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## **KEYNOTE SPEAKER**




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<p>Abdullahi Sani GICICTEL1703055</p>	<p>Graphics file formats and conversion applications in image Processing</p> <p>Abdullahi Sani Hassan Usman Katsina Polytechnic College of Science and Technology Department of Computer Studies Katsina, Nigeria</p> <p>ABSTRACT</p> <p>My knowledge of this field at the start of the research was casual. I knew generally about bitmaps without knowing anything specific about the formats, compression techniques and overall structure of the graphic images I was using. As this is a research I am interested in making my career in, measuring the ‘quality’ of images and how this can be affected by the right or wrong choice of a file format seemed a natural choice of study which I knew would be both challenging and interesting.</p> <p>The learning curve embarked on has been considerably steeper than previous work I have undertaken. The software component constitutes my first true software development culminating in a final product. My previous knowledge of the C language did not cater for the scale of this work, and my skills in Pascal, as used in Borland Delphi, were only of a basic level. Through the development I have learnt everything necessary about these languages and how they can be applied to creating file conversion software.</p> <p>From the theory aspect, I have done much research into the principles of image storage and its related areas including compression and decompression, colour spaces and conversion between colour systems, image displaying, conversion between file formats and some advanced techniques used to enhance compression ratios and allow such features as real-time full-motion video.</p>
 <p>Jafar Asgari Arani GICICTEL1703056</p>	<p>WhatsApp in a Blended Approach to Promote, Learning English for Dental Purposes</p> <p>Jafar Asgari Arani English Department, Kashan University of Medical Sciences, Iran</p> <p>ABSTRACT</p> <p>Due to the existing extensive curricula of English for Dental Purposes (EDP) courses and absence of enough weekly hours to cover them in Iran, there is a limited insufficient exposure to English to improve students’ English communication skills to the levels necessary for their future career. So, there have been needs to appraise the present teaching approaches and reform the configuration and context of EDP classes to yield highest profit for their students. The study was designed to address issues central to the perception and expectations of students in regard the use and the impact of the social medium, WhatsApp. As part of this impression, a spectrum of procedures has been depicted to employ this cross-platform messaging application.</p>

	<p>This research was conducted among 70 2nd year dentistry students at Kashan University of Medical Sciences, in a course called English for Dental Purposes (EDP). The descriptive research project employing a qualitative and quasi-experimental study was chosen to collect data using a valid and reliable pretest-posttest design. Two groups 35 subjects were randomly selected via simple random sampling. The control group was taught by conventional method, while the experimental group was taught through the proposed WhatsApp assisted language learning approach in a blended way. A paired t-test was utilized to compare the results of each group and an independent sample t-test was utilized to compare the results in control and experimental group. The f-ratio value is 7.88138; the t-value is 2.80738. The p-value is .006512 and the result is significant at <math>p &lt; .01</math>.</p> <p>Therefore, there are good reasons to think WhatsApp-based method of teaching EDP as a more effective approach than the face to face method . The Likert scale questionnaire descriptively analyzed via SPSS 16.00 version revealed experimental group had generally positive attitudes towards Apps-based teaching of academic materials.</p> <p>This media helps students get to be more capacitated in EDP, advances the class learning of English for Dental Purposes, enhances students' knowledge more satisfactorily, motivates them to gain a positive impact and willingness in their class activities and had resulted in more continuity in study and self-confidence. So, it deserves considering the incorporation of the new application i.e. WhatsApp effectively in the curriculum of EDP pedagogies as an educational means.</p> <p><b>Keywords:</b>  <b>WhatsApp; English for Dental Purposes; Blended Language Learning</b></p>
<p><b>Dilfraz Singh</b>  <b>GICICTEL1703057</b></p>	<p style="text-align: center;"><b>AN EMPIRICAL ANALYSIS OF INDIA'S MERCHANDISE TRADE RELATIONS WITH EUROPEAN UNION</b></p> <p style="text-align: center;"><b>Dilfraz Singh</b>  <b>Research scholar, Lovely Professional University, Punjab</b></p> <p style="text-align: center;"><b>Dhan Kumar</b>  <b>Scholar, Lovely Professional University, Punjab</b></p> <p style="text-align: center;"><b>Savisca Singh</b>  <b>Research scholar, PU, Punjab</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The European Union's export to India is higher relative to India's export to the European Union. In contrast to most of the developing economies, India is regarded as a country with significant supply side capacity. Consequently, the overall welfare gains for India will depend on the relative strength of the trade creation and trade diversion impacts.</p> <p>The present paper explores the potentials of enhancing trade between India and EU and aims at identifying the possible gains that would accrue to each of the economies. The identification of pattern of trade flows between the two economies in a perfectly competitive world characterized by free trade. An analysis of trend, composition and intensity is needed for international trade as it assist in finding out why exporters are not able to exploit their full potential and to what extent it is imported. This research was done by an empirical</p>

	<p>investigation in perception by Indian exports along with imports. Analysis of data is done with the help of comparisons of tables and formula of intensity indices of trade. Key words: FTA (Free Trade Agreement), trends, composition and intensity.</p>
 <p>Murtala Sale GICICTEL1703051</p>	<p><b>ROLE OF MOTIVATION IN QUALITY TEACHING FOR SUSTAINABLE DEVELOPMENT AT PRIMARY SCHOOL LEVEL IN KATSINA METROPOLIS, NIGERIA</b></p> <p>Murtala Sale Hassan Usman Katsina Polytechnic, Katsina State, Nigeria</p> <p><b>Abstract</b></p> <p>The use of motivation in teaching is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. When behavior of motivation in teaching and learning used, would facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using motivation during teaching and learning in primary schools in Katsina metropolitan, Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of using motivation in learning process and also give the opportunity for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of motivation during teaching and learning will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date motivational facilities to all primary schools in Katsina metropolis for effective teaching and learning process.</p> <p>Key words: Motivation, Quality Teaching, Sustainable Development</p>
 <p>Bridget Nwaamaka Oguagu GICICTEL1703052</p>	<p><b>EDUCATING BIOLOGY STUDENTS ON HEALTH CONCOMITANTS OF SEX FOR VALUE RE-ORIENTATION IN MORAL CHARACTER</b></p> <p>Bridget Nwaamaka Oguagu (M.Ph) Department Health And Physical Education, Nwafor Orizu College Of Education, Nsugbe, Anambra State, Nigeria.</p> <p><b>Abstract</b></p> <p>The study investigated educating of biology students on health concomitants of sex for value re-orientation in moral character. However, to guide the researchers in the study three research questions were formulated and relevant literature was viewed. Descriptive survey research was used with the population of five thousand biology students in all secondary schools in Anambra State under the management of Anambra State School Services Commission (PPSSC). The researchers used structured questionnaire as an instrument for data collection. Purposive sampling was used. The questionnaire adopted five points likert scale. The researcher used arithmetic mean with decision point of 3.00 to answer research questions. From the result of the data analyzed, it was found that</p>


	<p>majority of the items are accepted as health concomitants of sex on which biology students in boys schools can be effectively counseled for moral character. On the other hand, many others were rejected. Results were discussed and recommendations offered, conclusion is that, there are many concomitants of sex in which biology students can be effectively counseled for moral character.</p> <p><b>Keywords:</b> Health Concomitants, Sex, re-orientation and Moral Character</p>
 <p><b>Veronica Ngozi Orajekwe</b> GICICTEL1703053</p>	<p style="text-align: center;"><b>NUTRITIONAL KNOWLEDGE, ATTITUDE AND INFANT FEEDING CARE PRACTICES OF NURSING MOTHERS IN ENUGU</b></p> <p style="text-align: center;"><b>VERONICA NGOZI ORAJEKWE PH.D</b> <b>DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION</b> <b>NWAFOR ORIZU COLLAGE OF EDUCATION, NSUGBE</b> <b>ANAMBRA STATE, NIGERIA</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Good nutrition is essential for all, most especially for infants, as their growth rate is determined by the quality of nutrition they receive during this period. Inadequate nutrition affects a child's growth and development in its ramification. Since infants depends on their mothers principally for good nutrition, this study examined the nutritional knowledge, attitude and infants feeding care practices of nursing mother in Enugu. The study adopted cross-sectional descriptive study design. Five hundred nursing mother attending postnatal or immunization clinics in Enugu state government hospitals in Enugu participated in the study. Self develop and validated questionnaire (r=0.72) and oral interview were used to collect data. Frequency counts, percentages, chi-square (x<sup>2</sup>), ANOVA and post-hoc were the statistical tools used. The study revealed that there is significant knowledge, positive attitude and adequate infant feeding care practices of the participants. However, in a comparative analysis, better educational level positively affects mother's nutritional knowledge and attitude. Mother's low economic status affects their nutritional attitude and practices negatively. We recommended among others that appropriate health education be given to nursing mothers for them to have attitude, positive practices health that will promote adequate nutrition of their children.</p> <p><b>KEYWORDS:</b> Nutritional Knowledge, Attitude, Infant Feeding, and Practices</p>
<p><b>Meral Per</b> GICICTEL1703054</p>	<p style="text-align: center;"><b>The relationships between colour and emotion on childrens' paintings</b></p> <p style="text-align: center;"><b>Meral Per</b> <b>Institution/organization: Abant Izzet Baysal University, Bolu-Turkey</b></p> <p style="text-align: center;"><b>Abstract:</b></p> <p>In children's paintings, there are three important measure of observation for the experts to analyze: usage of the paper, the composition of the painting, and the use of colours. Because it is the easiest way of communication, painting allow children to easily communicate with the outside world. The fact that all children love painting makes it the perfect tool to analyze their inner world (Yavuzer,2000). A total of 15 children; including 7 girls and 8 boys, were participated in this</p>

	<p>research. To analyze how children associate colours and emotions, there were told two separate stories, the first story was happy and the other one was sad. Prior to the creation of these stories, children were asked to answer the following question: What are the things that make you feel happy and sad? Both stories that were told to children were then composed to reflect their answers with the opinions and governance of professors from the departments of Turkish education, educational science and art education.</p> <p>The research was completed in two stages. During the first stage, each child was taken individually into an experimental room where there were 2 chairs and a table. Every child was given a painting paper of 25x35 cm and 12 colours pastel crayons. The pastel colour crayons were chosen deliberately because preschool children enjoy painting with pastel crayons. After telling the happy story, every child was asked to paint this story into paper. During the second stage, with the same physical conditions, children were asked to picture the sad story into paper. In the light of the acquired data, the relationship between the choices of colours to picture both stories were investigated. In sum, children use warm colours such as red, yellow and blue to picture a happy story. Among these warm colours, children tend to use red more than the other colours. On the other hand, children use cold colours in their depiction of the sad story. In addition to the use of blue, green and purple, they tend to use brown and black colour.</p>
 <p>Vijayan K GICICTEL1703059</p>	<p><b>Performance Indicators as a Tool for Reflection and Improvement in Teaching</b></p> <p>Vijayan K Assistant Professor Department of Teacher Education NCERT, New Delhi</p> <p><b>Abstract</b></p> <p>Quality of education by and large depends on the quality of teacher. Teachers must be strongly accountable for their professional practice and their student's progress and have clear actions to support performance improvement. National Policy on Education, 1986 (NPE) conceptualized the need for a data based open transparent and participatory teacher appraisal system as a part of the professional development programme for teachers. While discussing about the present system of teacher appraisal in India, Justice Verma commission reports mentions that different states and institutions utilizes approaches, procedures, and instrumentalities like writing of Annual Confidential/ Performance Reports of teachers by the supervisory level, lesson observation and feedback by Supervisor/ Principal, School Inspection, linking teacher performance with performance of students in examinations including board examinations, assessment based on achievement of students vis-a-vis pre fixed targets etc (MHRD, 2009). Commission has further described overall framework and guiding principles for implementing a coherent system of teacher appraisal.</p> <p>Based on the recommendation of Justice Verma commission, Government of India entrusted National Council of Educational Research and Training (NCERT) to develop a tool for assessing Performance of Teachers. NCERT has developed a draft tool for assessing the performance of elementary school teachers namely PINDICS. PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the Right to</p>


	<p>Education Act 2009, National Curriculum Framework-2005 and Sarva Siksha Abhiyan Framework-2011. PINDICS can be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the highest level. These can also be used for teacher appraisal by the supervisory staff/mentor to assess and to provide constructive feedback for the improvement of teacher performance. It consists of 7 performance standards (PS), 13 specific standards and 54 performance indicators.</p> <p>The present paper discusses how PINDICS can be utilised by various stake holders for the improvement of school education in general and student learning in particular with the help of data collected during pilot testing. Specifically, it describes the ways in which assessments of teacher performance using PINDICS can help in reflecting about teaching learning process as well as a mean for organisation of continuing professional development programme for teachers.</p>
<p style="text-align: center;"><b>Ongek Margaret</b>  <b>GICICTEL1703060</b></p>	<p style="text-align: center;"><b>PRIVATIZATION OF PUBLIC HIGHER EDUCATION IN AFRICA:  IMPLICATIONS FOR PRIVATE SECTOR UNIVERSITIES IN THE  CONTEXT OF SUSTAINABLE DEVELOPMENT</b></p> <p style="text-align: center;"><b>Ongek Margaret</b>  School of Education, Department of Curriculum, Instruction and Educational  Media. University of Kabianga, Box 2030 -20200 Kericho, Kenya.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This article explores the implications of privatization of public higher education for private sector universities in the context of sustainable development in Africa. The paper is divided into three sections. The first section chronicles the development of privatization of public education and private university education in Africa. The second section discusses the reciprocal and reactive adjustments made by private sector universities in the wake of privatization of higher education in public universities. The last section examines the implications of privatization of public higher education and private universities' adjustments upon sustainable development in Africa.</p> <p><b>Key Words:</b>  Privatization, Public Higher Education, Private Sector Universities, Sustainable Development</p>
<p style="text-align: center;"><b>Dr. Saw Thanda Swe</b>  <b>GICICTEL1703061</b></p>	<p style="text-align: center;"><b>What levels of proficiency should teachers of English have?</b></p> <p style="text-align: center;"><b>Dr. Saw Thanda Swe</b>  University of Essex , England , United Kingdom</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Matsuda (2012: 2) stated that “English has an important status in international contexts - contexts where people from diverse backgrounds interact and communicate with each other.” It is a fact that many of us need to know English to be able to communicate with people who do not share the same L1, or to read academic papers, which are mostly written in English nowadays. Many people who plan to learn English go to language school at the beginning of their learning stage, except those who have English language as a compulsory course in their formal education. Anyone who knows the language can become a language</p>



