



Conference Proceedings

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Table of Content:

| S. No. | Particulars | Page Numbers |
|--------|----------------------|--------------|
| 1. | Preface | 2 |
| 2. | Keynote Description | 3 |
| 3. | List of Presenters | 4-31 |
| 4. | List of Listeners | 32-33 |
| 5. | Upcoming Conferences | 33-34 |

Preface:

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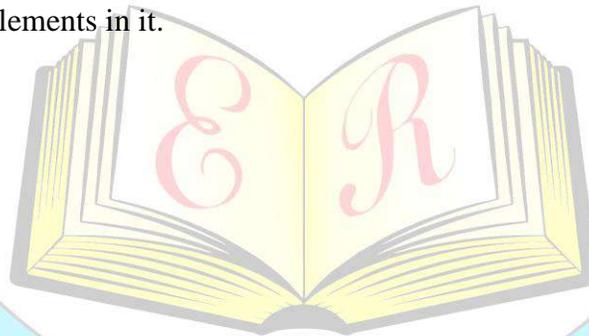
KEYNOTE SPEAKER



Dr. Holger Nord
Area Manager, Victorian School of Languages, Australia

Topic: “artem quaerentem” – The Art of Questioning for Education

With more than 20 years of teaching experience in tertiary as well as school settings in many countries Dr Holger Nord has developed a keen interest in the 'critical' of educational theory and practice. Consequently, his list of presentations and publications range from post-colonial inquiries to new ideas in/for education and policies. He has been an area manager for the Victorian School of Languages (Australia, South East) since 2013 and is currently engaged in organizing workshops in Australia as well as overseas. Based firmly on Critical Pedagogy and its thinkers he continues to see Education as a political and transformative act, with language(s) as one of the most critical elements in it.



RESEARCH

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| <p>Muhammad Farooq ERCICRTEL1806054</p> | <p>The impact of co-curricular activity assessment on university student's course performance: A case study of the Natural Sciences course.</p> <p>Muhammad Farooq University College, Math and Science Program, Abu Dhabi University, Abu Dhabi, United Arab Emirates</p> <p>Abstract</p> <p>Our objective was to examine if a co-curricular activity incorporated with assessment methods affected students' competence in a course. Natural Sciences (201) were chosen as a candidate course for this study. Students' grade breakdown was examined and analyzed using SPSS software over four academic years from Fall 2012-13 to Fall 2015-16. The number of failed students was significantly lower ($p < 0.01$) in Fall semesters when compared with the number of failed students in Spring semesters. A further analysis was attempted as an approach to understand the reasons for the remarkable elevation of success in the Fall semesters. Hence, a questionnaire was given to 121 students and the data showed that the 'Science Communicators Program', metaphorically The Science Festival, played a key role in the students' achievement of excellent levels of performance in the Natural Sciences course during the Fall semesters. Thus, this research paper recommends the accommodation of off-campus co-curricular activities in other courses taught at the university.</p> <p>Keywords: Higher education, Co-curricular activities, Assessments methods, Course performance</p> |
| <p>Chantel Tejada ERCICRTEL1806055</p> | <p>Love, Sex and Intimacy: Perspective of a Teenager</p> <p>Fritz Arce Student Researchers, Lorma Colleges Special Science High School</p> <p>Isaiah Azcuna Student Researchers, Lorma Colleges Special Science High School</p> <p>Russel Gandawali Student Researchers, Lorma Colleges Special Science High School</p> <p>Guiller Gamboa Student Researchers, Lorma Colleges Special Science High School</p> <p>Cris Ann Bocala Student Researchers, Lorma Colleges Special Science High School</p> <p>Ramcel Galon Student Researchers, Lorma Colleges Special Science High School</p> <p>Elisha Libadia Student Researchers, Lorma Colleges Special Science High School</p> <p>Chantel Tejada Student Researchers, Lorma Colleges Special Science High School</p> <p>Fernando Oringo Research Adviser, Lorma Colleges Special Science High School</p> <p>Abstract</p> <p>Most people said that adolescence is the time when they first experience</p> |

romantic love. It is normal for teenagers to date, fall in love, and have sex and many parents worry that these experiences (dating, falling in love, and having sex) will have long and short term negative consequences and that's why parents impose restrictions on when and whom their child can date. The aim of the study was to measure the knowledge of teenagers on human sexuality and to detect how teenagers distinguish the consequences of premarital sex. The researchers conducted an interview both to the teenagers involved in a relationship and their parents. Research showed that parents allow their child to be involved in a relationship for they believe it plays a significant role to their understanding of romance as well as for them to be exposed of the limitations. Sex seemed to be a topic which is still difficult to open among teenagers for they do not when and Where is the appropriate avenue to discuss such matters? The researchers concluded that teenage life is a crucial stage of development for they are exposed with a lot of realizations that are not Often discussed in school or even at home.

Key Words: teenage relationship, sex, intimacy, teenager, romantic love



Joclarisse ALBIA
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Valuing Regionalisation in Philippine Higher Education Against the Backdrop of the ASEAN Integration

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Abstract

The ASEAN Community Vision has far-reaching goals beyond economic integration. The objective of regional cooperation and the fostering of a sense of regional community also call for the integration and harmonisation of educational priorities of ASEAN member-states, a form of higher education regionalisation. This paper examines the regionalisation strategies and initiatives of select Philippine higher education institutions (HEIs) and how the ASEAN Integration drives these initiatives, with the view of explaining how the concept of higher education regionalisation is valued in Philippine higher education.

Through a multiple case study design of three select Philippine HEIs, the paper notes both overlapping but also distinct approaches to regionalisation, and subsequently, varied constructions of and values attached to the concept. Regionalisation initiatives come under three main themes, namely programmatic, resource and institutional leadership whereby the ASEAN Integration serves both as consciousness and opportunity driving the regionalisation initiatives of the HEIs. The paper also forwards that while regionalisation is strongly emphasised in the ASEAN Integration framework, it remains as an institutional prerogative for Philippine HEIs. Subsequently and to a certain extent, because of the country's highly privatised higher education sector, the customisation of regionalisation emerges where approaches and initiatives are tailor fit to the HEIs' organisational structure and vision, capacities and resources.

The pursuit of regionalisation requires the creation of an enabling environment at the institution level and an expressed articulation of regionalisation goals by institutional leaders. The paper likewise identifies future areas for study on the subject, including the merits and benefits of regionalisation and a critical analysis of the process of higher educational regionalisation to uncover issues such as teacher autonomy, academic freedom, and disparities in participation in regionalisation initiatives.

