technology. Given the diverse Indonesian culture, the researchers tried to develop an interesting game model as well as inculcate the value of local wisdom to the next generation of the nation. The results of this study are expected to stimulate the development of children, improve gross motor skills, providing alternative activities play in harmony with the values of local wisdom, cultivate children to skillfully move and process the body, motivate teachers to create activities and learning experiences appropriate to the child's development and situation, Culture and conditions, introduce and strive to preserve local wisdom in early childhood. Another hope is to provide opportunities for students to improve their motor skills without losing a joyful childhood through playful learning activities, recognizing and trying to preserve the values of local wisdom. This game model is developed through research and development methods with a combination approach. Data and information digging was done in 4 TK / PAUD located in West Java area using observation technique, questionnaire and documentation study. The research findings obtained at the location of research is 1) the implementation of educational programs for young children in the area of West Java is still not optimal; 2) the variety of games for early childhood taught by the teacher has not been colored by efforts to recognize and preserve the value of local wisdom; And 3) the trial results of the local wisdom-based game-based game model shows a significant increase in early childhood social and motor skills in WestJava.</p> <p>Keywords: Early Childhood Game Model, Local Wisdom Values, Social and Crude Motor Abilities</p>
<p>NuriskaNoviantoro GICICTEL1710112</p>	<p>Thematically Character-based Learning Materials in Early Child Education: A Preliminary</p>

	<p style="text-align: center;">Annie SusanySomantri FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">NuriskaNoviantoro FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">FadilaRahmaGhoer FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">Abstract</p> <p>Character education has become a reference for the development of learning patterns of schools in Indonesia. The development of classroom learning instructions integrating character education has been applied in a variety of interesting teaching and learning patterns, despite not all of them being capable of promoting character education appropriately. In its capacity as a reference for learning, learning materials should be able to act as a basic guideline which is to be further developed by teachers in the learning environment. This study aims to identify the needs of PAUD teaching materials in PAUD institutions in West Java and identify teaching materials that had been and are being used in PAUD institutions in West Java. The subjects of the study were three PAUD institutions in West Java selected based on the accreditation of BAN PNF West Java. The instruments used were document analysis, questionnaire, and observation. From the interim results, it was found that the teaching materials used still have not integrated thematic learning in a friendly character education environment. Initial needs analysis of the thematically character-based materials shows that teachers still do not understand in detail about the characteristics of well-designed thematically character-based learning materials. The teacher's knowledge of evaluating teaching materials has not been able to support teachers' understanding on how the thematically character-based learning materials were developed integrated with character education, whether in the forms of direct instruction, games, or assignments. Related to teaching materials that had been and are being used, there are differences of understanding where an institution have begun to evaluate and integrate the vision and mission of the institution with the vision and mission of national education and other two institutions regard textbook as a standard reference on how the learning process should takeplace.</p> <p>Keywords: Theme-based learning, learning materials, character education</p>
<p style="text-align: center;">HanafiahGICICTE L1710115</p>	<p style="text-align: center;">Game Model based on Local Wisdom Values as an Effort to Increase Social and Gross Motor Abilities of Early Childhood</p> <p style="text-align: center;">Hanafiah FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">M. AndrianaGaffar FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">Reni Nurapriani FakultasKeguruandanIlmuPendidikanUniversitas Islam Nusantara</p> <p style="text-align: center;">Abstract</p>