	<p>teacher, but the issue is whether to hire either native or non-native speakers. Due to the high demand for native-speakers, non-native speakers are less favoured in the job market. Is it because they are less proficient in the target language? What levels should they have for this specific kind of job? This small-scale study has accessed experienced EFL teachers' perspectives on the level of fluency required for non-native English-speaking teachers in their teaching practice. Both native and non-native speaking teachers with different teaching backgrounds were recruited to explore their aspects of teaching English in different settings. The results suggest that many teachers want non-native (EFL) teachers to have an expert-user level to be able to teach the language properly, but some still think it would depend on where the classrooms are and on how many fluent (i.e. native and non-native) speakers are available to teach English. However, the final results show that advanced level is sufficient to choose the teaching of English as a profession (with the result showing 40% for Advanced level whereas the Expert level is only at 30%). Moreover, in some cases and in some countries, fluent speakers are unlikely to be found and institutions have no choice but to employ only intermediate and expert-level users.</p>
 <p>Gifty Edna Anani GICICTEL1703062</p>	<p>Quality matters: A study of the English language curriculum of teacher education in Ghana</p> <p>Gifty Edna Anani ( Presenter) Lecturer, Department Public Relations, University of Professional Studies, Accra Legon, Accra- Ghana</p> <p><b>ABSTRACT</b></p> <p>Becoming a language teacher is a process involving the acquisition of both linguistic competence and pedagogical competence (Wright, 2002). This is a fact that the teacher educator ought to embrace and inculcate in the trainee. This study aims at examining the training given to teacher trainees of English Language and its implication for quality language instructions. The study investigates the trainees' attitude and perceptions toward teaching and learning of English Language in colleges of education in Ghana. The theoretical issues underpinning this study involve the theory of progressivism and essentialism. The design chosen for the study is the action research placed in a mixed method paradigm. The sample for the study will be 170, comprising 50 first year trainees, 50 second years, 20 third year trainees on internship programmes and 20 tutors of English Language. To fulfill the aims of this research, questionnaire, interview and observation are the main instrument for the collection of the data. The methods chosen for the analysis of data are descriptive Statistics, qualitative Content Analysis and narrative analysis. Findings of the study would examine the curriculum experience of trainees in terms of quality and its implications on English language education in basic schools in Ghana.</p> <p><b>Key words:</b> English Language curriculum, teacher education, progressivism, action research, pedagogy, competence</p>

 <p>Rokhsana Akhter Rupee GICICTEL1703063</p>	<p><b>“Facilitating Peer Review in a Large Flipped ESL Classroom: Assessment for Learning”</b></p> <p><b>Rokhsana Akhter Rupee</b> Graduate Student of TESOL at North South University Lecturer of English (Adjunct) at Independent University, Bangladesh (IUB)</p> <p><b>Abstract</b></p> <p>The quality of ESL schooling is facing a decline in the mainstream education in Bangladesh as, in most of the cases, a large class is being taught with impractical distribution of time, space and fixed lesson plans. Naturally, the standard is not being maintained for lack of skilled teachers and insufficient supply of supporting tools. As one of the attempts to improve the quality of ESL teaching and learning in Bangladesh, this paper aims to promote facilitation in the flipped classrooms introducing a new concept of peer review for all classroom tasks. This would be a smart approach of formative assessment, which might expand a learner’s cognitive competency while minimizing teaching stress in a large classroom. This approach of peer review facilitates assessment for learning while helping in effective classroom management. It includes peer discussions and feedbacks that make learning comfortable as well as more holistic. This research is based on a mixed method that includes both qualitative and quantitative data. A partial feedback from 50 participants states that facilitating peer review in the large flipped ESL classrooms helps fix grammatical errors easily while promoting experiential learning. This paper outlines a complete peer review instruction while discussing some potential challenges of its implementation in the present Bengali educational context.</p> <p><b>Keywords:</b> ESL, classroom management, flipped classroom, facilitation, peer review.</p>
<p>Haththotuwa Gamage Nishadhi Dimalka GICICTEL1703065</p>	<p><b>ADMINISTRATIVE AND FINANCIAL CHALLENGES ENCOUNTERED BY THE PUBLIC UNIVERSITIES IN SRI LANKA.</b></p> <p><b>Nishadhi Haththotuwa</b> University of Colombo, Sri Lanka</p> <p><b>ABSTRACT</b></p> <p><b>Research Objectives</b></p> <p>The heralding of the university system in Sri Lanka with a single university in 1942, currently comprises of 15 universities. The University Grants Commission being its pinnacle. Thus the university system in Sri Lanka continues to exist with all of the typical problems of a state owned monopoly. This paper will explore and critically review the pressing administrative and financial issues in public universities in Sri Lanka.</p> <p><b>Methodology</b></p> <p>Initially the literature review was used to examine the existing Higher Education System in Public Universities in Sri Lanka. Data is heavily drawn from the University Grants Commission’s statistical reports along with annual report data and tables published by various Public Universities in Sri Lanka and was statistically analyzed using quantitative techniques.</p> <p><b>Findings</b></p>

	<p>Attracting a pool of talented staff is a major issue seen in Public Universities. Offering low basic salaries hinders the advent of talented MBA/engineering degree holders whereas private sector rich with attractive salaries and fringe benefits is in the forefront.</p> <p>Figures reveal that the percentages of those who left were more than those appointed in years 2011 and 2013 in the Administrative, Finance and Administrative Others category. 10% left due to resignation.</p> <p>The present management and administrative capacity of universities are comparatively underdeveloped in recently established universities in the lagging regions. Sadly till 2013, there were no professors in the Uva Wellassa and South Eastern Universities.</p> <p>Providing spacious offices and absenteeism are other pressing concerns.</p> <p><b>Research Outcomes</b></p> <p>This paper draws attention to important administrative and financial issues faced by the Public Universities that affect university excellence and that are usually overlooked by managers and policy makers. Some recommendations are presented to address the issues identified.</p> <p><b>Future scope</b></p> <p>Provides and effective framework to Public Universities to identify administrative and financial issues prevalent and to rectify them.</p> <p><b>Keywords:</b> Administrative, financial, challenges, public universities, Sri Lanka</p>
 <p>Airene Orion-Suan GICICTEL1703068</p>	<p><b>Project Redirect: Research Engagement Through Designed Interventions For Reform And Effectiveness In A Constructivist Technique): A Way To Make Action Research Alive To Teachers</b></p> <p><b>Airene Orion-Suan</b> Master Teacher I /School Research Coordinator, Kauswagan Central School Region X, Division of Cagayan de Oro City 2nd Place, Division Research Congress</p> <p><b>ABSTRACT</b></p> <p>This action research sought to determine the outcome of designed intervention strategies in constructivist approach to teachers who are not conducting action research and the quality of teachers' research outputs at Kauswagan Central School, Cagayan de Oro City and examine instructional situations that accelerated teachers' engagement to make research more responsive and engaging. Mixed methods of research were used; data were collected using the methodological triangulation technique: survey, observation and Focus Group Discussion (FGD). The findings of the pre-intervention showed that majority of the factors that contribute to the drawbacks of teachers' research culture were lack of thorough knowledge and skills in carrying out action research, limited time and resources during INSET training, less mentoring, time constraint in conducting action research, lackadaisical support and extrinsic rewards and absence of action research coordinator. Hence, integrated intervention strategies--practical inquiry and guided learning as implemented activities of PROJECT REDIRECT were introduced. The results of the study show that the intervention is effective and operative since there is an improvement in the research outputs and increased in the number of teachers conducting action research. Hence, an emulation of the integrated intervention strategies is recommended to improve</p>

	<p>the culture of research in other school. <b>Keywords:</b> education, action research, constructivism, practical inquiry, workshops, LAC ( Learning Action Cell) sessions</p>
 <p><b>Carol Ocmeja-Lorono</b> GICICTEL1703070</p>	<p><b>WIBIFLASH: A Proactive 3-in-1 Tool in Improving the Memorization Skill of the Grade Three Pupils on Multiplication</b></p> <p><b>Carol Ocmeja-Lorono</b> carol.lorono@gmail.com Grade III Teacher, West City Central School Region X</p> <p><b>Cagayan de Oro City</b> 1st Place 2016 Division Research Congress Teaching- Learning Process</p> <p><b>Carol Ocmeja-Lorono</b> Department Of Education, West City Central, Carmen Cagayan De Oro City, Philippines</p> <p><b>ABSTRACT</b></p> <p>This study was conducted to improve the memorization skills of Grade III-Apricot pupils in the multiplication table using the WIBIFLASH tool. It made use of a pre-test and post-test research design to find out how the combination of window cards, bingo game, and flashcards enhances the memorization skills of pupils in the multiplication table.</p> <p>There were 46 pupils comprising the participants of the study. A standardized pre-test in multiplication was conducted and results have shown that 35 out of 46 or 76% got scores below 75% of the total score. Reasons for this problem were analyzed and verified through a triangulation method of surveys, focused group discussion and observation. The results indicated the need for exposing the participants to an intervention that would improve their memorization skills on the multiplication table. Hence, after the pretest the participants were exposed to the WIBIFLASH 3-in-1 tool, a combination using window cards, bingo game, and flashcards. These combined materials were conducted in drills, exercises, and enrichment activities during Mathematics class. After four (4) weeks, a post-test was then conducted to find out its effectiveness.</p> <p>The findings revealed that after the exposure of the WIBIFLASH 3-in-1 tool, 10 out of 46 pupils or 22% had scores below 75% of the total items in the post test. There were 36 out of 46 pupils or 78% got scores above 80% of the total item. The difference of 54% showed from pre-test to post-test scores signified an improved memorization of the multiplication table of the pupils.</p> <p><b>Keywords:</b> WIBIFLASH, triangulation method, window card, bingo card, flash card</p>



**Thierry Karsenti**  
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**Educational impacts of 1-1 tablet projects in Canadian schools: a look at 26,044 students and 802 teachers**

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**ABSTRACT**

In all, 26,044 students (from grades 3 to 11) and 802 teachers participated in this study which aimed to understand both the benefits and challenges of 1-1 tablet projects in both elementary and secondary schools. The results reveal that 1-1 tablet projects have had a major impact on the students, particularly on their motivation to learn. Besides the substantial impacts on motivation, the results also show more than 40 main benefits of using tablets in the classroom, as underscored by the teachers and students: access to extensive information, a wide variety of available resources, to name only a few. 1-1 tablet projects in education come with certain challenges, such as classroom management. Based on the results of this study, we may propose that tablets, and specifically the iPad, have enormous educational potential—as demonstrated by the list of benefits reported by students and teachers—but that, contrary to what many believe, their advent in schools will not be problem-free. In fact, this new technology may pose challenges that teachers will find difficult to overcome, especially if they are poorly prepared. The key to successful integration of the iPad in the classroom, and arguably for all newly introduced technologies, is to provide teachers with adequate training.





**Othman bin Ahmad**  
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**Developing Computer Architecture Laboratory Exercises**

**Othman bin Ahmad,**  
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**Abstract**

Computer Architecture is the study of digital computers towards designing, building and operating digital computers. Digital computers are vital for the modern living because they are essential in providing the intelligences in devices such as self-driving cars and smartphones. Computer Architecture is a core subject for the Electronic (Computer) Engineering course at the Universiti Malaysia Sabah that is compliant to the requirement of the Washington Accord as accredited by the Engineering Accreditation Council of the Board of Engineers of Malaysia. An FPGA based Computer Architecture Laboratory had been developed to support the curriculum of this course. A quantitative analysis of the effectiveness of these laboratory sessions is carried out based on the numbers of students completing the laboratory sessions. These sessions start from an 1:FPGA tutorial to implementations of features of a microprocessor of 2:Immediate Load, 3:Immediate Load to Multiple Registers, 4:Addition, 5:Operation Code, 6:Program Memory, 7:Jump, 8:Conditional Jump, 9:Register to Register and 10:Input-Output. The sessions are carried out as student centred learning. Sample circuits were given but each student was tasked to complete the sessions based on specifications which vary from one student to the other. The emphasis had been in the fundamentals Computer Architecture. Within the time limits of a


 <p><b>Dr Sharayi Chakanyuka</b> GICICTEL1703075</p>	<p>one credit hour course, students had managed to complete some aspects of the implementation of a simple microprocessor.</p> <p><b>Leadership dynamics in the Zimbabwe Open University regional campuses: A case study of Masvingo Regional Campus</b></p> <p><b>Sharayi Chakanyuka</b> Zimbabwe Open University Department of Education, Masvingo Regional Campus Zimbabwe</p> <p><b>Abstract</b></p> <p>The study sought to find out the leadership dynamics that make one Zimbabwe Open University (ZOU) regional campus different from others. It was a case study of Masvingo Regional Campus. The objectives of the study were to explore the leadership characteristics of the Regional campus director with regards to teaching and learning, research and community service; establish subordinates' perceptions of and assess effect of the Regional director's leadership on subordinates. The research adopted the qualitative paradigm and the social constructivism philosophical perspective. Data was collected from the Regional director and academic staff through semi-structured interviews and from non-academic staff through focus group discussion. Preliminary results show that the regional campus director (RCD) is a visionary who leads by example. In teaching and learning, the RCD encourages tutorial workshops for tutors to improve the quality of tutoring; keeps abreast of developments in relevant ministries to keep the regional campus staff updated on developments which affect the regional campus. He also monitors tutorials, assignment marking and student support through learner and peer evaluations. He is a renowned scholar, prolific researcher and author who has influenced academic staff to research and publish articles to the extent that most of them are associate or full professors. He adopts a collective approach to decision making and holds regular staff meetings to resolve regional campus issues. He also works harmoniously with the local community and stakeholders. The RCD has motivated academic and non-academic staff to improve their academic and professional qualifications so that all members of the academic staff hold or are studying towards doctoral degrees and members of the non-academic staff are first or Master's degree holders. The study recommends that the ZOU National Centre should award prizes to outstanding RCD's to encourage excellent performance in the regional campuses where the actual teaching and learning takes place. Further studies should be carried out to assess the effectiveness of other ZOU regional campuses.</p> <p><b>Key words:</b> leadership, regional campus, Director, tutorials</p>
 <p><b>Boudebza Mostefa</b></p>	<p><b>The impact of a proposed educational program using the mini-games to improve some cognitive abilities mobility for people with slow learning.</b></p> <p><b>Boudebza Mostefa</b> Department Staps, University Of Algeria, Algeria</p> <p><b>Abstract</b></p> <p>Slow learners constitute a great big slice of pupils with an initial estimate of 13% of primary-school pupils worldwide. Concerns over such groups offer the same</p>

<p><b>GICICTEL1703076</b></p>	<p>opportunities for all age ranges and form a positive side whereby a great many pupils would participate in any of the active social life production.</p> <p>Our investigation is based on the learning theories of Kephart, Gallahue and Piaget that state that motor activities can enhance or hinder the growth of cognitive abilities and that the physical activity is essential for the growth of cognitive abilities and deficiencies in the growth of cognitive abilities - the dynamic is responsible for the inability of many of the children in the learning processes. Sport (game) is an important aspect of a child's cognitive abilities growth and a substantial means towards any own/ individual contact and/or with the outside world. This motivates us to do such investigation through by means of coaching/ training units via employing any of many supplementary small games “mini-games” for ameliorating some of the cognitive dynamic/psychomotor abilities of such category of pupils.</p> <p>The ultimate objectives our study is to prepare a teaching/ coaching/ training programme through using mini-games in favour of slow learners), and mainly to endeavour to scrutinize the widespread hypothesis which states that the suggested coaching/ training programmes which includes mini-games aiming at enhancing the cognitive dynamic/pschomotor abilities of slow learners may possibly affect their training.</p> <p>To attain that, we rely on an empirical investigation that takes place at multi-storey sporting complex in the city of Oued Rhiou by way of inserting the variable “mini-games” on our target samples. The application of the programme extended from 25/02/2014 to 19/04/2014. Our sample consists of 10 slow learners, who represent the experimental sample (from Herizia Abed Primary School at Oued Rhiou) and 10 children as being the controlling sample. It took 19 weeks, three sessions a week. We use Statistical Pouch (SPSS.22) in order to address and/or evaluate the values of the variables under consideration statistically, the important conclusions we draw is that such “mini-games” have positive impacts on improving some of the cognitive dynamic/psychomotor abilities for slow learners.</p> <p>The research appears to confirm the importance of applying such teaching programme due to its impact on improving some of the cognitive dynamic/psychomotor abilities and inviting our dearest colleagues to apply it in physical education and sports classes in our primary schools</p>
<p><b>Mitchel Orosco Deramas</b> <b>GICICTEL1703077</b></p>	<p style="text-align: center;"><b>Dialogic Reading: A Word Decoding Tool to Improve the Two-Letter-Word Reading Skills of Kindergarten Pupils</b></p> <p style="text-align: center;"><b>Mitchel Orosco Deramas</b> Department of Education, West City Central School, Cagayan de Oro, Philippines</p> <p style="text-align: center;"><b>Julleflor C. Sales</b> Department of Education, West City Central School, Cagayan de Oro, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The Kindergarten teachers face increasing pressure to focus on the reading skills; research indicates that promoting school success in young children involves integrating skills in multiple domains. The chief purpose of this study is to investigate the effectiveness of Dialogic Reading Tool as an intervention program</p>