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| | <p>Keywords: ASEAN Integration, Higher education, Internationalisation, Regionalisation</p> |
| <p>Rowland Chukwuemeka Uwakwe ERCICTEL1806060</p> | <p>Effect Of Jigsaw And Number Heads Together (NHT) On Students' Academic Performance In Mathematics</p> <p>Rowland Chukwuemeka Uwakwe Department Of Educational Foundations Faculty Of Education Federal University Ndufu-Alike Ikwo Ebonyi State, Nigeria</p> <p>Chinyere Augusta Nwajiuba Department Of Educational Foundations Faculty Of Education Federal University Ndufu-Alike Ikwo Ebonyi State, Nigeria</p> <p>Chinwe Victoria Ogunji Department Of Educational Foundations Faculty Of Education Federal University Ndufu-Alike Ikwo Ebonyi State, Nigeria</p> <p>Abstract This study investigated the effect of Jigsaw(JS) and Number Heads Together (NHT) on students' academic performance in Mathematics. The quasi experimental study with pre-test post-test design was adopted. Two research questions and two hypotheses guided this study. The sample size consisted of 128 Senior Secondary School One (SS1) students drawn purposefully from three co-educational secondary schools in Aba Education Zone of Abia State. Data were collected using Teacher Made Achievement Test (TMAT) validated by experts and duly tested for reliability. The reliability values were 0.86 for (JS) and 0.80 for (NHT). Achievement mean gain scores were used to answer research questions while ANCOVA was used in testing the hypotheses. The result indicated that Jigsaw (JS) and Number Heads Together (NHT) learning techniques of active learning pedagogy were found very effective in enhancing students' academic performance in mathematics. However, the result also suggests that JS and NHT teaching methods do not differ significantly in enhancing students' academic performance in mathematics. Based on the findings and implications, Teachers should make their teaching student centred and relevant to the needs of the students, they should start early to coach students on the use of Jigsaw and Number Heads Together to enhance their mathematics.</p> <p>Key Words: Jigsaw, Number Heads Together, Academic Performance</p> |
|  <p>Malgorzata Wójcik ERCICTEL1806061</p> | <p>Youth Participatory Action Research –students' well-being, education change and school improvement</p> <p>Malgorzata Wójcik University of Social Sciences and Humanities, Faculty in Katowice Poland</p> <p>Abstract Youth Participatory Action Research offers a framework for researchers committed to youth well-being, education change and school improvement. The benefits of engaging the perspectives of young people in research have served to challenge social exclusion, empower young people and build their capacity to transform their own lives and become partners in the building of more complete, equal and democratic, communities. There is not enough research on issues young people encounter in their everyday life from their own perspective. In order to secure that perspective, it is necessary for students and researchers to work together and carry on action research in the context of school, classroom and peer group. Presented Youth</p> |

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| | <p>Participatory Action Research project – Inkla may serve as a good example and framework for providing secondary school students with help and guidance so they can investigate the issue of bullying at school and find ways of preventing and stopping it.</p> <p>The main goal of presented project was to help secondary school students explore intragroup relations in school classes and problems students may encounter as bullying or peer group exclusion. It was also intended to design practical methods to stop bullying and create supportive peer groups. A group of secondary school students became student researchers and conducted interviews in their school classes which resulted in including their peers and teachers in well planned and research-based collective action to prevent bullying and improve school life. Outcomes demonstrate that the student voice can support or change a school’s anti-bullying policy if the responsibility for bullying prevention is shared with students who are treated as agents of change. Complex process of building participative relationships in youth participatory action research is presented together with suggestions and strategies for building effective and genuine cooperation.</p> <p>Keywords: Action research, bullying prevention, students’ participation and engagement</p> |
|  <p>Erzsébet Árvay ERCICRTEL1806062</p> | <p>Developing Critical Thinking Skills: Process Writing in History Class</p> <p>Erzsébet Árvay Central European University</p> <p>Abstract</p> <p>Fundamental changes can be experienced in the pedagogical culture of our days that expect the primer focus of teaching to shift from the teacher-centred approach towards a more student-centred way of thinking. By using a set of objectives which organizes and coordinates the whole learning process, the new approach facilitates the development of students. The Hungarian National Curriculum describes the development of critical thinking as one of the primary tasks of history teaching. However, the National Curriculum does not provide precise guidance for teachers how to carry out this task. This paper examines the development of critical thinking in history classes through the process writing method, its hypothesis is that by setting the levels of the development process of critical thinking, and by establishing an evaluating system of the process, teachers can articulate more accurate aims for their students, thus, the student-centred approach can be strengthened. The research presented in this paper is a part of a pilot study, which examined methods to improve critical thinking. The results of the research prove not only the applicability of the methods, but also that it is highly important for the realisation of individual development to set the objectives of critical thinking and to build an evaluation system on these objectives.</p> <p>Keywords: critical thinking skills, history teaching, individual development, history standards</p> |
| <p>Ahmed Brahim ERCICRTEL1806063</p> | <p>Fostering Learner Autonomy; does it really work?</p> <p>Ahmed Brahim Center for Preparatory Studies, Sultan Qaboos University, Muscat, Oman</p> <p>Abstract</p> <p>The scope of the study was to investigate teachers’ and learners’ beliefs and practices to account for the constraints to promote Learner Autonomy (LA) in this context (quite similar to other non-western contexts, e.g. Asian</p> |

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| | <p>cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster LA in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important 21st century skills, especially LA, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they train their students to be autonomous, what difficulties they faced, how they went about overcoming these and what they think would or wouldn't work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trailed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present some practical classroom recommendations on materials development and activities adaptation, as well as on methodology. Q&A to follow.</p> |
|  <p>Dr. Lakhwinder Singh ERCICRTEL1806064</p> | <p>Imperative Use of Social Networking Websites and Social Isolation among adolescents in relation to their Social Well-Being</p> <p>Dr. Lakhwinder Singh Department of Education and Community Service, Punjabi University, Patiala, India</p> <p>Abstract</p> <p>In present era the use of internet have revolved their attention towards the information that tells how adolescents can imperative use of social networking websites. Nowadays the social networking websites have become extremely most popular medium of communication among adolescents. The extreme use of social networking websites leads to addiction. It can arise mental health problems among adolescents and affects their well-being. This cross-sectional quantitative study expected to define gender differences in social well-being among adolescents in relation to social networking websites use and social isolation. A total number of 400 (11th) grade rural/urban male/female adolescents from government and private senior secondary schools in Punjab will selected for the research.</p> <p>Keywords: Adolescents, Well-Being, Social Isolation, psychological health, Gender and Location Differences, Parental-Adolescents Relationships.</p> |
|  <p>Shaunna Ioannidou ERCICRTEL1806065</p> | <p>“Going online: Pilot Study for Designing a Digital General Advanced English (DigiB) course”</p> <p>Shaunna Ioannidou Language Centre, University of Cyprus</p> <p>Andreas Athanasiades Language Centre, University of Cyprus</p> <p>Abstract</p> <p>Ideally 150-300 words indicating: Research Objectives, Methodology, Findings, Research Outcomes, Future Scope</p> <p>The Language Centre at this tertiary institution has been seeking student input in the form of questionnaires for over 10 years. It has seen a definite trend to students' desire of multi-media use in the syllabus. The data generated indicate that students' are keen to apply instructional technology and/or specifically educational software (i.e. apps and online platforms) in their personal life but use in their higher education experience is not evident.</p> |

Moreover, in the most recent online questionnaire students specifically cite the use of instructional technology possibilities to improve their speaking, listening and writing skills in the acquisition of a foreign language. On the other hand, teachers at this tertiary institution are reluctant to use and/or develop instructional technology learning tasks in their courses due to the strong time commitment in and out of class. Thus, it is imperative to restructure and redesign the curriculum of the first level General Academic English course and provide a virtual learning environment with teaching and learning content present to facilitate use of the VLE in and outside the classroom. The evolution of the traditional foreign language class into a blended learning environment to a fully-integrated VLE is the objective.

A mixed method approach of online questionnaires, semi-structured interviews, and student immediate feedback will be presented in the initial stages of our pilot effort to design online course materials for 20 first year students taking General Advanced English, specifically their use of technology (video, augmented reality, _____). Based on social constructivist philosophy and following the work of Vygotsky through his belief that cognitive development is mediated using language and social interaction, the present pilot study will lay the foundation for the philosophy of the design of the VLE for a blended, task-based learning approach that will eventually lead to a complete online course.

4. Keywords

Online education, ICT, mixed methods, pilot study, General Advanced English, VLE



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Detection Of Community Acquired Extended Spectrum B-Lactamase Producing Bacteria Amongst Asymptomatic University Students In Anambra State-Nigeria

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Abstract

Aim: This study was conducted to investigate the prevalence of community acquired extended spectrum β -lactamase-producing bacteria amongst asymptomatic university students in South-Eastern Nigeria.