	<p>This research was conducted in an effort to find an alternative model of the right game for early childhood in West Java region. Factually, rapid technological developments have negatively impacted the development of gross social and motor skills of early childhood. Early childhood is more likely to be passive and less interacting with the environment because it is spoiled by various games that have been supported by virtual technology. Given the diverse Indonesian culture, the researchers tried to develop an interesting game model as well as inculcate the value of local wisdom to the next generation of the nation. The results of this study are expected to stimulate the development of children, improve gross motor skills, providing alternative activities play in harmony with the values of local wisdom, cultivate children to skillfully move and process the body, motivate teachers to create activities and learning experiences appropriate to the child's development and situation, Culture and conditions, introduce and strive to preserve local wisdom in early childhood. Another hope is to provide opportunities for students to improve their motor skills without losing a joyful childhood through playful learning activities, recognizing and trying to preserve the values of local wisdom. This game model is developed through research and development methods with a combination approach. Data and information digging was done in 4 TK / PAUD located in West Java area using observation technique, questionnaire and documentation study. The research findings obtained at the location of research is 1) the implementation of educational programs for young children in the area of West Java is still not optimal; 2) the variety of games for early childhood taught by the teacher has not been colored by efforts to recognize and preserve the value of local wisdom; And 3) the trial results of the local wisdom-based game-based game model shows a significant increase in early childhood social and motor skills in WestJava.</p> <p>Keywords: Early Childhood Game Model, Local Wisdom Values, Social and Crude Motor Abilities</p>
<p>Bharat Ramanuj GICICTEL171 0116</p>	<p>An Inquiry into Academic Achievement at Graduate Level of Saurashtra University Students under Arts, Commerce & Science Faculties</p> <p>Bharat Ramanuj Department Of Education, Saurashtra University, Rajkot, Gujarat, India</p> <p>Abstract</p> <p>The Chief Objective of this research was to check whether the academic achievement of the students of Arts, Commerce and Science faculties increases as decreases during each semester with reference to their past academic achievement in std.XII.</p> <p>The Sample of the study included total 29607 students from Arts, Commerce and Science faculties Academic Achievement scores of all the students involved in the sample were taken from std. XII to all the semesters at graduation level The Scores were calculated and correlated the findings were as follows.</p> <p>The students from all faculties who scored 70% or more in std XII were found to have no increase in academic achievement during all semesters.</p> <p>The Students who scored between 60% to 70% in std.XII had decreased their academic achievement scores except for the students of</p>

	<p>first semester under the faculties of Arts and Commerce. The number of such students was higher than others. Whereas the result obtained by students of science faculty was totally opposite to the earlier. The Students who scored lower than 60% in std. XII under all the three faculties had a great increase in their academic achievement of all semesters. The number of such students was also higher.</p>
<p>Shingo ShiotaGICICTEL171011 7</p>	<p>Development and Evaluation of Information Security Teaching Materials Regarding the Judgment of “Suspicious” Aspects of Sites and Applications</p> <p>Shingo Shiota Faculty Of Education, Shizuoka University</p> <p>Abstract At present, there exist malicious programs and others that demand “ransom” in exchange of returning personal computers (PCs) and smartphones in their original state after the popularization of personal information leakage due to virus infection that disables PCs and smartphones. Hence, improvement of education on information security is an urgent issue. In particular, with the increasing use of smartphones, children often use not only sites but also various applications; hence, it is important to acquire the ability to judge “suspicious” aspects about such applications. However, in the current conventional information security education, there are many guidelines such as “Please be careful about suspicious websites,” which introduce various examples, but there are few teaching materials to examine the “suspicious” aspects of sites and applications concretely. Therefore, in this research, we developed an information security teaching material that specifically examines “suspicious” aspects of sites and applications. And then, we practiced by providing this information to second-grade junior high-school students and verified the outcome.</p>
<p>SuryantoNugrohoGICI CTEL1710065</p>	<p>Using Technology Readiness Index to Analyze Readiness of E-learning Implementation among Public and Private Schools</p> <p>SuryantoNugroho Department of Information Systems STMIK Duta Bangsa Surakarta, Indonesia</p> <p>Abstract The success of an implementation and adoption of new technology in an institution is largely determined by the readiness factor and the ability of the user. Many cases of implementation of a new technology fail because it does not pay attention to internal readiness factors. This research aims to identify the readiness of the implementation of e-learning in public and private schools and the factors that are different. Using Readiness Index Technology (TRI), this research assess the readiness of optimism, innovativeness, discomfort and insecurity, and then add one human resource variable as modification. Using data from 200 respondents who were divided into 100 respondents from public schools and 100 respondents from private schools, respondents will be taken from secondary schools located in the city area of Surakarta. Using Structural Equation Modeling (SEM)</p>

	<p>with Partial Least Square (PLS) approach to perform data analysis. The results can be concluded readiness of e-learning users, generally are at a sufficient level with the discomfort factor index ranks at the top and innovativeness factor index has a low score. Keywords—e-learning readiness; technology readiness index; structural equation modelling; assessment system.</p>
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