	<p>to decode the two-letter-word for kindergarten pupils at West City Central School. This research used the triangulation method, under this method the researcher conducted the Focused Group Discussion, teacher class observation and parent survey questionnaire. The results revealed that 16 out of 29 pupils got below the passing score of blending two-letter-words due to the old flash cards used by the teacher. This shows that there is a need to develop solutions so that the pupils can read single letter sound and can blend two-letter-words. Hence, Dialogic Reading tool was developed by the researchers and was being tested by the kindergarten learners of West City Central School Section Red B, and the result has been increased by 90% from the previous result of 44%. The study concludes that Dialogic Reading with the use of pictorial materials can improve blending two-letter-words among kindergarteners over four weeks of intervention. This could be considered to use among the teachers to further facilitate positive learning in children. The study recommends that the School Research Coordinator may recommend to the DepEd Division that Dialogic Reading Tool can be used for the whole division in order that the children can enjoy reading with the use of pictures.</p> <p><b>Keywords:</b> Education, dialogic reading tool, action research, triangulation method, Philippines</p>
<p><b>Andrea Valerie I. Ramirez</b> GICICTEL1703079</p>	<p style="text-align: center;"><b>THE COMPETENCY OF THIRD YEAR ENGLISH MAJOR STUDENTS IN WRITING LEARNING OBJECTIVES</b></p> <p style="text-align: center;"><b>Rowellyn P. Andaya</b> Mandaluyong City, Philippines</p> <p style="text-align: center;"><b>Blaise Ann M. Arambulo</b></p> <p style="text-align: center;"><b>John Paolo T. Palon</b></p> <p style="text-align: center;"><b>Andrea Valerie I. Ramirez</b> Department of Education, Rizal Technological University, Mandaluyong City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>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 teachers and students to attain learning outcomes.</p> <p>The respondents of this study were the 19 Third Years 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,</p>



	<p>modified and achieved.          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 behavioural 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.          Keywords—          learning objectives, Bloom's Taxonomy of Learning, K to 12, categories of learning outcomes, thinking skills</p>
<p style="text-align: center;"><b>Shahla Anzalchi</b>  <b>GICICTEL1703080</b></p>	<p style="text-align: center;"><b>The Relationship between Components of Attitude to Life and Entrepreneurship in high school Students</b></p> <p style="text-align: center;"><b>Mojgan Mohammadi Naeeni</b>  <b>Ph.D in Education, Associate Professor in Arak IAU</b>  <b>Shahla Anzalchi</b>  <b>Ph.D in Educational Psychology</b></p> <p style="text-align: center;"><b>Hanieh Osati Eraghi</b>  <b>M.A. in Philosophy of Education</b></p> <p style="text-align: center;"><b>Shiva Faridi</b>  <b>M.A. in General Psychology</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study was conducted to investigate the relationship between components of attitude to life and entrepreneurship in high school graduate students. The population of study consisted of high school students graduated in District 2 of Arak city in the academic year 2015-2016. Sample size of study included 338 students selected according to their field of study. Cluster randomized sampling method was used in this study. Data collection tools included Entrepreneurship Questionnaire and Attitude to Life Questionnaire. These tools have the reliability coefficients of 0.71 and 0.83, respectively. Data were analyzed using descriptive and inferential statistics indices. In the descriptive statistics, frequency, percentage, mean, standard deviation were used, and Kolmogorov-Smirnov test for investigating the normality of the variables and Pearson correlation coefficient were used in inferential statistics part. In addition, the findings suggest that there is a significant positive correlation between each of the components of personal meaning, authority and responsibility, goal-seeking and entrepreneurship at the level of <math>p &lt; 0.01</math>. In addition, there was reverse correlation between the components</p>

	<p>of acceptance of death, feeling emptiness, and entrepreneurship. Therefore, it could be stated that the positive components of life expectancy had direct correlation with entrepreneurship and negative components of life expectancy had inverse correlation with entrepreneurship. Accordingly, applied recommendations were provided to strengthen the entrepreneurial spirit and attitude to life to those who are in charge of education at high school level.</p> <p><b>Keywords:</b>          Entrepreneurship, attitude to life, authority and responsibility, goal-seeking, personal meaning, acceptance of death, feeling emptiness</p>
 <p><b>M Alfian Santoso</b>  <b>GICICTEL1703082</b></p>	<p style="text-align: center;"><b>Tarbiya International Class Program (T-ICP): Arabic and English Learning Development Based on Departments in UIN Malang</b></p> <p style="text-align: center;"><b>M. Alfian Santoso</b>          Student of Teaching and Tarbiya Science faculty,          Maulana Malik Ibrahim State Islamic University of Malang,          Jl. Gajayana 50 Malang-Indonesia</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>There are many strategies to learn foreign language; Rubin and Stern (1975) begin the research of language learning strategy since the pioneering work carried out in the mid-seventies. They have been awareness that strategy is very important in language learning. This study explores how the implementation of International Class Program, as Arabic and English learning development strategy based on some departments or majors in Teaching and Tarbiya Science Faculty, that consists of Islamic Education, Social Science Education, Arabic Education and Elementary School Teacher Education, took shelter under State Islamic University of Malang-Indonesia. Adopting the descriptive research with qualitative approach design, the study presented in this paper ascertained the development of learning and practicing foreign language, like paper, presentation and discussion on all students, lectures and academics of Tarbiya International Class Program (T-ICP). This program is using intensive learning with only 20 students in each class. So, with this language development program, students are faster for mastering Arabic and English skill based on their departments.</p> <p><b>Keywords:</b>          T-ICP, language learning, development method.</p>
<p><b>Berna Timur</b>  <b>GICICTEL1703085</b></p>	<p style="text-align: center;"><b>Attitudes and perceptions of Hacettepe University students towards native and non-native English speaking teachers' effectiveness in English Language teaching</b></p> <p style="text-align: center;"><b>Berna Timur</b>          Department Of Basic English, Hacettepe University, Ankara, Turkey</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>English is getting more and more common all around the World and it is the dominant language in many fields. Although it is taught as a foreign language both in state and private schools in Turkey, Turkish people have problems especially with speaking English after graduation. They believe that they cannot achieve their goals no matter how much effort they expend to teach English. Moreover, most students don't like English because they think they cannot achieve to speak it whatever they do to learn it.</p>

	<p>An authority tries to find different ways to improve the quality of English education. They often change curriculum and take new program from other countries. Many institutions thought employing native teacher would be a good idea to improve students' performance and motivation.</p> <p>However, there is an open debate whether native speakers or non-native speakers teach better. There are complex explanations behind this debate. On the other hand much current studies indicate that both have advantages and disadvantages in their own ways.</p> <p>The purpose of this study is to investigate the perceptions of the students towards native and non-native speakers and try to explain what factors affect their beliefs. The study was conducted with a questionnaire distributed to 116 students who are studying at Hacettepe University.</p>
<p><b>Ana Maria Gerbolés Sánchez GICICTEL1703088</b></p>	<p style="text-align: center;"><b>Use of digital graphic narratives with preservice teachers as a mediated learning tool</b></p> <p style="text-align: center;"><b>Guillermina Gavaldon-Hernandez Lecturer at University of Alcalá</b></p> <p style="text-align: center;"><b>Ana Gerboles-Sanchez Lecturer at University of Alcalá</b></p> <p style="text-align: center;"><b>Francisco Saez de Adana Lecturer at University of Alcalá</b></p> <p style="text-align: center;"><b>Abstract:</b></p> <p>Until now, the primary use of comics in education has been as a tool for reading or language learning, paying less attention to the complementary potential of composing graphic narratives. Creating a digital story implies using multimedia elements that, together with textual or sound dialogues, might make meaning of ideas and feelings, promoting in that sense, critical reflection. This paper presents a preliminary study carried out with 66 preservice teachers in an undergraduate course at a Spanish University. Students completed readings of texts and comics related to the course topics, and simultaneously they were trained on how to create comics: use of different types of software, composition basis, communication elements and conventions of comics' design. Students had to create digital narratives to draw possible solutions to problems and case studies set by the teacher. They had the freedom to create their comics choosing the software they felt most comfortable with since the purpose of the study was to analyse the composition of their stories and the way in which they gave meaning to learning through them. Comics were analysed and categorised according to the story they told, feelings and emotions they showed, complexity and originality. The findings suggested that digital comic's creation encourages creativity and critical reflection since students represent social problems and their consciousness through visual compositions. Further research has to be done to determine how comic's creation shapes learning in a wider sense.</p> <p><b>Keywords:</b> creativity, critical thinking, comics, higher education, preservice teachers From a substitution stage to a redefinition phase: SAMR model as a framework to integrate ICT in education</p>

	<p style="text-align: center;"><b>Guillermina Gavaldon-Hernandez,</b> PhD, Lecturer at University of Alcalá, Spain</p> <p style="text-align: center;"><b>Ana Maria Gerboles-Sanchez</b> Lecturer at University of Alcalá, Spain</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The use of technology in higher education settings can positively impact student learning. To this end, its integration must consider, as the core of the process, a particular pedagogical model aimed at achieving transformative learning. However, not all teachers feel confident about integrating technology into their classroom, and many of them lack the technological pedagogical know-how. This paper reports the transformative teaching practice implemented by a higher education teacher who scrolled through the different levels of Puentedura's SAMR (Substitution, Amplification, Modification, and Redefinition) model. During one year she attended seminars, conferences and MOOC courses related to ICT integration in education focused on fostering her technological pedagogical knowledge. Simultaneously a facilitator supported her during four teaching periods leading to planning teaching practices with technology framed by TPACK (Technological Pedagogical Content Knowledge). A participant observer collected data recording students-teacher interactions, students' class activities, students' interactions with technology and teacher practice. Data analysis reflected a teaching practice evolution. During the first phase, instruction revolved around a teacher centred methodology using technology as a substitution of traditional methods without functional change. Last observation recorded a change in technology-mediated teaching. Teacher and students relied on technology to build and share knowledge using various methodological strategies and digital tools, such as augmented reality, reaching in that sense, the last phase of the SAMR model. The results of the study suggest that a pedagogical dimension must be placed at the centre of the process to cope technology-driven change. Teachers also must be aware on the need to adopt certain technology for a particular pedagogical approach only if it generates an added value for learning. Future research has to be done applying the same training and coaching process, described in this study, to a larger number of university teachers.</p> <p><b>Keywords</b> SAMR model, ICT, TPACK, higher education, augmented reality</p>
 <p><b>Joshua Camson Danao</b> GICICTEL1703091</p>	<p style="text-align: center;"><b>Delving Into the Ingenious Mind of John Benedict Del Castillo</b></p> <p style="text-align: center;"><b>Agron, Mark Aaron S.</b> Manila Science High School</p> <p style="text-align: center;"><b>Danao, Joshua C.</b> Manila Science High School</p> <p style="text-align: center;"><b>Del Castillo</b> Manila Science High School</p> <p style="text-align: center;"><b>Claire Benjz R.</b> Manila Science High School</p>

	<p style="text-align: center;"><b>Montevirgen</b> <b>Manila Science High School</b></p> <p style="text-align: center;"><b>Mikaela Daniele S.</b> <b>Manila Science High School</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In a society, interaction and communication are widely known to have a great importance in establishing human relationships, but limited or lack in development of social skills hinders this natural aspect in people. The lack of social skills in some people may be due to a disorder in the autism spectrum, a group of developmental disorders, which is the Asperger's Syndrome. It is a developmental disorder that affects a life of a person and how he/she interacts with his or her surroundings. This study revolved around developmental disorders namely Attention Deficit/ Hyperactivity Disorder, or more commonly known as ADHD and Asperger's Syndrome of an 8-year-old boy. The study aimed to assess the subject's way of thinking and how his disorders affect him. The subject was assessed through in-depth interview along with his mother as a key participant. The gathered data from the interview was thoroughly analyzed by the researchers and it was concluded that Attention Deficit/ Hyperactivity Disorder had a greater effect than Asperger's Syndrome in terms of behavior and his way of thinking. Results of this study were used to change stigma towards children with developmental disorders as well as distinguish the difference between Attention Deficit/ Hyperactivity Disorder and Asperger's Syndrome.</p> <p><b>Keywords:</b> ADHD, Asperger's Syndrome, Case Study, Gifted Children</p>
 <p><b>Dr. Hsing-Yu Hou</b> GICICTEL1703095</p>	<p style="text-align: center;"><b>Individual Characteristics and Learning Performance of University Freshmen --- A Case Study in Taiwan</b></p> <p style="text-align: center;"><b>Hsing-Yu Hou</b> <b>Office of Institutional Research, Chaoyang University of Technology</b></p> <p style="text-align: center;"><b>Tao-Ming Cheng</b> <b>Department of Construction Engineering, Chaoyang University of Technology</b></p> <p style="text-align: center;"><b>Sung-Chi Hsu</b> <b>Department of Construction Engineering, Chaoyang University of Technology</b></p> <p style="text-align: center;"><b>Dinesh Chandra Agrawal<sup>4</sup></b> <b>Department of Applied Chemistry, Chaoyang University of Technology</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>A psychological assessment of individual learning characteristics of the university freshmen is essential in order to create an efficient learning environment in an academic institution. A significant drop out rate of freshmen in our university during 2011-15 prompted us to carry out the present study to detect university freshmen's attitudes and learning preferences. Holland's theory of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional was applied. The survey includes data from 1,558 freshmen from five colleges</p>

	<p>(Management, Science and Engineering, Design, Humanities and Social Sciences, and Information). The survey questionnaire divided 194 items into three parts including questions like which activities freshmen enjoyed most, their personality characteristics and the subjects they liked most. The ANOVA analysis showed that Realistic, Investigative types were significant in male students, while Artistic, Social were more projecting in females. Also, the analysis showed a poor congruence and learning performance in the college of Science and Engineering. A positive correlation was found between freshmen's personality and attribute of a specialized subject. For example, Engineering Statics trends to Investigative type and Investigative students in the department of construction engineering got higher grades in this subject compared to other characteristics. The outcome of this study can help educators remind the students to explore their interests earlier and try to modulate their major if they have a low-interest identity and a poor environment fit.</p> <p><b>Keywords:</b> Holland's Theory, Person - Environment Congruence, Individual Characteristics</p>
<p><b>Darlina B Formoso</b> GICICTEL1703096</p>	<p style="text-align: center;"><b>Readiness of Tertiary Level Students of Holy Angel University to Enroll in Online Learning</b></p> <p style="text-align: center;"><b>Darlina B. Formoso, MDE1</b> School of Education, Holy Angel University Angeles City, Pampanga, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Schools continue to enforce reforms by adapting technology in the teaching and learning process such as the use of internet in offering courses online so that students can study anytime, anywhere. However, the question persists if online learning is indeed for anybody who wishes to take advantage of this learning modality. While studies have shown that the attrition rate in online learning is higher compared to those enrolled in the traditional face-to-face program, students with high online learning readiness on the other hand have higher satisfaction and higher completion rate. Thus, this study was conducted to determine the online learning readiness of tertiary level students at Holy Angel University (HAU) based on their age, course, year level as well as their intention to enroll in an online learning mode. Results showed that HAU tertiary level students generally have moderately high readiness for online learning. Those with higher online learning readiness were female, older students as well as students in the higher year levels. Majority of the respondents would consider enrolling in online courses; although the difference with those who do not wish to enroll is minimal. Common reasons to enroll include accessibility and ease of technology use while for those who are not enrolling cites the absence of the physical presence of the teacher and the perception that online learning is not "real" learning. This study highly recommends proactive measures to address the issues and concerns of all stakeholders to ensure successful outcome for all online learning initiatives.</p> <p><b>Keywords:</b> readiness, online learning, online learning readiness, intent to enroll,</p>



Lan Zhi-Yao  
GICICTEL1703098

**EXPLORING PRIMARY AND SECONDARY STUDENTS' INFERENTIAL STRATEGIES ON CONTINGENCY-TABLE PROBLEMS**

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Making inference from tables and graphs is necessary for critical citizens. Contingency table is a common kind of data in many disciplines. However, mathematical curriculum in primary and secondary schools in Taiwan paid insufficient attention to contingency-table problems to develop students' statistical literacy, reasoning and thinking. The recent study shows that primary students can give different strategies to solve such problems before learning it (e.g., Obersteiner, A., Bernhard, M., & Reiss, K., 2015). In this study, we further explore the development of Taiwanese primary and secondary students' inferential strategies in solving contingency-table problems.