Methods: Fecal samples collected from students of Nnamdi Azikiwe University, Awka-Nigeria were cultured and bacterial isolates identified using standard microbiological procedures. A total of 102 non-duplicate strains of *Escherichia coli*, *Klebsiella pneumoniae* and *Pseudomonas aeruginosa* were isolated. Confirmation of ESBL production was carried out by double disc synergy test as described by the CLSI.

Results: The prevalence of the *E. coli*, *K. pneumoniae* and *P. aeruginosa* isolates from the fecal samples were 63 (61.76%), 20 (19.61%) and 19 (18.63%) respectively. Again 22 (21.57%) out of the total 102 community isolates were ESBL-producing. ESBL producing strains were more common among *E. coli* (90.9%) and *K. pneumoniae* (9.09%). Of the total ESBL producers isolated 77.27 % were from female and 13.63 % from male.

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| | <p>Although there was no significant difference ($P>0.05$) in the distribution of ESBL-producing <i>E. coli</i> and <i>K. pneumoniae</i> among the male and female students, there was a significant difference ($P<0.05$) in the numbers of ESBL-producing and non ESBL-producing isolates among the test organisms.</p> <p>Conclusion: The study showed that there is a high prevalence of ESBL-producing <i>E. coli</i> and <i>K. pneumoniae</i> among University students in South-Eastern Nigeria. The high prevalence of ESBL-producing organism will create significant therapeutic problems in the near future.</p> <p>Keywords: Extended Spectrum β-Lactamase (ESBL), prevalence, asymptomatic, double disc synergy test.</p> |
| <p>Deanna Rasmussen ERCICRTEL1806068</p> | <p>Portfolios for Reading and Writing: Integrating Language Learning</p> <p>Deanna Rasmussen Texas A&M University at Qatar</p> <p>Abstract</p> <p>Portfolios have many advantages as an assessment tool and also as a facilitator of transfer (Reynolds & Patton, 2014). When students keep portfolios, they can see the progression of their work and improvement over time, and they can connect learning from assignment to assignment and course to course. By encouraging reflection on learning and the processes of learning, students learn to evaluate their own progress. Despite all of these advantages, portfolios are still far more widely used in writing classes than in other language-focused classes such as reading. This action-research based presentation shows what happens when reading class and writing class work are combined into one integrated portfolio.</p> <p>Keywords—assessment, transfer, portfolios, English as a Second Language</p> |
|  <p>A. Bomolola A. E. ERCICRTEL1806070</p> | <p>Assessment Of Violence Against Children In Eti-Osa Local Government Area Of Lagos State.</p> <p>A. Bomolola A. E. Adepartment Of Educational Foundations And Instructional Technology, College Of Specialized And Professional Education, Tai-Solarin University Of Education, Ijagun, Ijebu-Ode, Ogun State</p> <p>A. Ctobih D.O. Adepartment Of Educational Foundations And Instructional Technology, College Of Specialized And Professional Education, Tai-Solarin University Of Education, Ijagun, Ijebu-Ode, Ogun State</p> <p>Abstract</p> <p>Youth generally are at the receiving end and the major culprit of violence in any nation. Limiting and controlling of violence therefore must begin with them. In essence, this study investigated the form of violence against children of secondary schools in Eti-Osa Local Government Area of Lagos State. The population for the study comprised all secondary schools in the local government. Ten (10) secondary schools were randomly selected (five Junior schools and five Senior schools) in Eti-Osa Local Government. From each school, sixty (60) students and five (5) teachers were selected making a total of 600 students and 50 teachers through stratified random sampling. Two research instruments, developed by the researcher (with reliability coefficients $r = 0.641$ as determined by Cronbach alpha) consists of thirty (30) items were used. It comprises two sections. Section A is the Bio-Data of the respondents and Section B elicited information on Violence (Physical Violence, Psychological Violence, Sexual Violence, Gender-Based Violence,</p> |

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| | <p>and Health Related Violence) and Strategies for Prevention and Handling Acts of Violence. Simple percentages and Pearson's Product-Moment Correlation (PPMC) were used for the analyses of the data. The findings revealed that there is a significant relationship between gender and occurrence of violence ($r= 0.706, p< 0.05$), It also show that there is a strong relationship between classes of students and perpetration of violence ($r = 0.985, p< 0.05$). It is then recommended that. Formulation of policy framework / guideline for violence free policy be made at the basic education. The policy will facilitate the establishment of enabling environment for the prevention and mitigation of the impact of violence at the basic education level. In addition, the framework will facilitate the establishment of sustainable interventions to address violence against children in schools.</p> <p>Keywords: Violence, Children, Students, Society, School</p> |
|  <p>Dian Agustina Purwanto Wakerkwa ERCICRTEL1806074</p> | <p>Investigating the Tendency of Word Choices Used by Indonesian Master Students of Different Gender in Writing a Research Article</p> <p>Dian Agustina Purwanto Wakerkwa English Education Department, Faculty of Teacher Training and Education, Surakarta, Indonesia</p> <p>Diah Kristina English Language and Literature, Faculty of Cultural Science, Surakarta, Indonesia</p> <p>Dewi Rochsantiningsih English Education Department, Faculty of Teacher Training and Education, Surakarta, Indonesian</p> <p>Abstract Aside from writing a thesis, publishing a research article to a reputable journal is also the requirement for master students in Indonesia to graduate. As non-native speakers of English, Indonesian students face a lot of impediments especially in producing English written works. It requires an adequate knowledge to successfully creating a decent writing, thus, writing is seen as the most difficult skill to master. Moreover, for the article to be accepted into a reputable journal is more problematic than it is to be written. This study aims to investigate the strategies used by Indonesian students in writing an English article from the viewpoint of the gender. Twenty research articles written by Indonesian master students are being investigated within this study. The results of this study show some remarkable distinctions of the word choices between students from different genders. The implications of the study are intended for the teachers to get the understanding of the students' ways of thinking in constructing their writings seen from the genders.</p> <p>Keywords: Research Article; Writing; Gender; Word choices; Journal Publication</p> |
| <p>Shiva Hashemi ERCICRTEL1806075</p> | <p>The Effect of Perceive Quality among meeting participants: an Empirical Study in Malaysia</p> <p>Shiva Hashemi PhD Candidate, School of Housing, Building and Planning, Universiti Sains Malaysia</p> <p>Azizan Marzuki Associate professor, School of Housing, Building and Planning, Universiti</p> |

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| | <p style="text-align: center;">Sains Malaysia Teaching fellow,Candidate, Graduate School of Business, Universiti Sains Malaysia, Penang, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>Recent competition among meeting destinations has highlighted the need for better understanding of the meeting attendee behaviour, including their needs and wants and their evaluation of the meeting quality. Given the situation, the present study developed a conceptual research framework based on Theory of Planned Behaviour (TPB) for potential predictors of participants behavioural intentions in the meeting. The research framework was developed in light of an extensive literature review, observational study, expert opinions from academicians and conference organizers. The findings of this empirical study are based on the responses obtained from a self-administered survey of 300 international attendees participated in 18 conferences in Malaysia. The proposed relationships were analyzed by using PLS-SEM analysis, which involves evaluation of measurement model and structural model. The current research offered the probable solutions and recommendations to the conferences in terms of enhancing conference quality to meet attendee's needs. Also, this study benefits conference planners and host destinations with information that allows them to attract and retaining repeat attendees.</p> <p>Key word: meeting, participant, behavioural intentions, quality, Malaysia</p> |
| <p style="text-align: center;">Nanita Mohan ERCICRTEL1806076</p> | <p style="text-align: center;">Teaching Political Science - A New Blended Offering (University of Guelph, Ontario, Canada)</p> <p style="text-align: center;">Nanita Mohan Lecturer, Department of Political Science, University of Guelph, ON, Canada</p> <p style="text-align: center;">Carol Dauda Associate Professor, Department of Political Science, University of Guelph, ON, Canada</p> <p style="text-align: center;">Byron Sheldrick Associated Dean, College of Social and Applied Human Sciences, University of Guelph, ON, Canada</p> <p style="text-align: center;">Abstract</p> <p>The Department of Political Science at the University Of Guelph, Ontario, recently teamed up with the Office of Open Learning to create a brand new type of course offering for first year students that blends lecture, online components and face-to-face seminars. This course is one of its kind for the Department of Political Science, as it brings elements from three different types of course assessments into one comprehensive first year offering. This course is a multi-faculty effort designed to provide students, instructors and graduate teaching assistants the opportunity to present information using both large and small face-to-face classes, as well as independent learning via online components such as online discussions, blogs, and a “diving deeper” tool consisting of videos and other interactive elements. As course enrollment increases, many departments are forced to cut back on small groups seminars. This type of course enables students to obtain abstract or theoretical conceptualizations from their lectures and online components, and to transform these theoretical elements into a participatory learning experience via the face-to-face seminars. Another notable component of this</p> |

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| | <p>course is the sequential breakdown of the different components and how the flow of information generates a time-effective distribution of information to students. This course has successfully presented itself as an alternative for future courses that require large enrollments without negatively affecting its pedagogical integrity. We would like to present this course as a new alternative to traditional course offerings.</p> <p>Conference Keywords: Pedagogy, Teaching Methods, Social Sciences</p> |
| <p>Rawia Hayik ERCICRTEL1806078</p> | <p>Arab Student-Teachers' Professional Identities between the Personal, Pedagogical and Cultural</p> <p>Rawia Hayik English Department, Sakhnin college and Mofet Institue, israel</p> <p>Abstract "Everyone not only has a story but also has a right to tell their story" (Bamberg, 2012, p. 79). Grounded in theoretical discourses that underscore the significant role of narrative in teachers' identity construction and disclosing (Connelly and Clandinin, 1999), this study invites a group of 15 third-year female students from the English department at an Arab teacher-education college in Northern Israel to narrate their stories of meaningful experiences and life events that have contributed to shaping their professional identities. Students-teachers' narratives are collected in a two-phase process to illuminate the various experiences that have contributed to shaping their identities. Narrative and discourse analyses of students' narratives shed light into the individual, professional, and socio-cultural factors that have shaped their professional identities as English teachers. The significance of the study lies in contributing to the scarce literature on identity construction of a population often absent from professional-identity research (female and minority Arab EFL student-teachers). Additional contributions are raising students' awareness of the resources and constraints in their history that have affected their professional development as well as raising my awareness as teacher educator to my students' experiences and helping me to become more tuned to their voices and struggles.</p> <p>Key Words: Professional identity, narrative inquiry, minority.</p> |
|  <p>Udi Samanhudi ERCICRTEL1806082</p> | <p>Reading to Learn Program in the Teaching of Critical Writing Skills in Indonesian Higher Education</p> <p>Udi Samanhudi Doctor of Education in TESOL (School of Social Sciences, Education and Social Work), Queen's University Belfast, Belfast, United Kingdom</p> <p>Abstract This research aims to report the implementation of Reading to Learn program in teaching of academic writing with a view to critical thinking development in writing (critical writing) to teacher candidates in English Education Department, in one public university in Banten, Indonesia. The Reading to Learn program implemented in this study employed principles from other theories to do with critical thinking and critical literacy which are important to the study. Embracing the characteristics of a case study and to some extent a program evaluation research design, data in this study were obtained from classroom observations by the researchers, collection of samples of students' texts in various stages of the teaching program and interviews with the student participating in this study conducted immediately after the teaching program completed. The results revealed that students' ability to write an English text is better than before indicated by</p> |

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| | <p>their ability to clearly and explicitly explain details of information in the text they write which directly show the fulfillment of the standard outlined in the critical thinking theory used in this study. Key words: Reading to learn program, critical writing skills, critical thinking</p> |
| <p>Baba Mbaye ERCICRTEL1806083</p> | <p>Collaborative Filtering: Ontologies For Learning Recommendation</p> <p>Baba Mbaye ELLIADD Laboratory, Effet B, University of Franche-comte, Besancon</p> <p>Abstract In recent years, there has been a growth in the use of e-learning tools. This significant amount of information available on the web has led to difficulties for the learner to find useful information and relevant resources to carry out their training. The collaborative filtering have achieved significant success in the area of e-commerce, they still have difficulties in formulating relevant recommendations on e-learning resources because of the different characteristics of learners. Most of the existing recommendation techniques do not take these characteristics into account. This problem can be mitigated by including learner information in the referral process. In this paper, we propose an ontology-based collaborative filtering recommendation system for recommending learners' online learning resources based on a decision algorithm (DA). In our approach, ontology is used to model and represent domain knowledge about the learner and learning resources. Our approach is divided into four parts: (a) the creation of an ontology for the representation of the learner's knowledge and learning resources (b) the calculation of the similarity of the assessments according to the ontology and the prediction for the learner concerned; (c) generating the K best items by the collaborative filtering recommendation engine and (d) applying the DA on the proposed items to generate the final recommendations for the targeted learner.</p> <p>Keywords Decision algorithm, collaborative filtering, learning resources, ontology</p> |
|  <p>Dr. Sayantan Mandal ERCICRTEL1806085</p> | <p>Towards Effective Teaching in Higher Education: a synthesis of national level research in selected Indian Colleges and Universities</p> <p>Dr. Sayantan Mandal Centre for Policy Research in Higher Education (CPRHE) National Institute of Educational Planning and Administration (NIEPA) New Delhi, INDIA.</p> <p>Abstract This paper, based on the large scale national level empirical study of selected public higher education institutions (HEIs), reflects on the issues and challenges of teaching in colleges and universities in India and how to make teaching, learning effective. It focuses specifically on teaching practices at various levels and disciplines, and examines the following major issues: (a) teaching in undergraduate and graduate levels, (b) teaching in areas of technical/ professional, science, social science and commerce subject(s) and (c) how to make teaching effective based on the empirical findings. The study, based on the survey of more than 2000 students and 500 teachers from various Higher Education Institutes (HEI) in India has been conducted through quantitative and qualitative research tools, including classroom observations, revealed the diverse practices. It also reveals the reasons, why higher education teaching in India is largely less effective to promote learning in contemporary contexts. It also argues why the situation of India</p> |

is similar to other developing countries and contexts, with possible uniqueness. Based on the analysis, the paper propose a set of six (6) context specific principles or action points to help foster teaching in Indian HEIs. All of the principles were established on the basis of empirical evidences. They aim at addressing some of the major challenges and highlighting the practices that could benefit teachers and students of general colleges and universities of India and similar developing countries. These principles also provide insights for teachers and administrators wanting to make higher education teaching and learning effective. They also provide potential areas of future research, to examine the teaching effectiveness on learning outcomes in different types of higher educational institutions (e.g. technical, medical, vocational).



Kiran Kaphle
ERCICRTEL1806089

Urbanization And The Impact On Environment Of Nepalese Economy

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Abstract

The world's population is doubling; the world's urban population is tripling, more than half the world's population will be living in urban areas within next few years. . According to the United Nations, 81 percent of world's urban population will be living in developing countries in 2030, with 70 percent of this population based in Africa and Asia. World's urban population has grown from 2 percent to nearly 50 percent of all people, in only 200 years. The most striking examples of the urbanization of the world are the megacities of 10 million or more people. In 1975 only four megacities existed; in 2000 there were 18. And by 2015 the UN estimates that there will be 22.5 Much of the future growth, however, will not be in these huge agglomerations, but in the small to medium-size cities around the world. Due to unhealthy population in urban areas increases rapidly infectious diseases. The world's annual energy consumption rate is increasing at a rate of 2 to 4 percent. Nuclear power plants, thermal power plants, chemical conversion plants etc. are emitting solid, liquid and gaseous pollutants in the environment. Gaseous pollution is causing green house effect and global warming.