The sample comprises 575 students from grade 3, grade 4, grade 8 and grade 10. It took approximately 10 min for participants to finish a pencil test, each item of the test designed by considering bivariate associations of categorical variables and different features of data distributions which require different levels of inferential strategies (Obersteiner et al., 2015). The students of this study have not received any systematic instruction on contingency tables prior to the test.

The findings indicate that: (1) 4<sup>th</sup> graders performed better than 3<sup>th</sup> graders on the problems requiring additive and multiplicative strategies; (2) 8<sup>th</sup> graders performed better than 4<sup>th</sup> graders on the problems requiring the multiplicative strategy; (3) 10<sup>th</sup> graders performed better than 8<sup>th</sup> graders on the problem of two independent variables requiring the multiplicative strategy. Accordingly, Taiwanese students made performance better and better on high-level problems as the grade of students increased. We will discuss critically possible reasons for the trend toward better performance even though no systematic instruction is given.

**Nde Emmanuel Nji**  
GICICTEL1703101

**How To Motivate Students To Learn English As A Second Language.**

**Nde Emmanuel Nji**

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**Abstract**

The need for English as a medium of communication in our globalized world today cannot still be overemphasized. In Thailand, it is an important facet of the workforce and the main language of exchange when AEC (ASEAN Economic Community) finally kicks off. Most students know basic grammar rules, but exhibit a high level of unwillingness to speak while others are shy to speak entirely partly due to the fear of making mistakes. Others are completely uninterested in either aspect of the English skills (speaking, writing, reading and listening) attributed to the system; whereby all the students must have a passed grade; even after a number of unsuccessful trials of the exam.


This article, therefore, looks at some of the ways students can be motivated; to be

	<p>involved in learning English, taking an active role (in speaking) in a challenging yet fun-filled English classroom. These motivations range from challenging the students, classroom seating plan, thought-provoking (open-ended and closed) questions, maximization of anticipation, assignments, use of technology, students' self-development, building of communities within classrooms, the enthusiasm of the teacher, rapport, supportive environment, amongst others.</p> <p><b>Keywords</b> Motivation, English Language, Learning, Teaching, Proactive, Speaking</p>
<p><b>Ligaya P. Antiojo</b> GICICTEL1703105</p>	<p style="text-align: center;"><b>PERFORMANCE OF EDUCATION GRADUATES OF CAVITE STATE UNIVERSITY NAIC IN THE LICENSURE EXAMINATION FOR TEACHERS (LET)</b></p> <p style="text-align: center;"><b>LIGAYA P. ANTIOJO, PhD</b> Associate Professor 5, Teacher Education Department, Cavite State University-Naic, Bucana, Naic, Cavite, Phils.</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In response to CHED's mandate to provide quality education to students, this study analyzed the results of the performance of Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) graduates in the Licensure Examination for Teachers (LET) from 2013 to 2015. Documentary analysis of the official LET results from Professional Regulatory Commission (PRC) was employed. The descriptive-correlational research utilizing the SPSS was further utilized for data analysis.</p> <p>The investigation disclosed that the LET performance of BEEd graduates in terms of average passing percentage and ratings is higher than those of their BSEd counterparts. LET takers recorded the highest average ratings in general education followed by professional courses while the lowest was noted in major courses. English major recorded the highest average ratings, followed by Math major, while Biological Science major lagged behind. Furthermore, the study exposed that there is no significant difference between the LET performance of English and Math majors; there is a significant difference between the LET performance of Math and Biological Science majors, and there is a high significant difference between the LET performance of English and Biological Science majors.</p> <p>Moreover, the LET performance of the first takers for both BSEd and BEEd, exceeds those of the repeaters. The study likewise exposed a negative relationship between the batch factor and LET performance. It is recommended that education students should give equal attention to general education, professional and major courses. The institution must design an intervention program for repeaters and strengthen its instruction in major courses where the graduates find difficulty.</p> <p><b>Keywords:</b> Licensure Examination for Teachers, Performance, Education Graduates</p>
<p><b>Olufemi Ayotunde,</b> Ayodeji GICICTEL1703110</p>	<p style="text-align: center;"><b>THE EFFECT OF SOCIAL NETWORKING SITE ON STUDENTS' ACADEMIC PERFORMANCE (A case study of Osun state tertiary Institutions)</b></p> <p style="text-align: center;"><b>Olufemi Ayotunde, Ayodeji</b></p>



	<p style="text-align: center;"><b>Department of Statistics,Osun State Polytechnic, Iree, Osun State, Nigeria</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>As the use of social networks increases with availability of cell phones of different types, greater portion of users of such facilities are the youths in the society. The time it consumes is of great concern to all, as majority of youths are involved in it. This research investigates into the effects of usage of social network sites on academic performance of students in Osun State Tertiary Institutions. Deferential and inferential research designs of survey type were adopted in this study during which Primary data was collected from 200 students through the use of a questionnaire. The study revealed that the use of social network among Osun State Tertiary Institutions student is used to fulfilled academic pursuit. It was also discovered that the category of institutions; which Gender of respondents are independent on social network site used.</p> <p>It is therefore recommended that the use of social network sites should be used majorly for academic purpose.</p> <p><b>KEYWORDS:</b>          Academic Performance, Social Network site, Information, Computer, Social Media.</p> <p style="text-align: center;"><b>STATISTICAL ANALYSIS ON RELATIONSHIP BETWEEN BLOOD PRESSURE, WAIST-HIP RATIO, GENDER, AGE AND BODY MASS INDEX. (A CASE STUDY OF OBAFEMI AWOLOWO TEACHING HOSPITAL COMPLEX,(OAUTHC), ILE IFE, OSUN STATE)</b></p> <p style="text-align: center;"><b>Olufemi Ayotunde, Ayodeji</b>  <b>Department of Statistics,Osun State Polytechnic, Iree, Osun State, Nigeria</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This project work designed to examine the statistical relationship existing between blood pressure of an individual and the variables considered which is centered on determining the major indices for measuring blood pressure using Obafemi Awolowo Teaching Hospital Complex, Ile-Ife, Osun State as a case study. The methods of the analysis used in this research are multiple regression analysis, test for parameter and coefficients of determination procedure were used to select the best model. The result showed that the independent variable (Age, Gender, Waist Hip ratio and Body mass index) are the factors that determine the blood pressure of an individual</p> <p><b>Keyword:</b>  <b>Blood pressure, Gender, Waist-hip ratio, and body mass index.</b></p>
<p><b>Akshat Kumar Singh</b>  <b>GICICTEL1703113</b></p>	<p style="text-align: center;"><b>A Modern Concept of Integrated Development: Sustainable Model Based on Direct Application of Technical Research to Rural Areas Applying Demand-Driven Initiatives</b></p> <p style="text-align: center;"><b>Prince KUMAR</b>  <b>Indian Institute of Technology Roorkee, Roorkee - Haridwar Highway</b>  <b>Uttarakhand, India</b></p> <p style="text-align: center;"><b>Akshat Kumar SINGH</b>  <b>Indian Institute of Technology Roorkee, Roorkee - Haridwar Highway</b></p>

	<p style="text-align: center;"><b>Uttarakhand, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>'Unnat Bharat Abhiyan' (UBA) is a project initiated by the Ministry of Human Resource Development (MHRD), Government of India. Under the aegis of UBA, IIT Roorkee has adopted five villages namely, Beladi-Salhapur, Chharba, Chandpur, Meerpur and Mohand. UBA aims to achieve demand driven sustainable development through technical intervention. Our mission can be conceptualized as a movement to enable processes that connect institutes of higher education with local communities to address the development challenges of rural India through participatory processes and appropriate technologies for accelerating sustainable growth. UBA model helps the research community to directly understand the needs of the people and then drive the research work directly for the benefits of people. It also acts as a facilitator for effective implementation of government policies at ground level.</p> <p>UBA follows a tactical action plan: identifying and comprehending the problem, resource mapping and creating a database, ideating the technical solution, integrating the efforts of stakeholders, and finally implementing the solution. UBA also aims to sensitize students of IIT Roorkee with rural ethos and develop a sense of social responsibility amongst them.</p> <p>UBA IIT Roorkee has worked in different areas of development. Information &amp; Communication Technology (ICT) initiative focuses on promoting computer education among kids. Several researches have been implemented at ground level, including self-cleaning Bio Lavatories, River Bed Filtration System and Bio Sand Filter for better utilization of river water. Biogas Plants and 'Unnat Chulha' (an efficient firewood stove) have been installed, reducing emissions of greenhouse gasses. LED lights were distributed through Corporate social responsibility (CSR) on a large scale. Several initiatives have been launched to prevent degradation of crops caused by monkeys, wild boars and other wild animals. Health Camps, Career Counselling Camps and various Awareness Camps have also been organized for the welfare of villagers.</p> <p><b>Keywords:</b>          UBA, Unnat Chulha, CSR, ICT</p>
<p style="text-align: center;"><b>Eunice Tang</b>  <b>GICICTEL1703114</b></p>	<p style="text-align: center;"><b>Classroom-based research in pre-service teacher education: opportunities and challenges</b></p> <p style="text-align: center;"><b>Eunice Tang</b>  <b>Department of Curriculum and Instruction, The Chinese University of Hong Kong, Hong Kong</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Classroom-based research has been incorporated in the pre-service teacher education curriculum since the English Language Education programme at the Faculty of Education, The Chinese University of Hong Kong, started in 1998. The two 3-credit research courses are designed to provide student teachers of English as a second language an opportunity to conduct a study in the classroom for a better understanding of the teacher, the learners and classroom teaching and learning. The first research course, which focuses on literature review, formulation of research questions and research methods, takes place before their Teaching Practicums. At the end of the first research course, student teachers will</p>

	<p>come up with a research proposal to be carried out for data collection during the Teaching Practicums. The second research course, which aims to develop skills in data analysis and data presentation, is held in the final year. At the end of the course, student teachers will present their findings in a research seminar and submit their write-up in the form of a thesis. In this presentation, the course design, samples of research work, and feedback from students will be discussed. Insights from the experience will also be shared for future development of students' research capabilities for professional development and academic pursuit.</p>
 <p><b>Mansiya Kumisbayeva</b>  <b>GICICTEL1703115</b></p>	<p style="text-align: center;"><b>The Role of Projects in Motivating  Students to Reach Both Their Personal and Professional Potential</b></p> <p style="text-align: center;"><b>Kumisbayeva M.M.</b>  <b>University of International Business, Language Center</b>  <b>8<sup>a</sup>- Abay av. Almaty, 050010 Kazakhstan</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The essence of today's education is characterized by communicative way of teaching English. The use of new information and teaching techniques is considered to be the basis of teaching and raising students. Under new techniques we mean lessons using business and role plays, cooperative learning, development of critical thinking through reading and writing, Project work, etc.</p> <p>The objectives of the paper are to highlight the importance of project work in teaching English, to describe its main peculiarities and types, to discover how it influences students during the educational process and if it helps to learn the language.</p> <p>A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. Project work in English lessons is really important. Nowadays, there are a lot of various methods for teaching a foreign language. Very often students are not motivated enough, because there is a gap between the language taught and the language students need in the real life, students are not interested much in the lessons, because they cannot use their knowledge, imagination and their point of view. Diana L Fried Booth (1986, p.7) describes project work as a real bridge between language study and language use. It is a good means for those students and teachers who want to cooperate and take the advantage of real work with the language.</p> <p>In our article we want to describe how Project work helps in teaching English.</p>
<p><b>Samuel Oladapo</b>  <b>GICICTEL1703116</b></p>	<p style="text-align: center;"><b>Attitude of Tertiary Institutions Staff towards Environmental Sanitation in  Nigeria</b></p> <p style="text-align: center;"><b>Samuel Oladapo</b>  <b>Social Science Education Department, Faculty Education, Adekunle Ajasin  University, Akungba Akoko, Ondo State, Nigeria</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The environmental situation in developing countries such as Nigeria is more acute, partly because of people's negative attitude towards the environment. Individual or group awareness and attitudes towards the environment is critical in the effort to have clean and sustainable environment. The negative attitude of the society can be traced to constant changes, not just in curriculum content but</p>