Much of the research that needs to be done on environmental impacts of urban areas has not been done because of lack of data and funding. Most of data that exist are at a national level. But national research is too coarse for environmental improvement of urban areas. Therefore, data and research at local level need to be developed to provide the local governments with the information they need to make decisions. Certainly the members of the next generation, the majority of whom will be living in urban areas, will judge us by whether we were asking right questions today about their urban environments. They will want to know whether we funded the right research to address those questions. And they will also want to know whether we used research findings wisely.

Environment plays the protective and promotional role in the survival of human beings. The availability of natural resources and the level of their utilization, determine economic development of nation. But, over exploitation of natural resources creates the problem of environmental imbalance. So, there is the need of sustainable and long run development of world with rational utilization of natural resources by the help of human beings.

Keywords: megacities, green house effect, global warming, sustainable development, agglomerations



Marina Ilyas
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Perception Of Students About The Use Of Target Model Of Motivation In Their Classrooms

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Abstract

The study was designed to explore the perception of students about the use of TARGET model of motivation in university classrooms. TARGET structure emphasized an effective learning strategy associated to tasks (T), autonomy (A), recognition (R), working in-group (G) the evaluation (E) time (T). Study was qualitative in nature. The sample size of the study was 24 students of final year of (MBA) program. Participants were selected by using purposive sampling technique. Data were collected through semi-structured interview schedule. Data were analyzed by using thematic approach. Findings showed that teachers were using TARGET model of motivation in HE classrooms. However they were not aware about the term TARGET. It was concluded from study findings that in a mastery-oriented classroom context the focus of students in class remains on learning rather than to competition. This might be the consideration of the reason of their good grades. Study also indicated, according to students understanding the TARGET model was already practiced either at moderate or high level.

Keywords: TARGET, mastery climate, ego climate



Sumeyye Esra Saygili
ERCICRTEL1806093

Native and Non-Native EFL Instructors' Perceptions and Attitudes toward Teacher Trainers as being observed

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Abstract

This paper aims to provide answers to the research questions stated as follows; in what ways might Native and Non-Native EFL Instructors' perceptions toward Teacher Trainers be improved? How do Teacher Trainers influence native and non-native EFL Instructors' reactions and attitudes towards these observations and performance? By conducting both qualitative and quantitative research, this paper looks into the details of 6 EFL instructors, native and non-native, from an intensive English program at Şehir University, a private university in Turkey. Participants ranged in age from 27 to 47 and they are from various countries including ones where English is the dominant language. As a data-gathering, an analysis tool, "Interview and Attitudes/Behavior Rubrics" (adapted from the curriculum developed at Chew Valley College) are used in order to document what EFL teachers as well as to help clarify what they actually do in terms of observation. Content analysis is executed to investigate and evaluate the data procured.

In the light of the data analysis, significant differences between native and non-native EFL instructors' perceptions toward teacher trainers are discussed by comparing the data and detailed transcripts of the teacher's

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| | <p>answers to the interview questions. The findings provided in this paper aim to develop and enhance a better sense of our perceptions of Native and Non-native EFL instructors.</p> <p>Key Words: Native, Non Native EFL instructors, Teacher Training, Lesson Observation</p> |
| <p>Surendra POKHREL ERCICRTEL1806095</p> | <p>The Impact of English Language Ability on the Workplace among Nepalese Students in Tokyo Metropolitan Area.</p> <p>Surendra POKHREL (Daito Bunka University) Department of Foreign languages,Daito Bunka University,Tokyo, Japan</p> <p>Abstract</p> <p>The inflow of students from Nepal has been increasing in Japan since 2012 with student visas issued by Japanese government rising to 24,828 in 2017 from 4793 in 2012. As the numbers are increasing exponentially, multiple issues such as educational background before coming to Japan, rate of enrollment in Japanese Universities, English proficiency level, Japanese proficiency level and working conditions need to be carefully addressed. This research is an attempt to examine the before mentioned factors, especially the English ability and working conditions of Nepalese students in the Tokyo metropolitan area. The research was carried out using a Google questionnaire prepared for this research. Almost 95 percent of Nepalese students could speak with varying degrees of fluency English, Japanese and Hindi. It will be examined whether there is a correlation in Japanese language ability with English ability. Moreover, an attempt will be made to identify what factors can predict job-hunting success in Japan for Nepalese student visa holders. Among the respondents, 44 percent were enrolled in a University while 40 percent were in a vocational school and 16 percent in a Japanese language school. 54 percent had taken some kind of English examination such as IELTES or TOEIC, while 57 percent had taken the JLPT N2 test. Distressingly, 23.9 percentage of respondents reported having been abused verbally, sexually or physically in their part-time workplace. It was seen that those who have taken an English proficiency examination are more likely to be students in a Japanese University.</p> |
| <p>Yoon Suh Song ERCICRTEL1806099</p> | <p>The Effects of Music Education on Mathematical Performance</p> <p>Yoon Suh Song Heritage High School Georgia, 10 Boxwood Drive, Ringgold, GA 30736, USA</p> <p>Abstract</p> <p>Though music education can broaden one's capacity for mathematical performance, many countries lag behind in music education. While there is an array of literature indicating the connection between math and music, such relationship had not be explored, nor examined through empirical method. Therefore, this research was set out to explore what music-related variables are associated with mathematical performance. The result of this analysis revealed that Intelligence Quotient (IQ) explains the change of math score. This lays the foundation for further research as to what factors in students' IQ leads to a better performance in math.</p> <p>Keywords: Music education; mathematical performance; education; IQ.</p> |
| <p>Radha Rani Baichoo ERCICRTEL1806101</p> | <p>The role of Teacher Education in Nation Building in a Small Island Developing State - the contribution of the Mauritius Institute of Education</p> <p>Radha Rani Baichoo Senior Lecturer, English Department, MIE, Mauritius</p> |

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| | <p style="text-align: center;">Abstract</p> <p>The Mauritius Institute of Education (MIE) was founded in the wake of independence with a mandate of teacher education, curriculum development and research in education. The major tasks it set itself at its very beginnings were the modernization and democratization of education in Mauritius and the Mauritianization of the curriculum. Tagged as a neo-colonial institution at that time, the MIE has through the 50 years of independence of a small island developing state strived to respond to local and global needs in the field of education through its teacher education courses and other related activities.</p> <p>This research traces the evolution of education in Mauritius and the contribution of the MIE in the field of education. Data obtained from the literature, documents and responses to a questionnaire to educators has provided insight into the impact of teacher education in the development of an education that is responsive to the needs of people and a developing nation within the transition to a new millennium. The challenges being faced by educators in the context of the implementation of major reforms in the educational sector with emphasis on the holistic development of the child are discussed.</p> <p>This research does not claim to generate answers to the challenges being faced by the institution but aims at drawing attention to areas that are of concern to all stakeholders in the domain of education.</p> <p>Key words: Education, teacher education, curriculum development, research, nation building, small island developing state, new millennium.</p> |
| <p>Orit Zeichner ERCICRTEL1806102</p> | <p style="text-align: center;">Teacher attitudes and perceptions towards Information and Communications Technology (ICT) - Differences between schools experienced in the ICT Program and less experienced schools</p> <p style="text-align: center;">Orit Zeichner Kibbutzim College of Education, Kibbutzim College of Education, Tel-Aviv</p> <p style="text-align: center;">Abstract</p> <p>The ultimate goal of the national ICT program, which began operating in Israel in 2010, is the implementation of advanced digital teaching-learning in all schools in Israel. Studies have shown that the readiness of teachers and their sense of their own ability, positively influence the process of integrating ICT in teaching. In addition, a teacher's attitude toward the change greatly influences their willingness to deal with the challenges involved in implementing technological innovation in the school and in the classroom. In addition, teachers who believe in their ability to use ICT tools are mainly teachers participating in the ICT program, and whose confidence increases over time.</p> <p>The aim of the current study is to examine the attitudes and perceptions of teachers towards ICT and to check whether there are differences between the attitudes of teachers towards ICT among those teaching in schools with an established ICT program compared with teachers in schools with a newer ICT program. 81 teachers participated in the study. Teachers in the study were from 15 schools at different stages of the ICT program, and were divided into two main groups: teachers from schools with an established ICT program, and teachers from schools with a "younger" ICT program.</p> <p>The results show that there is a clear difference in teachers' attitudes toward their school website when comparing teachers from schools with established ICT programs to teachers from schools with a younger ICT program. That is, the longer a school participates in the ICT program, the more significant its website becomes in the eyes of the teachers, and they make use of higher-</p> |

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| | <p>level teaching and learning methods. The study will help instructors and leaders of the ICT program in schools to understand the attitudes of contemporary teachers in schools at various stages of the ICT program, towards ICT and the school web site, and thus to help teachers and accompany them in the process of implementing ICT, with an emphasis on promoting the school web site as an integral and significant part of integrating ICT in teaching and learning methods.</p> |
| <p>Hoda Sadat Mohseni ERCICRTEL1806104</p> | <p>An Analysis of the Internationalization of Iran's Higher Education Curriculum; Obstacles and Solutions</p> <p>Hoda Sadat Mohseni Educational Administration and Planning, Alzahra university, Tehran, Iran</p> <p>Abstract</p> <p>This research is applied in terms of the purpose and, in terms of the type of data collected, is quantitative. Also, a descriptive survey type is used based on the data collection method.</p> <p>The statistical population of this research includes all faculty members of comprehensive universities of Tehran which is 4429 people. The sample was 384 people based on Cochran formula and selected by simple random sampling method.</p> <p>The main tool used for measuring and collecting data in this research is a researcher-made questionnaire. To create the questionnaire, the components were extracted from the literature review and theoretical foundations and the researches carried out in the field. Then, after the modification, they were classified and arranged in a form. Finally, in the first section, in order to identify the current status of the university in terms of internationalization of the curriculum of higher education with 29 items and in the second section, to identify the obstacles to the internationalization of higher education curriculum with 8 grades on a 5-point Likert scale Low, very low, moderate, high, very high), was developed and answered to the professors.</p> <p>In this research, we used SPSS software and Cronbach's alpha test to obtain the reliability of the questionnaire. Cronbach's alpha for the questionnaire, "Identifying the barriers to internationalization of higher education curriculum" was equal to 0/74 and for the questionnaire "Reviewing the current status of curriculum internationalization" was calculated to be 0/76. Due to the fact that reliability is generally more than 0 70, the researcher-made questionnaire has a relatively high reliability.</p> <p>In the present article, the present status of internationalization of curriculum at the comprehensive universities of Tehran has been studied. Then the barriers were identified and finally solutions were presented. In the following, a comparison between the comprehensive universities of Tehran in relation to the internationalization of the curriculum was carried out and, finally, a comparison was made between the different faculties.</p> <p>Keywords: Internationalization, Curriculum, Higher Education, international co-operations</p> |



Meryem Boulkroun
ERCICRTEL1806105

Socratic Questioning: A Way To Promote Critical Thinking

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Abstract

In the past, only the elite educational institutions placed emphasis on teaching higher order thinking skills (HOTS) in general, and critical thinking in particular. Today, many scholars advocate teaching HOTS (Parrot: 1993, Skehan: 1998); consequently, developing critical thinking has become a chief concern in higher education.

In language classrooms, the most natural/effective way to make learners practice the language is through discussions (Ur: 1981). For this reason, discussions (ranging from the simple question-answer process to the complex political and philosophical debates) have always been part of the teaching/learning scene. Discussions can provide a way to promote not only learners' communicative competence but also their critical thinking (Moore: 1973). Socrates –the great educator- taught by asking questions and drawing out answers from his pupils; his method, also known as Socratic questioning, can be adopted in oral classes to develop learners' communicative competence on the one hand and their critical thinking on the other.

Socratic questioning is a constructivist practice that involves asking good questions that promote thoughtful responses. Teachers may use it in order to determine how much their students know about a given topic, to help students analyse a given concept, and most importantly to probe thinking (Padesky: 2014, Pall: 2006).

This method has been tried with first year English students at l'Ecole Normale Supérieure -Assia Djébar- de Constantine (Algeria) for a period of three months. At the end of the experiment, students showed a better command of the target language, more confidence and self-esteem, and above all a curiosity that they did not exhibit before. They turned from passive learners who accepted everything that was presented to them with a nod to active learners who take nothing for granted. Asking questions and looking for answers by means of personal reading or debates became part of their learning habits.

This presentation provides some guideline on how to incorporate Socratic questioning in oral classes so as to train students to use it in reasoning, understanding the world, and drawing conclusions about their own thinking and the thinking of others, all while working on their oral skills.

In a nutshell, by connecting a classical learning method to the contemporary classroom, we can answer the urgent need to teach thinking skills. In other words, incorporating Socratic questioning in oral classes will promote critical thinking in students and develop their higher order thinking skills.

Kian Pishkar
ERCICRTEL1806107

Students' Speaking Accuracy and American Drama

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Abstract

Using of the modern American dramas (The Death of Salesman by Arthur Miller) in ELT classes can lead to students' active participation in speaking

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| | <p>and this can improve their accuracy of speaking. This study was designed in the form of pre-experimental research and data of this research have been gathered from 25 students of English language and literature of Payam Noor University of Jieroft Branch, I.R.Iran. There are some aspects of speaking accuracy for this research. They are vocabulary and expression, structures, speaking smoothly, developing interactions and intonation. This article tries to draw attention to the case of drama in the speaking accuracy context as an inventive process and a challenge for creative thought. Drama as a teaching technique that increase not only students' linguistic and emotional progress but also a as a challenge for innovative thought and a means that contributes to what Fontana (1997) called "education for being". Drama and language games can be used as a natural introduction to dramatic activities proper and as preparation for role-play, improvisation, and other drama experiences. One-act and shorter plays would also present a rich source of vocabulary and expressions, and on account of their length and tendency to concentrate on one theme, setting, or idea, they could quite easily be used with less advanced students. The aim of the study is to find out the effect of using of the American Modern Drama (The Death of Salesman by Arthur Miller) on the students' speaking accuracy and to know the methods used by those students while using of the modern American drama. The data were the speaking transcripts which were analyzed to see the progress after four-time treatment was given. The result shows that the speaking accuracy of the students promoted in some areas as shown by the perfection on their vocabulary and comprehensibility.</p> <p>Key words: TEFL, Speaking, Accuracy, Modern American Drama</p> |
|  <p>Elif Cimsir ERCICRTEL1806108</p> | <p>Ruminative Thought Style, Inferiority Feelings and Gender in Interpersonal Rumination Elif Cimsir Department of Educational Sciences, Program of Guidance and Counseling, Anadolu University, Eskisehir, Turkey</p> <p>Abstract Given that there is not much research providing clarity as to the underlying mechanisms of rumination in response to an interpersonal dispute, the purpose of this research was to reveal if ruminative thought style, inferiority feelings and gender predict rumination about an interpersonal offense. The research participants consisted of 147 undergraduate students attending programs such as special education teaching, language teaching and social sciences teaching at a university in Turkey during the 2016-2017 academic year. The results of the hierarchical regression analysis revealed that ruminative thought style included in the analysis within the first block can predict interpersonal rumination at a level of 37 % ($R^2 = .37$; $p < .001$) and that total variance was explained at 42 % ($R^2 = .42$; $p < .001$) with the addition of inferiority feelings and gender into the model. Considering all three variables in terms of the beta values (β), ruminative thought style was the variable that predicted interpersonal rumination the most, which is followed by inferiority feelings. Although gender was also positively associated with interpersonal rumination, its contribution was nonsignificant, meaning that being female creates only a small increase in the interpersonal rumination scores. Results contributes to the literature by revealing that an individual with a tendency towards ruminative thought style is also highly likely to have inferiority feelings and to experience rumination following and interpersonal dispute.</p> <p>Keywords: Ruminative Thought Style, Inferiority Feelings, Interpersonal Rumination</p> |
| <p>Ramazan Akdoğan</p> | <p>The Relationships Between Insight, Subjective Happiness and Relationship</p> |