	<p>also school subjects. For example, health education as school subject has replaced hygiene where students were once taught sanitation of the environment, which provide opportunity through which the act of waste management and sanitation can be learnt. The research design that was adopted for this study is the descriptive survey research. This research adopted the descriptive survey method because it is found relevant for the study. The study aims to find out environmental knowledge as predictor of environmental practices of workers in Nigeria University. 500 staff both teaching and non-teaching were randomly selected from five tertiary institutions which are, Adekunle Ajasin University Akungba Akoko, University of Ibadan, Federal University of Technology Akure, Ajayi Crowther University Oyo and Obafemi Awolowo University Ile-Ife. This study further revealed that there is slight significant relationship between workers environmental knowledge and their environmental practice, this implied that workers environmental knowledge predict environmental practice. : This study thus, recommended that there is need for environmental education to be intensified in tertiary institutions, and that its content should reflect the immediate needs of the environment.</p> <p><b>Key Words-</b> Environmental knowledge, Environmental Practice, University Staff</p>
<p style="text-align: center;"><b>Naniek Sulistya Wardani GICICTEL1703117</b></p>	<p style="text-align: center;"><b>THE IMPLEMENTATION OF PROBLEM BASED LEARNING TO INCREASE THE SCIENCE CHARACTER THROUGH SOCIAL STUDIES LEARNING</b></p> <p style="text-align: center;"><b>Naniek Sulistya Wardani Faculty of Teacher Training and Education Satya Wacana Christian University - Salatiga Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Science character is learning outcome of students achieved as the result of their exploration through science learning process that cover of three aspects: 1) scientific attitude, 2) knowledge of science product, and 3) science process skills. The objective of this research was to increase science character of Elementary School Teacher Education (ESTE) student through science learning process by social studies subject make use of problem based learning (PBL). PBL that used including 7 (seven) learning phases, that are Step 1 Clarify the setting, Step 2 Define the problem, Step 3 Analyse/investigate the case, Step 4 Re-structure the problem, Step 5 Formulate learning goals, Step 6 Individual learning and Step 7 Report back to the group. The science character is 1) value of character in relation to God, 2) values of characters in relation to self, 3) value of character in relation to others, 4) value of character in relation to environment. The research method used in this research is classroom action research. Design research used spiral models from Kemmis and Targatt by procedure two cycle. The data collection technique was an observation and test. Data are analyzed percentage. Subjects of this research are ESTE student on grade one in Salatiga Centre Java. The research result showed that: 1) implementation of PBL is there is increasing the science character, 2) increasing the science character is value of character in relation to God, in relation to self, in relation to others, and to environment.</p> <p><b>Keywords:</b> problem based learning (PBL), the science character, social studies learning</p>

<p><b>Kartika Primasanti</b> GICICTEL1703120</p>	<p><b>Developmentally Appropriate Concept in Indonesian Children’s Bible Story Book as A Teaching Media</b></p> <p><b>Kartika B. Primasanti</b> Teacher-Education Department Petra Christian University, Indonesia</p> <p><b>Desi Yoanita</b> Communication Department Petra Christian University, Indonesia</p> <p><b>Abstract</b></p> <p>In the Christian education viewpoint, inheriting faith to children is a pivotal responsibility for parents, family, church, and Christian education institution. Studies showed, literatures are considered significant media to transfer values of a family. Specifically, a Research reported that the teaching of Christian values also effectively applied through a tradition of reading picture Bible story books. However, in the Indonesian context, there are two main barriers regarding using literature as teaching media. First, in Indonesia, reading is not favored compared to oral tradition in everyday communication. Second, in Indonesia, the quality and quantity of children’s literatures are limited. Moreover, because current report indicated that parents or educators preferred to use familiar yet cheap application technology, children’s literatures are left behind. As the consequence, the book industry ignored the developmental appropriateness in designing literatures for children. This gap revealed a need to use current perspective to investigate how the existed picture Bible story book used to teach Christian values in Indonesian context. This study used a qualitative content analysis to examine 10 selected picture Bible story literatures. Incorporating the Developmentally Appropriate approach, the authors intended to entangle how the published literature applied the Developmentally Appropriate concept for young readers. This study expresses an insight for designing picture bible story literatures, which appropriate for young readers.</p> <p><b>Keywords</b> picture Bible story, developmentally appropriate, children’s literature, Indonesia Children’s literature</p>
 <p><b>Nasreen Nasreen Sahito</b> GICICTEL1703121</p>	<p><b>Evaluating the National Curriculum of Computer Science Grade 6 to 8 by Using Bloom’s Taxonomy</b></p> <p><b>Nasreen Sahito</b> Nasreen Nasreen Sahito Government Elementary College of Education (Women) Hyderabad, Education Department Govt. of Sindh, Pakistan, Bureau of Curriculum and Extension Wing, Sindh, Hyderabad, Pakistan</p> <p><b>Dilawer Ali Mangi</b> Govt. Elementary College of Education (W) Hyderabad, 2Women University Sukkur</p> <p><b>Abstract</b></p>

	<p><b>Background:</b> Critical thinking, problem solving and logical reasoning are considered as the 21st century learning skills. These higher order thinking skills (HOTS) can only be developed through curriculum and teaching and learning strategies, because it include critical, logical, reflective, metacognitive, and creative thinking.</p> <p><b>Research Objective:</b> To analyze National Curriculum 2006 (Pakistan) of Computer Education in order to observe that how much it is helpful for the development of higher order thinking skills among the students.</p> <p><b>Methodology:</b> The National Curriculum2006 (Pakistan) of Computer Education from grade VI to VIII was analyzed using the revised blooms taxonomy. Out of six levels, upper three levels Analyzing, Evaluating and Creating were considered as HOTS. Frequency and Proportions were calculated for Student Learning Outcomes (SLOs) meeting HOTS criteria.</p> <p><b>Findings:</b> Overall only 9% of the SLOs in curriculum met the requirement of HOTS. There was a slightly increasing trend was observed from grade 6 to 8. Grade 6 had 6%, grade 7 had 9% and grade 8 had 11% of HOTS.</p> <p><b>Conclusion:</b> However overall proportion of SLOs meeting HOTS was low but an increasing trend was observed from grade VI to grade VIII. In order to develop HOTS among the students, there is a need to redesign the curriculum, teachers should be trained accordingly and assessment standards should also be meet with curriculum needs.</p> <p><b>Research Outcome:</b> It will help in the re designing of National Curriculum for Computer Education Grade VI-VIII.</p> <p><b>Future Scope:</b> This study can be expended to analyze the National Curriculum for other subjects.</p> <p><b>Key Words:</b>  <b>Higher Order Thinking Skills, Curriculum, SLOs, Critical Thinking.</b></p>
<p style="text-align: center;"><b>Stephen Jay Co.</b>  <b>GICICTEL1703122</b></p>	<p style="text-align: center;"><b>A Phenomenological Study of the Experiences of Repeaters of the Licensure Examination for Teachers</b></p> <p style="text-align: center;"><b>Stephen Jay Co</b>  <b>Institute of Education, Far Eastern University, Manila, Philippines</b></p> <p style="text-align: center;"><b>Cynthia P. San Diego</b>  <b>Institute of Education, Far Eastern University, Manila, Philippines</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>This study explored the experiences of repeaters of the licensure Examination for Teachers (LET), specifically those who are graduates of the teacher education program. The study focused on the lived experiences of the repeaters on how they prepared for their previous examination, how they prepare for their next attempts to re-take the examination, what they feel about having failed the examination more than once, and what are their motivations to re-take the examination.</b></p> <p><b>Six major themes were identified from the data analyzed. These themes were used to explore and understand the constructs that hinder some graduates of teacher education to pass their licensure examinations. Implications of this research point to the need for Teacher Education Institutions to focus their efforts not only on first-time LET takers, but also much more on the repeaters who comparatively need more support. It is therefore recommended for TEIs to create new programs</b></p>

	<p>or strengthen their existing programs that can support repeaters in their journey towards successful licensure examination results.  <b>Keywords:</b>  Phenomenology, Licensure Examination for Teachers, Repeaters, Teacher Education, lived experiences</p>
<p style="text-align: center;"><b>Eva Andriani</b> GICICTEL1711114</p>	<p style="text-align: center;"><b>DEVELOPMENT OF HARDWARE IN LOOP TEST BED FOR MINI AERIAL VEHICLE GAIN TUNING</b></p> <p style="text-align: center;"><b>V. L. Bhim Shankar,</b> Student, M E Avionics, Dept. of Aerospace Engg., Madras Institute of Technology</p> <p style="text-align: center;"><b>Dr. G. Anitha,</b> Asst. Professor, Dept. of Aerospace Engg., Madras Institute of Technology</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>UAVs provide tremendous benefits, but they fall short on performance due to their power restrictions. Application driven multi-rotor UAV design becomes an emerging challenge as missions' needs require improved performance. Due to their inherent instability, model nonlinearity, non-minimum phase behavior and aerodynamic complexity, unmanned aerial vehicles offer tremendous challenges during the control design and implementation phases.</p> <p>Although, computer simulation is extremely useful to test controller performance, an intermediate step between simulation and real flight test allows for implementation issues on the real hardware to be tested. Hence, a Test Bed that can support a Multi Rotor type UAV (more specifically a Quadcopter) that weighs less than 3 kg and a maximum span of 60 cm (Tip-to-Tip) to implement 3 axis testing in a controlled environment was fabricated. It defines the behavior of the UAV and its ability to carry on a stable flight in its intended environment. This setting allows the UAV fabricator to tweak and achieve improved stability. The nature of controlled testing nullifies the hazards related to an unstable UAV. This will not only reduce the manufacturing costs related to damaged components but also ensure the safety of the personnel.</p>
<p style="text-align: center;"><b>Thenmozhi PS</b> GICICTEL1703126</p>	<p style="text-align: center;"><b>MULTISPECTRAL IMAGE ACQUISITION AND MAPPING FOR PRECISION AGRICULTURE USING UAV</b></p> <p style="text-align: center;"><b>Thenmozhi PS</b> Department Of Aerospace Engineering, Avionics, Madras Institute of Technology, Anna University, Chennai, India</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Precision Agriculture (PA) or Satellite farming or Site Specific Crop Management (SSCM) is a farming management concept based on observing, measuring and responding to inter and intra-field variability in crops. It is based on modern information technologies such as GPS, Remote Sensing Technology and GIS. Mostly satellites are used to acquire data which is not easy method of practice when it comes to the end users i.e. farmers. Here an Unmanned Aircraft system is used to carry the multispectral payload. The performance of new light weight multispectral sensor for UAV has been analysed by using it integrated with the X-8 rotor model for the purpose of this project. A farm field is chosen as the field of</p>

	<p>interest. The field is mapped using the UAV model, the sensor integrated captures the field area with five spectral images for each capture. The five bands are being Red, Green, Blue, Rededge and Near Infrared images. Mission planning has been made and the area is mapped with the overlap percentage of around 80. The images are processed to obtain multispectral map with NDVI (Normalized Difference Vegetation Index) data of the farm land through which farmers can be advised for preventive and corrective measures. Further, more vegetation Indices are also found to interpret the crop better. The information acquired using multispectral mapping can also help the farmers for claiming crop insurance by the Pradhan Mantri Fasal Bima Yojana Scheme.</p>
 <p><b>Forma L. Gonzales</b> GICICTEL1703127</p>	<p style="text-align: center;"><b>MADARIS SCHOOLS IN TAWI-TAWI, PHILIPPINES:</b> A Documentation, Description, Analysis and its significance to the life of the Muslims</p> <p style="text-align: center;"><b>Forma L. Gonzales,</b> <b>Ph.D. Mindanao State University-TAWI TAWI</b> <b>Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Madaris Schools emerged and established in Tawi-Tawi, Philippines through the demand and initiative of the Muslim Filipino officials sometime in 1976 for the Muslim Filipinos. It was adapted and implemented by the Department of Education in order to sustain the ideals of Islamic Education among Muslims in the 11 municipalities of this province. A qualitative survey design was utilized using purposive sampling with 10 males and 10 females respondents whose ages range from 40 and above from each municipality using structured interview. Data were gathered through the researcher's participant observation to the 11 municipalities for an an ocular view of the Madaris Schools in Tawi-Tawi, Philippines. With this, the results showed that there are 14 Madaris Schools in Tawi-Tawi; 3 are conducive to teaching and learning situations, 5 needed physical development and 6 require be renovating and repairing. Further findings added that classrooms are incomplete, instructional materials are insufficient, teachers are lacking and have low salaries, scarcity of enrolment and facilities are traditional. It is hereby concluded that Madaris Schools have religiously sustained the way of life of the Muslims in Tawi-Tawi, Philippines but least in terms of social, economic, political and educational aspects. It is hereby recommended that Madaris Schools should be supported with funds to renovate or repair its physical structure, improve its facilities and develop its teachers as well as supply sufficient instructional materials for quality teaching and learning.</p> <p><b>Keywords:</b> Social Science, Madaris Schools, Islamic Education, Muslims in Tawi-Tawi , Significance</p>
	<p style="text-align: center;"><b>Literacy Level on Student Assessment: Implications for Teachers' Development Program on k-12 Assessment</b></p> <p style="text-align: center;"><b>Wilham M. Hailaya, Ph.D.</b> <b>Mindanao State University Tawi-Tawi College of Technology &amp; Oceanography</b> <b>Sanga-Sanga, Bongao 7500, Tawi-Tawi, Philippines</b></p>




<p><b>Wilham Hailaya</b>  <b>GICICTEL1703131</b></p>	<p style="text-align: center;"><b>Abstract</b></p> <p>Experts have stressed that teachers use assessment to support and improve their own instruction and to ascertain and enhance their students' learning. Thus, they need sound literacy on classroom assessment. This paper reports on the results of the study concerning teachers' literacy on student assessment. Specifically, the study aimed to investigate and establish significant difference between the levels of assessment literacy of elementary and secondary school teachers in the province of Tawi-Tawi, Philippines using the 'Standards for Teacher Competence in the Educational Assessment of Students' as the framework. A total of 582 teachers participated in the study. Analysis of the data involved mean scores, W-scores, t-test of independent samples, and relevant statistical software. The results revealed that both elementary and secondary school teachers relatively possessed low assessment literacy. In terms of the specific assessment standards, the concerned teachers performed highest on Standard 1 (Choosing assessment methods appropriate for instructional decisions) and lowest on Standard 2 (Developing assessment methods appropriate for instructional decisions). Comparison between the assessment literacy levels of the two groups showed significant differences on three of the seven assessment standards in which secondary school teachers obtained higher scores than the elementary school teachers. The implications of the findings for pre-service and in-service teachers' development programs on K-12 assessment, relevant policy formulation, and educational assessment research are discussed.</p> <p><b>Keywords:</b>  assessment, literacy, standard, teachers' development, score.</p>
<p><b>Herman</b>  <b>GICICTEL1703133</b></p>	<p style="text-align: center;"><b>The Effect of Story Grammar Strategy on Students' Reading Comprehension</b></p> <p style="text-align: center;"><b>Herman</b>  English Education Department  Nommensen HKBP University, Pematangsiantar  North Sumatera Province, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research aimed the effect of using story grammar on students' reading comprehension. The data were analyzed through a story grammar strategy stated by Dimino. The researcher found out that using story grammar strategy was more significant and more effective to the students than without using story grammar strategy. It can be seen from the result of the students' reading after using Story Grammar Strategy, The students' result of average score of in reading comprehension who were taught by using Story Grammar Strategy is 78.17. In the table of achievement it is on the range of 73.86 which is categorized as good. Therefore the students' achievements that were taught by Story Grammar Strategy in reading comprehension are good. After analyzing the data, the researcher concluded that using story grammar was more significant and more effective to the students and could develop the students' ability in reading comprehension. As the suggestion to English teachers, they should use this strategy to develop students' ability in reading comprehension.</p> <p><b>Key Terms :</b>  Reading Comprehension and Story grammar strategies.</p>
<p><b>Palarak Chaiyo</b></p>	<p style="text-align: center;"><b>The Impact of Jigsaw Technique on Translation Skills of EFL Students</b></p>

<p>GICICTEL1703134</p>	<p style="text-align: center;"><b>Palarak Chaiyo</b> Faculty of Liberal Arts, Rajamangala University of Technology Suvarnabhumi,</p> <p style="text-align: center;"><b>Abstract</b></p> <p>When we, as a beginner, in general talk about translation course, we usually think of learning with tensional atmosphere, the difficulty of the text, how to make a good translated text and so on. This research is intended to find out teaching technique that effect to EFL learners' translation skill and contribute the student collaborative learning. The study can be classified into a classroom action research, one group pretest-posttest design, took around 2 months from January to February 2015 with 30 students who are majoring in English as an International Communication and studying in the class of translation English into Thai. While they were practicing to translate the text level passages like short story and tales, the cooperative learning technique, Jigsaw was implemented in. The data were collected by observation, interview and translated paper evaluation. The study results show positive impacts of jigsaw technique on EFL students' translation skills. The students' achievement is significantly improved with their motivation. The activities in the class room were synthesized well by the students themselves with the teachers' facilitation. It is concluded that a well-designed teaching technique can elicit good performances of learning especially in the 21th century- the century of network and collaborative learning.</p> <p><b>Keywords:</b> Jigsaw Technique, Teaching Translation, Translation-</p>
<p><b>Muktar Mohammad Tahil</b> GICICTEL1703135</p>	<p style="text-align: center;"><b>The Guardianship Style: A Road Map For Peace And Development In Sulu Sultanate Darul Islam</b></p> <p style="text-align: center;"><b>MUKTAR A. MOHAMMAD TAHIL,</b> Ph.D. Mindanao State University Tawi-Tawi College of Technology and Oceanography Sanga-Sanga, 7500 Bongao, Tawi-Tawi, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Guardianship style is an operating system of governance, which is a road map for peace and development. It is a mercy, thus an urgent need to be addressed on oppressed communities in the absence of a legitimate and truthful government. In the case of the Sultanate of Sulu, Darul Islam, this system of governance is inevitably paramount considering the global and local confusion brought about by the conflict of wars and socio-political conspiracies and manipulations, and kinds of leadership in Sulu, considering the global and local confusion brought about by the conflict of war, and the kind of leadership it suffers. The leadership has four qualifications categories namely Ilmawan (knowledgeable person), Bangsawan (noble person), Altawan (will-do-to family) and Halimawan ( brave/courageous person), which are the bases of the Tausug leadership concepts, practice, contribution to peace and development.</p> <p>Guardianship style is trust that belonged to Allah, to the people and to the communities. The main purpose of the study of guardianship style is to protect Islam, wealth and nation as well as the right of heirs/descendants from the fake claimants who had been recognized by the Spanish regime and late presidents</p>


	<p> Marcos up this present regime. A guardianship style purposely rescued the real sultan of Sulu, nationality, wealth and borderless territory, known as sultanate of Sulu Darul Islam, the sultan as a leaders belonged to the Hashemite family based on a narrative Salsila, which knowledge is containing mysticism known as Elmul-Yakin (think beyond the knowledge), Aynul-Yakin (think beyond the seeing) , Kamalul –Yakin ( think beyond the faith), Hakkul-Iyakin think beyond the truth). Moreover, this study sought to find out the guardianship style as bases on local salsila and historical facts, which is containing of oneness on mysticism that made a contribution for finding solution as a road map of the Sulu Sultanate Darul Islam in southern Philippines in the future leader/sultan of Sulu.</p> <p><b>Keywords:</b>  <b>Guardianship, Peace and Development, Leadership, Sultanate of Sulu</b></p>
<p style="text-align: center;"><b>Rasha Neddar</b>  <b>GICICTEL1703139</b></p>	<p style="text-align: center;"><b>THE 21ST CENTURY ELT CLASSROOM: SOME PEDAGOGICAL ISSUES</b></p> <p style="text-align: center;"><b>Bel Abbas Neddar</b>  <b>Laboratoire Dimensions Sociopragmatique et Pragmalinguistique dans les manuels scolaires de langues étrangères en Algérie</b>  <b>University of Mostaganem (ALGERIA)</b></p> <p style="text-align: center;"><b>RachidaRasha Neddar</b>  <b>University of Porto (PORTUGAL)</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In the constantly digitalized world that we are living in, there is an urgent need to self-actualize one’s self so that to be able to cope with its increasing demands. The skills that one needs now go far beyond the ability to read and write. This kind of literacy is no longer enough on its own. Knowing how to think critically, solve problems, use the digitalized tools available and work collaboratively with others are a prerequisite for success as a local and global citizen.</p> <p>The aim of this paper is to discuss some of the pedagogical issues related to the competencies to be developed and approaches to be adopted in the 21st ELT classroom.</p>
<p style="text-align: center;"><b>Chayata Viriya</b>  <b>GICICTEL1703141</b></p>	<p style="text-align: center;"><b>The effects of genre awareness instruction on students’ writing ability</b></p> <p style="text-align: center;"><b>Chayata Viriya</b>  <b>English As An International Language, Chulalongkorn University, Bangkok, Thailand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present study aims to investigate the effectiveness of the genre awareness instruction on the development of EFL undergraduate students’ writing ability, students’ awareness of genre, and students’ attitudes. The participants consisted of 27 undergraduate students that were enrolled in an English foundation course. They were all classified as low level of proficiency. Data were collected during a 24-hour course at a public university in Bangkok, Thailand. Students took a writing test, a genre awareness questionnaire, an interview at the beginning of the course. Then, the treatment, which is genre awareness instruction, was employed. At the end of the course, a writing test, a post-genre awareness questionnaire, and an interview were provided to students to explore the changes in the students’ writing ability, awareness of genre, and students’ attitudes. The results of a t-test,</p>

	<p>frequency, and content analysis revealed that the students' writing ability and genre awareness knowledge improved after receiving the treatment with statistical significance. Also, the genre awareness instruction benefited students by enabling them to be aware of how texts were shaped for different communicative purposes. As for the students' attitudes, the findings showed that the students were satisfied with the course objectives, teaching steps, and teaching materials. Based on the study findings, recommendations for teaching practices and further research are given.</p>
 <p><b>Prof. Lawrence Gundersen</b> GICICTEL1703058</p>	<p style="text-align: center;"><b>Universal Accessibility and Mobility</b></p> <p style="text-align: center;"><b>Prof. Lawrence Gundersen</b> Division of Social and Behavioral Sciences Jackson State Community College Jackson, Tennessee, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Over 50 million people are considered refugees today, another 39 or so million are internally displaced, over one billion are disabled, and the increasing reality of episodic employment keeps many of these people from attempting or completing higher education degrees. Democratizing and making available higher education for the least among us, for refugees, for transient students, and for internally displaced, through universal accessibility and mobility of coursework, should be one of the stated education goals of the state in a civil society. "Intelligent design" of courses and coursework online can make this possible. Using the two standard online interfaces, WebCT and Desire2Learn, course and course materials can be construction for on-ground courses that use adaptive technologies that allow disabled students to participate fully in class. In addition, these constructs for on-ground courses can be rapidly changed into online components for students that were forced to stop attending class. The workshop will cover the practices and construction of universally accessible course materials and coursework for the many disabled and transient students in higher education that lack access to basic and important course information.</p>
 <p><b>Laila Aljabeli</b> GICICTEL1703064</p>	<p style="text-align: center;"><b>Impact of Reading on Improving School Leadership</b></p> <p style="text-align: center;"><b>Laila Aljabeli</b> Department of Educational Administration, College of Education, Kuwait University</p> <p style="text-align: center;"><b>Abdulmuhsen Alqahtani</b> Department of Educational Administration, College of Education, Kuwait University</p> <p style="text-align: center;"><b>Afaf Aldhafeeri</b> Department of Educational Administration, College of Education, Kuwait University</p> <p style="text-align: center;"><b>Amal Alhussaini</b> Department of Educational Administration, College of Education, Kuwait University</p> <p style="text-align: center;"><b>Abstract</b></p>

	<p>Reading is fundamental in developing the individual's mind and creativity. It plays a vital role in conveying attitudes, ideas and information. It is believed that the individual's overall performance, especially school leaders, will be remarkably improved because of this. However, past researches have not adequately addressed the significance reading has on the school leader's character. The objective of this paper is to bring to light the rarely tackled issue with special attention to how it impacts the leader's performance. To achieve this objective, this paper made use of the content analysis method by closely examining the relevant literature. The results have shown that reading indeed is important in widening the leader's knowledge and this in turn will help the administration's progress. This paper suggests that providing a well-equipped library within the administration as well as encouragement will play a key role in developing the reading habits of employees and therefore benefit the institution.</p>
<p>Melanie Decena Salumbides GICICTEL1703067</p>	<p style="text-align: center;"><b>The Teaching And Learning Of Mathematics In Higher Education Institutions : Basis For The Development Of A Lifelong Learning Framework In Mathematics For Teachers And Students</b></p> <p style="text-align: center;">Melanie Decena Salumbides Faculty Education, Slsu - Judge Guillermo Eleazzar, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Lifelong learning is one of the most important factors in the successful journey of every teacher as well as in the continuous quest for excellence among students. Hence, this study dealt with the teaching and learning of Mathematics in different higher educational institutions in the Phil.. The outputs of this study were the primary bases for the development of a lifelong learning framework in mathematics which was primarily intended for the students and teachers.</p> <p>Using descriptive research, 780 respondents were randomly selected from the seven autonomous and deregulated universities and five state universities. They assessed their teaching and learning practices using the survey instruments originally designed by the researcher. An interview protocol was also made to gather qualitative data for the study. Different statistical tools such as frequency count, ranking, weighted arithmetic mean, and t-test were used to process the quantitative data while coding was made on the qualitative data.</p> <p>Based on the findings, teachers use different pedagogies and modalities in teaching Mathematics but the most used were problem solving method and demonstration approach. Challenging and Current Problem Solving Models were most used models in teaching mathematics. Introducing the content through formal presentation is the most commonly used modality in teaching mathematics, which means the traditional style of teaching still prevails in current mathematics teaching.</p> <p>Teachers strongly agreed with the goals and objectives stipulated in the teaching of mathematics and that they are competent and educationally qualified and there is sufficient administrative support and proper assessment and evaluation. They also strongly agreed that lifelong learning is needed and should be enhanced, that there is a need to treat all learners fairly and squarely, that lifelong learning maximizes students' choices and promotes continuous improvement and educational achievement, develops a set of organizational skills, and helps them understand their worth and value and develop positive attitudes towards their work.</p>

	<p>Meanwhile, the students agreed that they are competent but were undecided on the several provisions concerning lifelong learning which could be attributed to their lack of understanding on lifelong learning. They believed that they need to improve their mathematical skills in Basic Mathematics, Algebra, Trigonometry, and Statistics.</p> <p>In general, the teachers' perceptions towards teaching mathematics did not significantly vary when they are grouped as to the nature of their school while the perception of students varied. Likewise, there is a significant difference between the teachers and students' perceptions on lifelong learning.</p> <p>School administrators should strengthen teaching pedagogies among teachers by conducting seminars and trainings. Teachers should utilize other creative strategies such as the use of multimedia and the internet to make students more engaged in learning. Adequate financial and moral support should also be provided by the school to conduct more lifelong learning activities for teachers and students. The framework developed in this study should be adopted to help enhance lifelong learning among schools.</p> <p><b>Keywords:</b> lifelong learning, mathematics instruction, pedagogies, modalities, mathematical competencies</p>
 <p>Yichun Xie GICICTEL1703083</p>	<p><b>Creating GIS-based 3D Learning Environment by Integrating NGSS Standards for Addressing STEM Career Education: The GRACE Project</b></p> <p><b>Yichun Xie, Ph.D.</b> Director and Professor, Institute for Geospatial Research &amp; Education, Eastern Michigan University, Ypsilanti, Michigan 48197, USA</p> <p><b>Abstract</b></p> <p>The GRACE (GIS/T Resources &amp; Applications for Career Education) Project, funded by the National Science Foundation – Innovative Technology Experience for Students and Teachers (ITEST) Program, is developing a large set of Geographic Information System (GIS) interdisciplinary learning activities for middle and high school students and teachers. These online and blended inquiry-based learning experiences address three progressive levels: Explorers, Investigators, and Interns. The modules introduce students and teachers to GIS through tiered sets of learning experiences within the online ArcGIS system. ArcGIS is a powerful and accessible tool that addresses the vision of 3D learning as captured in the New Generation Science Standards (NGSS) standards. These 3 dimensional standards include: core practices (such planning and carrying out investigations, analyzing and interpreting data, and constructing explanations and solutions), cross-cutting themes (such as recognizing patterns and explaining cause and effect relationships), and disciplinary knowledge (in such areas as science, mathematics, engineering, technology, and the social sciences). We will illustrate how the NGSS standards are integrated into GIS lesson modules to inspire students' interest in STEM career in this presentation.</p>

 <p><b>Ma. Roxanne B. Ibalobor</b> GICICTEL1703086</p>	<p><b>The Role of Social Variables on College Freshman Students' Academic Needs</b></p> <p><b>Ma. Roxanne B. Ibalobor</b> Center for Learning and Performance Assessment, De La Salle-College of Saint Benilde, Philippines</p> <p><b>Abstract</b></p> <p>Considering that social and cultural factors could influence behavior and the many aspects of life and living, the present study aims to investigate certain social variables, not necessarily cultural, economic, and historical, that would have an effect on academic needs of college students in the Philippine educational setting. A total of 2935 college freshman students' data were retrieved from a database. A statistical, quantitative method was employed to test the hypothesized conceptual framework on students' academic needs using the parents' variable and the child's characteristics. Assessment of the data was run using SPSS and AMOS to generate the descriptive statistics and fit statistics, respectively. The theories on ecological systems and social capital of Bronfenbrenner (1986, 2000, 2004) and Coleman (1988), respectively, were used as bases for hypothesizing the relationship of the variables in this study. They served as the theoretical bases to support the assumption that parents, being the primary significant other in the life of their children, and their characteristics could have an influence on the academic needs of their children. It is rather surprising that the statistical quantitative analysis did not yield significant results on the direct effects of mothers and fathers' educational attainment on their child's achievement and aptitude, as well as on academic needs of their children who are in college or higher education. The non-significant results are contrary to the assertions found in the literature on parents' education as having direct impact on achievement. Recommendations and future research directions are included.</p> <p><b>Key words:</b> Social variables, academic needs, higher education, achievement, aptitude</p>
 <p><b>Guillermina Gavaldon Hernandez</b> GICICTEL1703087</p>	<p><b>Use of digital graphic narratives with preservice teachers as a mediated learning tool</b></p> <p><b>Guillermina Gavaldon-Hernandez</b> Lecturer at University of Alcalá</p> <p><b>Ana Gerboles-Sanchez</b> Lecturer at University of Alcalá</p> <p><b>Francisco Saez de Adana</b> Lecturer at University of Alcalá</p> <p><b>Abstract:</b></p> <p>Until now, the primary use of comics in education has been as a tool for reading or language learning, paying less attention to the complementary potential of composing graphic narratives. Creating a digital story implies using multimedia elements that, together with textual or sound dialogues, might make meaning of ideas and feelings, promoting in that sense, critical reflection. This paper presents a preliminary study carried out with 66 preservice teachers in an undergraduate course at a Spanish University. Students completed readings of texts and comics</p>