ERCICRTEL1806110

Satisfaction

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Abstract

Insight is considered an important therapeutic goal in most theoretical approaches (Akdoğan ve Türküm, 2014; Corey, 1996; Murdock, 2013) as it is thought to be closely associated with one's happiness. On the other hand, there is not much empirical evidence suggesting that this is actually the case in reality because from the Existentialist perspectives, insight involves having an awareness as to the meaninglessness of life and loneliness and helplessness of one's self as an individual (May and Yalom, 2005, Frankl, 1984), suggesting that insight can also result in unhappiness. Thus, the first aim of this study was to reveal the true nature of the relationship between insight and happiness. Also, literature consistently suggests that there is a positive relationship between happiness and relationship satisfaction, making it interesting to investigate if there is also a relationship between insight and relationship satisfaction. Thus, a hierarchical regression analysis was conducted with 188 university students (131 female and 57 male) who were from different faculties and departments of Anadolu University in Turkey. The results of the correlation analysis showed that subjective happiness had meaningful relationships with the two of the three sub-dimensions of the insight scale (Akdoğan ve Türküm, 2018); which are holistic view (HV, $r=.17$) and self-acceptance (SA, $r=.31$). On the other hand, it had a non-significant relationship with self-understanding (SU; $r = 0,09$) and subjective happiness. The hierarchical regression analysis showed that only one of the three sub-dimensions of insight, which is SA, has a meaningful predictive power on subjective happiness, which has explained the 10% of the total variance ($R^2= 0,10$; $p<.001$). When the relationship satisfaction was added in the second step of the analysis the total variance explained has increased to 15% ($R^2 = 0.15$; $p <.001$) as relationship satisfaction has contributed 5% to the explained variance ($\Delta R^2 = 0.05$, $p <.001$). The results of the study was discussed in light of the literature.

Keywords: Insight, Subjective Happiness, Relationship Satisfaction

I am not Moses: The story of an effective Principal

Shamila Ramsookbhai
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Abstract

Learner performance in the South African school education system is under tight scrutiny as it is the lens through which the health of the system is judged. However, despite the challenges faced, the South African landscape is dotted with those schools that have produced outstanding learner performance. Hence, this study is prompted by the success of a public school that excels despite the barriers to teaching and learning. In seeking to find answers to this research project, this study focused on what are the factors that contribute to high learner performance. Theme analysis revealed an image that contributed to the understanding of high learner performance. This was a critical qualitative study, within a case study design and focussed



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| | <p>on one public school. The instruments that informed the data collection were observations, semi structured interviews and document analysis. Whatsapp and Facebook was also used to locate and engage with the participants. In order to establish validity and trustworthiness, the selection of participants included the leadership of the school (the principal, two deputy principals, three heads of departments), ten level one educators, two parents and five ex learners. Hence, triangulation was established via the participants stories that emerged.</p> <p>The literature reviewed focussed on leadership, education reform and teaching as these aspects were the recurring themes that emerged in the literature on learner performance. Drawing on the various forms of capital (cultural, social, intellectual and symbolic) , I argue that learner performance is inextricably linked to the school environment, leadership and teaching. I argue that the school leadership, school ethos and teaching contributes significantly to high learner performance. In discussing these findings, I argue that my role as a teacher afforded me the opportunity to obtain data that is grounded in my experience and tale of a teacher. Through the personal stories of these participants, I propose that the story on high learner performance may also be applicable to a number of public schools. The findings of the study allude to the fact that high learner performance is as a result of number of factors, leadership being a key aspect. The implications of the study suggest that high learner performance is complex and multi faceted aspect, which is dependent on various aspects (leadership, teaching and learning) to ensure school success.</p> <p>Key words: learner performance, public school, leadership, teaching</p> |
| <p>Michael Telfaci ERCICRTEL1806056</p> | <p>I Can't Teach You Anything: Learning, The Workplace, And The Higher Education Classroom</p> <p>Michael Telfaci Liberal Arts, Texas A&M Unviersity at Qatar, Doha, Qatar</p> <p>Abstract</p> <p>Recent research has noted the role that “soft skills” play in the future workplace, yet employers find recent college graduates less well prepared than the graduates themselves feel (The Association of American Colleges and Universities). If this is true, then some of the problem may be the methodology of the higher education classroom. The university may need to look at recalibrating the classroom experience to better prepare students. Academia values letter and numerical grades, rubrics, templates, and objective measures, all of which do have value, yet seem to ignore the more ad hoc and subjective nature of everyday workplace processes. Kain and Wardle note that students write for instructor needs, not authentic workplace needs, and that the classroom fails to recreate the dynamic complexity of the workplace (Kohn, 2105).</p> <p>In this presentation, the author offers a case study of a multi-term oral history website project created by technical writing classes at an International Branch Campus in Qatar. The particular project and its methodology aims to remove the instructor as fountain of (definitive) information and answers, and engage students in the ambiguity and decision-making that more closely represents the author’s decade plus experience in industry. This experience has lead the author to focus more on the everyday workplace communication most students are likely to encounter after leaving university, as opposed to any pre-determined academic genres/templates.</p> <p>Instructor and student challenges / adaptations in using a more “real world” approach in the classroom are discussed, as are student communications,</p> |

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| | <p>decision-making, reactions to pedagogy, and self-reflective assessments. Keywords: Pedagogy, Higher Education, Teaching methods, STEM Education</p> |
| <p>Ori Katzin ERCICRTEL1806069</p> | <p style="text-align: center;">Teaching Approaches Of Neophyte Teachers</p> <p style="text-align: center;">Ori Katzin Seymour Fox School of Education, Hebrew University of Jerusalem</p> <p style="text-align: center;">Abstract</p> <p>The current lecture presents findings from a longitudinal qualitative study that investigated teaching approaches of student teachers over a six-year period. This period included teaching during their four-year training in an exclusive university program for outstanding students to teach cultural studies in Israel and throughout their first two years of teaching as neophyte teachers. The findings reveal a high incidence of teaching using positivist approaches of knowledge transmission. The most surprising and salient finding is that the students adopt a particular teaching approach early on during their training program, and they continue to employ it during the following years of their training and as neophyte teachers.</p> <p>In respect to the teaching of cultural studies subjects in public secondary schools, the findings raise the question of whether teaching that is oriented to the transmission of knowledge deemed to have central cultural value, even while pupils are regarded as passive receptacles of knowledge, can indeed create a meaningful and identity-forming encounter between the learners and such content? Will this path lead to a transformation in the status of cultural studies in Israeli public schools?</p> <p>Keywords: cultural education, teaching approaches, teaching of cultural education studies, teacher training, professional development</p> |
|  <p>Professor Bob Fox ERCICRTEL1806081</p> | <p style="text-align: center;">Changing Universities, Changing Times: Blended Learning in Higher Education</p> <p style="text-align: center;">Professor Bob Fox University of New South Wales, Sydney, Australia</p> <p style="text-align: center;">Abstract</p> <p>Universities across the world are faced with challenges in a time of socio-economic change and technological advancement. Universities today are expected to provide mass education to meet the needs of their growing country economies, without the equivalent increase in government funding. These pressures have focused attention on new ways of learning and new ways of teaching that take advantage of recent research into student learning and new opportunities created by the rapid advancement of ubiquitous smart technologies. This paper looks at solutions to mass education, using technologies and alternate methods that include open and blended forms of learning and teaching, as well as examining the impact and consequence of these more flexible delivery mechanisms.</p> <p>Based on a synthesis of experience and research into the increased role of technology, this explores:</p> <ul style="list-style-type: none"> • A growing trend to seek partnerships with external corporate bodies • A larger clientele of learners with diverse needs, from varied backgrounds, with different motivations, capabilities, learning preferences, time availability and course content requirements • A demand to offer courses and programs that are more learner responsive • A demand to offer courses and programs that are more employer |