	<p>related to the course topics, and simultaneously they were trained on how to create comics: use of different types of software, composition basis, communication elements and conventions of comics' design. Students had to create digital narratives to draw possible solutions to problems and case studies set by the teacher. They had the freedom to create their comics choosing the software they felt most comfortable with since the purpose of the study was to analyse the composition of their stories and the way in which they gave meaning to learning through them. Comics were analysed and categorised according to the story they told, feelings and emotions they showed, complexity and originality. The findings suggested that digital comic's creation encourages creativity and critical reflection since students represent social problems and their consciousness through visual compositions. Further research has to be done to determine how comic's creation shapes learning in a wider sense.</p> <p><b>Keywords:</b> creativity, critical thinking, comics, higher education, preservice teachers</p> <p><b>E-Learning, Virtual Learning And Social Capital</b></p> <p><b>Guillermina Gavaldon-Hernandez</b> Lecturer at University of Alcalá, Spain</p> <p><b>Diego Azqueta</b> Professor at University of Alcalá, Spain</p> <p><b>Abstract:</b> e-learning opens new possibilities that may enhance the efficiency with which conventional education reaches its objectives. This is reflected in the fact that, in general, the returns to investment in human capital, both at the individual and the social level, are increased with the help of e-learning. Whereas the impact of e-learning on the acquisition of human capital seems, therefore, to be positive, the same cannot be said with the same level of confidence regarding the acquisition of social capital. As it is argued in this paper, the impact of e-learning on social capital at primary education, when developed as a substitute for the conventional school (distant e-learning) may well be negative. Taking into account the importance of some components of social capital with regard to the benefits of education, also from an economic point of view, the introduction of distant e-learning should not be done in an uncritical manner, but after a careful analysis of its impact on social capital. At graduate levels, however, e-learning provides an interesting kind of social capital worth analysing in some more detail.</p> <p><b>Key words:</b> e-learning; social capital; human capital; home schooling; returns to education.</p>
 <p><b>Rungrudee Klaharn</b> GICICTEL1703090</p>	<p><b>The Satisfaction of Thai students towards the Test Administration of the National Institute of Educational Testing Service</b></p> <p><b>Rungrudee Klaharn (Ed.D) (Lecturer)</b> Department: Educational and Psychological Test Bureau Srinakharinwirot University. Bangkok, Thailand.</p> <p><b>Abstract</b> Background: One of the main missions of the National Institute of Educational</p>



Testing Service (NIETS) is the measurement and evaluation of Thailand's education, such as the administration of Thailand's national test. NIETS has assigned some universities to work as the test centers administering the standardized tests in accordance with the standardized procedures in order that the scores of the standardized tests for grade-12 students could be used as a part of university admission.

**Research Objectives :** The objectives of this research were: 1) to study students' satisfaction towards the NIETS's testing administration, 2) to compare the levels of students' satisfaction towards the NIETS's testing administration, and 3) to study some problems and suggestions for the effective work improvement.

**Methodology:** The research samples consisted of 1,024 grade-12 students under the administration of Srinakharinwirot University Test Center, obtained by simple random sampling. The research instruments were the five-rating-scale questionnaires and the interview questions. The content validity of the research instruments were verified by the item-objective congruency (IOC=0.67-1.00). Its reliability was verified by the coefficient of Cronbach Alpha = 0.89. The data were analyzed by frequency, percentage, mean, standard deviation, two - way anova and content analysis.

**Findings/Research Outcomes :** The research finding were as follows:

1. The research findings indicated that the overall satisfaction was at the high level. The mean of the students' satisfaction in terms of application was mean = 3.82, SD = 0.95. The variables with highest and lowest means included "payment" (mean = 4.00, SD = 0.88) and "the publicizing of NIETS' tests" (mean = 3.56, SD = 0.94) respectively. The mean of the students' satisfaction in terms of testing operation was (mean = 3.49, SD = 1.08). The variables with highest and lowest means included "the work of proctors" (mean = 4.03, SD = 0.90) and "the appropriateness of the temperature in examination rooms" (mean= 2.86, SD = 1.29) respectively.

2.The satisfaction levels of the students in the test sites in Bangkok and those in the provincial test sites towards the NIETS' testing administration were not significantly different; ( $p = 0.119$ ). However, the satisfaction levels of the male and female students were different at the significant level of 0.05; ( $p = 0.004$ ).

3.Some suggestions for work improvement include:

- a) The application deadline should be extended.
- b) The publication channels should be increased.
- c) The standards of testing sites should be at the same level.
- d) The examination sites should be in air-conditioned schools.
- e) The proctors should not talk loudly with one another.
- f) The examination papers should be in white colors – friendly with examinee's eyes.
- g) The tests' answer keys and explanations should be publicized after the announcement of examination results.

**Keyword:**

Satisfaction / Thai students / Test Administration



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### Learning Nuggets to Foster Micro Knowledge Sharing in Companies

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#### Abstract

Today, in many occupational fields the requirements of lifelong learning at the workplace and at home outpace the demand for comprehensive curricula at universities and colleges. Similar to the trend in production management to move from make-to-stock towards make-to-order concepts, there is a trend in continuing education to move from “learn-to-stock” towards “learn-to-order”. This is especially true in the context of knowledge management in companies. Human resource managers are promoting concepts of “learning on job”, “learning on the fly” or “ubiquitous learning” driven by ad hoc demand.

Offering traditional courses and seminars is not the right way to meet this challenge. Learning content has to be broken down to small pieces that you can access immediately and consume without great expenditure of time. Those small pieces of knowledge transfer are often called “knowledge nuggets”. The nugget concept is enabled by digital technologies. E. g., nuggets are short-duration multimedia chunks of knowledge. The notion is to learn something by using a “nugget” for a few seconds (like the look-up in a dictionary) or up to ten minutes (like an interactive repair training).

A research project is introduced that aims at models, methods, and instruments to create and use learning nuggets. The research design follows the constructivistic approach of design science. Models and methods are developed by investigating the scientific concepts of microlearning. Instruments for learning nugget administration and management are developed by prototyping and evaluating software tools.

A core part of the software solution focuses on a platform that provides all functions of an electronic market for learning nuggets. It fosters knowledge transfer by knowledge sharing. Together with the microlearning concept you arrive at a paradigm which can be called “micro knowledge sharing”. The micro knowledge sharing approach uses the connectivistic e-learning approach and is based on the same idea as communities of practice.

#### Keywords:

e-learning, learning platform, learning nugget, microlearning, electronic market



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### How far Distance Education is Capable in Empowering Prospective Teachers?


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#### Abstract

Good teachers have to be made. Many countries have adopted different models of distance Education to provide initial training to unqualified teachers, expand

	<p>opportunities for professional development of in-service teachers and increase awareness of teachers on educational reforms. Whatever the models used, all distance education providers are faced with challenging tasks in co-ordinating partners and agents in teacher education programmes where practical teaching and its assessment is involved (Robinson and Latchem, 2003:40). The Open University of Sri Lanka, as a pioneering institution to introduce teacher training programmes through distance mode, also has accounted serious problems in line with an initial training programme aimed at producing drama and theatre teachers to the school system. Thus, a comprehensive study has been carried out with a view to get an insight into the problems faced by different stakeholders and their route courses and to uncover workable solutions within the context of distance education. Data were collected from three batches of student teachers who have completed the programme, lecturers, co-ordinators, master teachers and some experts in the field and analyzed using both quantitative and qualitative techniques. The study shed light on meaningful solutions to be executed for improving the quality of the programme concerned.</p> <p><b>Key words:</b> Distance Education, Initial Training, Professional Development</p>
 <p><b>Dr. Vitthal Laxmanrao Yerande</b> GICICTEL1703103</p>	<p><b>Quality Enhancement and Sustenance in Higher Education through Academic Leadership, Academic Audit and Accreditation in India</b></p> <p><b>Dr. Vitthal Laxmanrao Yerande</b> Principal, Maharashtra Mahavidyalaya, Nilanga, Dist. Latur (MS) 413521 (INDIA)</p> <p><b>ABSTRACT</b></p> <p>Quality in higher education yields into qualitative human resource. The competent human resource can bring all round development in any economy. India; being the largest democratic state in the world and a fastest developing nation requires competent and skillful human resource to compete with developed countries. However, it is the prime duty of the Indian Universities and Colleges to attempt a change into creation of skillful and competent human resource. All such changes are the results of a visionary academic leadership, continuous academic audit and continuous accreditation and re-accreditation of higher educational institutions across the country. The quantitative growth of higher education in India is significantly improving, but the quality of higher education has always been questioned. Thus, to bring quality in higher education, there is a need change the structure of existing higher education system in India. The major roles are played in these initiatives are by the academic leaders like Vice Chancellor of any University or a Principal of any affiliated college.</p> <p>The present article is focused on the role of academic leadership, continuous academic audit and accreditation process in quality enhancement and sustenance in India higher education system. The empirical method of research has been used for the present article. The statistical data is obtained from secondary sources like books, journals, annual reports of University Grants Commission and National Assessment and Accreditation Council of India. However it is found that the higher educational institutions in India require change in academic leadership patterns as well as change in traditional teaching and learning methods and use of information and technology at large. There is an urgent need for developing a mechanism of continuous academic audit throughout all the Universities and</p>

	<p>other higher educational institutions.  <b>Keywords:</b>          Higher Education, Academic Leadership, Quality, Academic Audit, Accreditation.</p>
<p style="text-align: center;"><b>Hsiu-Ying Wu</b>  <b>GICICTEL1703106</b></p>	<p style="text-align: center;"><b>A Study on the Transformation of Career Adaptability : A Case of Young International Volunteers</b></p> <p style="text-align: center;"><b>Hsiu-Ying Wu</b>          Graduate Institute of Adult and Continuing Education, National Chung Cheng University, Chiayi, Taiwan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study aims to explore the participating motives of young international volunteers in the service and the content of personal preparation tasks and the connotation of career change. This study used interviews to collect information, for the University as an international volunteer, the current work for more than two years of six young people as the object of study. The findings are as followings: (1)The university stage coincides with the exploration period of the career stage, the individual will conduct self-study to explore the things that are interested; (2) Young people for the future development of self-concern, and awareness of the development of attention and preparation; (3) Young people can use their universal resources and strategies to face personal career tasks, job transitions or major events; (4) Young people can adjust their personal career-specific behavior in order to face the development of personal career tasks ; (5)Young people have specific behavior, these acts of behavior for young people to seek career and life stability, and self-development of the future difficulties encountered by the challenges and challenges to overcome the confidence.</p> <p><b>Keywords:</b>          international mobility, career adaptability, international volunteer</p>
<p style="text-align: center;"><b>Van Man Isabel Tchiang</b>  <b>GICICTEL1703123</b></p>	<p style="text-align: center;"><b>TEACHERS' PERSPECTIVE ON THE MACAO EDUCATION REFORM POLICY</b></p> <p style="text-align: center;"><b>TCHIANG, Van Man Isabel</b>          PhD in Education, Assistant Professor, School of Education, University of Saint Joseph, Macao</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper will present an overview to understand the perceptions, reflections, opinions and perspectives of Pre-Service and In-Service teachers in Macao local schools in respect to policy and plan introduced by the Macao government department, Education and Youth Affairs Bureau (DSEJ). DSEJ had been working on the Macao Education Reform since 2011, and that the Ten Years Plan for the Development of Non-Tertiary Education was in progress accordingly. Various policies and actions taking continued to proceed in corresponding to the Macao Education Reform. The paper will then examine the situation through the lenses of teachers' perceptions in correlation to the success and effectiveness of these policies introduced by the government department in Macao. The study will follow a mixed methods approach, utilising detailed information from interviews with pre-service and in-service teachers followed by a survey. The initial phase of the study will aim to identify the range of different believes and attitudes towards the plan and policies introduced by government</p>

	<p>department in Macao. The results from this initial phase will then be used to develop a survey which will be administrated to a larger sample of pre-service and in-service school teachers from various types of schools. The data will be used to quantify the extent to which different believes and attitudes towards the various plans and policies introduced by DSEJ are endorsed by teachers in Macao.</p> <p>The results of the study will provide valuable information in the areas of: How much do the Macao teachers agree on the new policy introduced by DSEJ? Is there any difference in respect to pre-service to in-service teachers? What are the positive and negative perspectives from the teachers to the policies? How effective are the policies introduced by the government department in Macao?</p> <p><b>Keywords:</b> teachers' perspectives, education reform, policy, Macao education</p>
<p><b>Guillermina Gavaldon</b> GICICTEL1703125</p>	<p><b>Use of graphic narratives with preservice teachers as a mediated learning tool</b></p> <p><b>Guillermina Gavaldon-Hernandez</b> Lecturer at University of Alcala, Madrid, Spain</p> <p><b>Ana Gerboles-Sanchez</b> Lecturer at University of Alcala, Madrid, Spain</p> <p><b>Francisco Saez de Adana</b> Lecturer at University of Alcala, Madrid, Spain</p> <p><b>Abstract</b></p> <p>The primary use of comics in education has been as a tool for reading or language learning, leaving aside composing graphic narratives as a complement to reach a holistic process of learning. Creating graphic narratives or comics implies using images with textual dialogues that make meaning of ideas and feelings, promoting in that sense, understanding and critical reflection. This paper presents a preliminary study, part of a bigger project conducted as an action-research approach. The research, which is in its first phase, aims at gaining knowledge on the use of comics in higher education as a mediated learning tool. It was carried out with 71 preservice teachers in an undergraduate course at a Spanish University. Students completed readings of texts and comics related to the course topics, and simultaneously they were trained on how to create comics: use of different types of software, composition basis, communication elements and conventions of comics' design. Students had to create digital narratives to draw possible solutions to problems and case studies set by the teacher. They had the freedom to create their comics choosing the software they felt most comfortable with since the purpose of the study was to analyse the composition of their stories and the way in which they gave meaning to learning through them. Comics were analysed and categorised according to the story they told, feelings and emotions they showed, complexity and originality. The findings suggested that comic's creation encourages creativity and critical reflection since students represent social problems and their consciousness through visual compositions. Further research has to be done to determine how comic's creation shapes learning in a wider sense.</p> <p><b>Keywords</b> Creativity, critical thinking, comics, higher education, preservice teachers</p>



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**ADMINISTRATIVE AND FINANCIAL CHALLENGES ENCOUNTERED BY  
THE PUBLIC UNIVERSITIES IN  
SRI LANKA.**

**Nishadhi Haththotuwa**  
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**ABSTRACT**

**Research Objectives**

The heralding of the university system in Sri Lanka with a single university in 1942, currently comprises of 15 universities. The University Grants Commission being its pinnacle. Thus the university system in Sri Lanka continues to exist with all of the typical problems of a state owned monopoly. This paper will explore and critically review the pressing administrative and financial issues in public universities in Sri Lanka.

**Methodology**

Initially the literature review was used to examine the existing Higher Education System in Public Universities in Sri Lanka. Data is heavily drawn from the University Grants Commission's statistical reports along with annual report data and tables published by various Public Universities in Sri Lanka and was statistically analyzed using quantitative techniques.

**Findings**

Attracting a pool of talented staff is a major issue seen in Public Universities. Offering low basic salaries hinders the advent of talented MBA/engineering degree holders whereas private sector rich with attractive salaries and fringe benefits is in the forefront.

Figures reveal that the percentages of those who left were more than those appointed in years 2011 and 2013 in the Administrative, Finance and Administrative Others category. 10% left due to resignation.

The present management and administrative capacity of universities are comparatively underdeveloped in recently established universities in the lagging regions. Sadly till 2013, there were no professors in the Uva Wellassa and South Eastern Universities.

Providing spacious offices and absenteeism are other pressing concerns.

**Research Outcomes**

This paper draws attention to important administrative and financial issues faced by the Public Universities that affect university excellence and that are usually overlooked by managers and policy makers. Some recommendations are presented to address the issues identified.

**Future scope**

Provides and effective framework to Public Universities to identify administrative and financial issues prevalent and to rectify them.

**Keywords:**

**Administrative, financial, challenges, public universities, Sri Lanka**



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**Application of Direct Instruction with Laboratory Activity to Improve Students' Participation and Learning Achievement**

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**Abstract**

This research aimed to improve students' achievement and participation in the specified class. To achieve goals the researcher applied direct instruction model with laboratory activity which was conducted in a classroom action research (CAR) framework. The subtopic of learning materials in this research was 'Heat'. This research adopted qualitative methods. Subject of this research were 36 students of SMPK St. Stanislaus I Surabaya consisting of 21 boys and 15 girls. The data was collected by test, observations and questionnaires before and after treatment. The cycle of CAR would be terminated if the minimum average score of physics test was 75 with 75% of students passed the minimum passing score, and 80% of students participate actively during the class.

The classroom action research was completed in two cycles. The result showed improvements in learning achievement and students' participation. At the end of the first cycle, the average score of physics test was 71,0 with 63,9% of students passed the minimum passing score, while the percentage of students' participation was 90%. In the second cycle, the average score of physics test was 80,6 with 80,6% of students passed the minimum passing score, while the percentage of students' participation was 95,7%.

**Keywords:**

Classroom Action Research, direct instruction, teaching-learning in physics, students' achievement, students' participation.



Mr. Tinnadit Kohsamut  
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**USING BLOG TO ENHANCE ENGLISH WRITING SKILL AMONG HIGH SCHOOL STUDENTS IN THAILAND**

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**Abstract**

This research aimed to examine the effectiveness of using blog on high school students, and investigated students' perception when they learn writing through the blog. The participants for this study were 50 secondary school students selected by using purposive sampling method. Both quantitative and qualitative data collection and analyses were applied. The quantitative data were collected from the score of pretest and posttest. The qualitative data were derived from the content analysis of group interviews. The result revealed that students significantly performed better scores on English writing ability test after being taught through the blog. In addition, students showed the positive views because using blog was very interesting and it provided more cooperation between teacher and students.


**Keyword:** Blog, Writing, English, EFL, Student, Perception

<p><b>Abdolreza Lessani</b>  <b>GICICTEL17030145</b></p>	<p style="text-align: center;"><b>Comparison of New Mathematics Teaching Methods with Traditional Methods  Based on Teachers' Perspective and performance</b></p> <p style="text-align: center;"><b>Abdolreza Lessani</b>  <b>Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</b></p> <p style="text-align: center;"><b>Aida Suraya Md. Yunus</b>  <b>Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</b>  <b>Institute for Mathematical Research, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</b></p> <p style="text-align: center;"><b>Kamariah Bt Abu Bakar</b>  <b>Institute for Mathematical Research, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this paper is to compare the mathematics teaching methods, and study their consequences on mathematics learning. Numerous studies have shown that students experience mathematics anxiety which is a feeling of tension and fear that interfere with math learning. This may be attributed to the applied teaching methods in the classrooms. Therefore, teaching methods must be re-examined by taking into account the three major teaching methods: traditional, problem-solving, and discovery learning. Traditional teaching method is a teacher-centered instruction, while problem-solving method is a as teacher and student-centered which is based upon how teacher uses the four steps of problem-solving methods in teaching Mathematics. In discovery learning method, teacher plays the role of facilitator through involving students in varied activities associated with the discovery and construction of the knowledge. The qualitative case study method was considered more feasible and appropriate to meet the aim of this study. Data were collected using observation and semi-structured interviews with teachers in the secondary schools in Malaysia. It was observed that traditional, problem solving and discovery learning methods were practiced by the teachers. The findings reveal that students are more successful when systematic problem solving method based on Polya's approach is incorporated into discovery learning. Consequently, there should be more emphasis on teaching methods which include less lecture, more student-centered classes and more discussion. The findings suggest that problem solving and discovery methods not only contribute to better mathematics learning but also enhance students' creativity to cope with life challenges.</p> <p><b>Key Words: Teaching Methods, discovery learning, problem solving, traditional methods</b></p>
<p><b>MELANIE D.  SALUMBIDES</b>  <b>GICICTEL1703067</b></p>	<p style="text-align: center;"><b>The teaching and learning of mathematics in Higher education institutions : basis  For the development of a lifelong learning Framework in mathematics for  teachers and Students</b></p> <p style="text-align: center;"><b>MELANIE D. SALUMBIDES</b>  <b>Teachers Education</b></p>



	<p style="text-align: center;"><b>Abstract</b></p> <p>Lifelong learning is one of the most important factors in the successful journey of every teacher as well as in the continuous quest for excellence among students. Hence, this study dealt with the teaching and learning of Mathematics in different higher educational institutions in the Phil.. The outputs of this study were the primary bases for the development of a lifelong learning framework in mathematics which was primarily intended for the students and teachers. Using descriptive research, 780 respondents were randomly selected from the seven autonomous and deregulated universities and five state universities. They assessed their teaching and learning practices using the survey instruments originally designed by the researcher. An interview protocol was also made to gather qualitative data for the study. Different statistical tools such as frequency count, ranking, weighted arithmetic mean, and t-test were used to process the quantitative data while coding was made on the qualitative data. Based on the findings, teachers use different pedagogies and modalities in teaching Mathematics but the most used were problem solving method and demonstration approach. Challenging and Current Problem Solving Models were most used models in teaching mathematics. Introducing the content through formal presentation is the most commonly used modality in teaching mathematics, which means the traditional style of teaching still prevails in current mathematics teaching. Teachers strongly agreed with the goals and objectives stipulated in the teaching of mathematics and that they are competent and educationally qualified and there is sufficient administrative support and proper assessment and evaluation. They also strongly agreed that lifelong learning is needed and should be enhanced, that there is a need to treat all learners fairly and squarely, that lifelong learning maximizes students' choices and promotes continuous improvement and educational achievement, develops a set of organizational skills, and helps them understand their worth and value and develop positive attitudes towards their work. Meanwhile, the students agreed that they are competent but were undecided on the several provisions concerning lifelong learning which could be attributed to their lack of understanding on lifelong learning. They believed that they need to improve their mathematical skills in Basic Mathematics, Algebra, Trigonometry, and Statistics. In general, the teachers' perceptions towards teaching mathematics did not significantly vary when they are grouped as to the nature of their school while the perception of students varied. Likewise, there is a significant difference between the teachers and students' perceptions on lifelong learning. School administrators should strengthen teaching pedagogies among teachers by conducting seminars and trainings. Teachers should utilize other creative strategies such as the use of multimedia and the internet to make students more engaged in learning. Adequate financial and moral support should also be provided by the school to conduct more lifelong learning activities for teachers and students. The framework developed in this study should be adopted to help enhance lifelong learning among schools. <b>Keywords:</b> lifelong learning, mathematics instruction, pedagogies, modalities, mathematical competencies</p>
<p><b>Dr. Aaron LaDuke</b> <b>GICICTEL1703144</b></p>	<p style="text-align: center;"><b>“Writing in Our Tongue”: Integrating Rhetorical Strategies of ESL Students into Western Academic Writing</b></p>

	<p style="text-align: center;"><b>Dr. Aaron LaDuke</b>  <b>Zhejiang University-University of Illinois Joint Institute</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>In his book, <i>Writing in the Devil’s Tongue: A History of English Composition in China</i>, Xiaoye You arrives at the argument that writing teachers of ESL students should recognize the globalized space of their classrooms and respect the varied rhetorical traditions and practices students bring from different linguistic and ethnic communities. You writes, “Our students always bring with them their cultures’ preferred ways of thinking, speaking, and writing, which are resources that we must capitalize on in our teaching” (178). I am providing a specific analysis for You’s call to action with my paper for this year’s ICTEL conference in Singapore. I currently teach two academic writing courses in China, and I plan to describe the rhetorical methods that my non-native speaking students have brought with them from their Chinese secondary education and have been able to integrate into a Western style of academic writing in English within a higher education setting.</b></p> <p><b>I have both interviewed my students and used six sets of essays to analyze which rhetorical strategies my students have transferred, and which of these practices can be best integrated into the writing they are doing for my course now. A couple of examples of these kinds of rhetorical moves consist of the instinct to create “beautiful” language in academic writing and the use of figurative language. As You has argued, if students are allowed to bring to their practice of English writing some previous, established rhetorical approaches, they will not only feel more confident in their grasp of a new form of writing, but they will be allowed to “construct and circulate their cultural experiences” while “reflecting their sense of self” (178). This practice can also help instructors avoid teaching in a monolingualistic, monocultural classroom. Though I will be analyzing and sharing experiences from my classes in China, I believe this pedagogical approach can be interesting and of use to any instructor working in international education.</b></p>
<p><b>Lenny Nofriyani Adam</b>  <b>YRSICTEL1703053</b></p>	<p style="text-align: center;"><b>Negative Reinforcement and English Language Teaching (a case study in East Nusa Tenggara – Indonesia)</b></p> <p style="text-align: center;"><b>Lenny Nofriyani Adam</b>  <b>Indonesia University of Education</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>This study aims to find out the negative reinforcements given by English teacher and the influences of those negative reinforcements toward the students’ learning motivation in English Language Teaching. The instruments used are direct observation and open questionnaires that consist of fifteen question items related to students learning motivation in English Language Teaching. After doing direct observation and take some notes about the reinforcement given by the teacher, the writer distribute some open questionnaires to the students and collect the data then analyze the data to bring out the reinforcement’s influences. The findings result shows that there are some negative reinforcements given by English teacher to the students, namely: a) Giving no praise, b) Reprimand students with a loud voice, c) Stopping student’s ridicule, d) Reading students’ mark in the front of class, e) Always give some text to be translated, f)</b></p>

	<p>Punishment (pinch students' ear) when they were not finish the translation, g) Still Pressure the student to fix their answer, h) Face expression (shaking head, forrowed her brow, and show disappointed face). Those negative reinforcements bring both positive and negative influences towards students learning motivation. Finally, the writer hope that this finding result can help readers especially the English teacher in Indonesia to consider about the proper situation, time and ways in giving negative reinforcements.</p>
<p style="text-align: center;"><b>Zin Mie Sharr</b> GICICTEL1703147</p>	<p style="text-align: center;"><b>Understanding Professional Development Opportunities and Challenges for Faculty in Myanmar Higher Learning</b></p> <p style="text-align: center;"><b>Zin Mie Sharr</b> Academic Department,ERC Institute,Singapore</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Understanding Professional Development Opportunities and Challenges for Faculty in Myanmar Higher Learning Institutions</b> This study will be investigating the Opportunities and Challenges for Faculty in Myanmar Higher Learning Institutions, focusing the question of why it is important to pursue professional development and addressing the challenges they are facing. According to Odden et al (2002), the effective professional development is expected to produce positive change in lecturers' classroom engagement which should be linked to the successful outcomes of student learning. There are varieties of learning taken place in professional development context; mainly be divided into two categories, unstructured and structured (Bound 2011). Opfer &amp; Pedder (2011) indicated that professional development for the trainers occurs as complex conceptualization that brings together multiple mechanisms to the system rather than as an event. The whole system could be driven by various factors such as supportive working environment for learning, readily available learning resources, government subsidies, higher qualification being a necessary factor for promotions, etc. Thus, the question is emphasizing on the primary factor influencing trainers in Myanmar and their perception on professional development to further enhance the quality in higher learning. There are multiple challenges the trainers facing while learning for professional development, either it's governed by external or internal factors. Obvious external factors are time, cost, organizational structure and little opportunity to change the curricula set by either government or respective university except to contextualize it. Thus, this paper will explore the above-mentioned research questions by analyzing the professional development data in Myanmar Higher Learning arena. The secondary data will be triangulated by interviewing a sample of minimum two trainers from Higher Learning background in Myanmar. It also seeks to add to our knowledge the certain framework that could enhance the existing professional development system of Higher Learning in Myanmar.</p> <p><b>Keywords:</b> <b>Higher Learning, Myanmar, Trainers, Professional Development</b></p>
	<p style="text-align: center;"><b>Comparison of New Mathematics Teaching Methods with Traditional Methods Based on Teachers' Perspective and performance</b></p> <p style="text-align: center;"><b>Abdolreza Lessani</b> Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia</p>

<p><b>Abdolreza Lessani</b>  <b>GICICTEL1703145</b></p>	<p style="text-align: center;"><b>Aida Suraya Md. Yunus</b>  Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia  Institute for Mathematical Research, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</p> <p style="text-align: center;"><b>Kamariah Bt Abu Bakar</b>  Institute for Mathematical Research, Universiti Putra Malaysia, 43400 Serdang,  Selangor, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this paper is to compare the mathematics teaching methods, and study their consequences on mathematics learning. Numerous studies have shown that students experience mathematics anxiety which is a feeling of tension and fear that interfere with math learning. This may be attributed to the applied teaching methods in the classrooms. Therefore, teaching methods must be re-examined by taking into account the three major teaching methods: traditional, problem-solving, and discovery learning. Traditional teaching method is a teacher-centered instruction, while problem-solving method is a as teacher and student-centered which is based upon how teacher uses the four steps of problem-solving methods in teaching Mathematics. In discovery learning method, teacher plays the role of facilitator through involving students in varied activities associated with the discovery and construction of the knowledge. The qualitative case study method was considered more feasible and appropriate to meet the aim of this study. Data were collected using observation and semi-structured interviews with teachers in the secondary schools in Malaysia. It was observed that traditional, problem solving and discovery learning methods were practiced by the teachers. The findings reveal that students are more successful when systematic problem solving method based on Polya’s approach is incorporated into discovery learning. Consequently, there should be more emphasis on teaching methods which include less lecture, more student-centered classes and more discussion. The findings suggest that problem solving and discovery methods not only contribute to better mathematics learning but also enhance students’ creativity to cope with life challenges.</p> <p><b>Key Words:</b>  Teaching Methods, discovery learning, problem solving, traditional methods</p>
<p><b>Dr Mary Fargher</b>  <b>GICICTEL1703148</b></p>	<p style="text-align: center;"><b>Innovation in the Changing Landscape of GIS (geographical information systems) in Geography Teacher Education</b></p> <p style="text-align: center;"><b>Dr Mary Fargher</b>  MA Geography Education Programme Leader  University College London Institute of Education</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Despite the development of more accessible forms of geospatial technology, success in the use of (web) GIS in the classroom still hinges on the nurturing of teacher (web) GIS knowledge. However, in universities, (web) GIS remains a largely under-developed area of initial teacher education and teacher’s continuing professional development. Using Mishra and Koehler’s (2006) technological pedagogical content knowledge (TPACK) model as an analytical framework and</p>

	<p>with reference to findings from a recent research project, this paper makes a case for developing teachers' TPACK with web GIS through 'active learning pedagogies'. A critical literature review and analysis of research findings informs recommendations for future geography teacher education with web GIS in high quality geography teaching and learning in schools.</p> <p><b>Key words:</b> Innovation, GIS, geography, teacher education, TPACK, active learning pedagogy.</p>
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