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| | <p>responsive</p> <ul style="list-style-type: none"> • A demand for more open and flexible courses • A demand to use new and emerging technological opportunities • The use of digital technologies in learning and teaching and resultant changes in teaching and support staff roles and practices • New opportunities brought by learning with and through technology <p>This paper examines how one large university in Australia is meeting these challenges.</p> <p>Keywords: digital technology, blended/online learning, higher education developments</p> |
| <p>Shamila Ramsookbhai ERCICRTEL1806114</p> | <p>I Am Not Moses: The Story Of An Effective Principal</p> <p>Shamila Ramsookbhai PhD student, University of Kwa Zulu Natal</p> <p>Abstract</p> <p>Learner performance in the South African school education system is under tight scrutiny as it is the lens through which the health of the system is judged. However, despite the challenges faced, the South African landscape is dotted with those schools that have produced outstanding learner performance. Hence, this study is prompted by the success of a public school that excels despite the barriers to teaching and learning. In seeking to find answers to this research project, this study focused on what are the factors that contribute to high learner performance. Theme analysis revealed an image that contributed to the understanding of high learner performance. This was a critical qualitative study, within a case study design and focussed on one public school. The instruments that informed the data collection were observations, semi structured interviews and document analysis. Whatsapp and Facebook was also used to locate and engage with the participants. In order to establish validity and trustworthiness, the selection of participants included the leadership of the school (the principal, two deputy principals, three heads of departments), ten level one educators, two parents and five ex learners. Hence, triangulation was established via the participants stories that emerged. The literature reviewed focussed on leadership, education reform and teaching as these aspects were the recurring themes that emerged in the literature on learner performance. Drawing on the various forms of capital (cultural, social, intellectual and symbolic), I argue that learner performance is inextricably linked to the school environment, leadership and teaching. I argue that the school leadership, school ethos and teaching contributes significantly to high learner performance. In discussing these findings, I argue that my role as a teacher afforded me the opportunity to obtain data that is grounded in my experience and tale of a teacher. Through the personal stories of these participants, I propose that the story on high learner performance may also be applicable to a number of public schools. The findings of the study allude to the fact that high learner performance is as a result of number of factors, leadership being a key aspect. The implications of the study suggest that high learner performance is complex and multi faceted aspect, which is dependent on various aspects (leadership, teaching and learning) to ensure school success.</p> <p>Key words: Learner Performance, Public School, Leadership, Teaching</p> |
| <p>Abdurrahman Kilimci ERCICRTEL1806117</p> | <p>Genre-based Approach to Grammar Teaching: What do Pre-service English Language Teachers Think?</p> <p>Abdurrahman Kilimci</p> |

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| | <p style="text-align: center;">Cukurova University, Turkey</p> <p style="text-align: center;">Abstract</p> <p>A plethora of studies indicate that genre-based pedagogy develops second language (L2) learners' genre awareness and hence improve their linguistic and rhetorical skills. The present study aims to explore the potential effect of genre-based instruction on the pre-service language teachers' perception of grammar teaching, drawing on their self-assessment of the linguistic and rhetorical skills that they thought that they gained. To this end, the study conducted a seven-week genre-based grammar instruction employing texts from seven different discourse contexts. A total of 23 first-year English Language Teaching (ELT) majors, 13 females and 10 males, participated in the study. Following the instruction, the students were administered a questionnaire so that they could assess their knowledge gains, if any, from lexical, grammatical and rhetorical perspectives. The study concludes with the discussion of the data obtained from the questionnaire by drawing implications for teaching grammar, vocabulary and writing.</p> <p>Key words: Genre, grammar, vocabulary, writing, pre-service teacher</p> |
| <p>Bonnie L. Prince ERCICRTEL1806118</p> | <p style="text-align: center;">Role reversal: Teachers become investigative learners to become better teachers</p> <p style="text-align: center;">Bonnie L. Prince Communication and Education Consultant, Prince Consultants LLC, Athens</p> <p style="text-align: center;">William Slattery Professor of Earth and Environmental Sciences and Teacher Education, Wright State University, Dayton Ohio.</p> <p style="text-align: center;">Suzanne Lunsford Professor of Chemistry, Wright State University, Dayton, Ohio.</p> <p style="text-align: center;">Abstract</p> <p>In this innovative model of professional development (PD), in-service K-12 teachers become inquisitive learners themselves, encountering the exhilaration of Inquiry-based learning (IBL) while immersed in long-term experiential PD activities to acquire sophisticated content knowledge in their teaching field of science or history. Teachers' learn from authentic experiences--field excursions to the U.S. coast and inland sites of Ohio's geological resources and industries; laboratory analyses of the chemistry of water samples they personally collect; building simulations of mineral location techniques; interviewing scientists, engineers, business owners and historians; examining historical documents and records; debating contentious political and environmental scenarios. Finally, they design and implement lessons for K-12 students in their classrooms using content and IBL approaches similar to those in their PD program, sharing instructional plans, results and teaching tips with other teachers during several weeks of intense online discussion. Framing these PD learning episodes is a milieu of communication activities in which teachers represent their learning in concrete forms: field trip journals, PowerPoint presentations, lesson plans, interviews, reflections, online posts, discussions and reciprocal feedback among teachers that build mutual knowledge and camaraderie and evolve into informal professional learning communities (PLC). This presentation will examine the communication processes that underly critical activities in teachers' PD experiences by quoting sequences from teachers' online dialogues and other communication artefacts that are empirical evidence of professional growth in teachers.</p> |

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| | <p>Keywords: teacher professional development, communication, inquiry, experiential, science, history</p> |
| <p>Dr Heidi Hottes ERCICRTEL1806120</p> | <p>Strategies for Experiential Learning: Exploring Emerging Trends in e-Education and Assessment</p> <p>Dr Heidi Hottes Academic Developer (and Instructional Designer), University College, University of Tasmania, Australia</p> <p>ABSTRACT</p> <p>This research aimed to investigate approaches to the integration of practice and transferable skills (professional skills) in Experiential Learning and best practice in assessment in e-Education.</p> <p>A project was conducted at University of Tasmania, Australia and aimed to identify, analyse and further develop effective strategies in blended and online pedagogical practices and, particularly, the assessment of Experiential Learning to support student success. Literature around approaches to Experiential Learning and the contexts of assessment is abundant, however, the link between Experiential Learning, blended pedagogical practices and effective measurement of the product remains poorly defined. This research aimed to address this concern.</p> <p>Current educational approaches identify that Experiential Learning meets the needs of the changing workplace globally, and contributes to acquiring desired graduate attributes. The measurement of transferable/professional skills, which is a significant component of experiential learning, has proven complex and controversial. The shift of pedagogies into student-centred, flexible and technology-enhanced delivery, and the workplace, has stimulated significant debate.</p> <p>The methodological approach surveyed current practices; engaged with industry professionals to record, compare and analyse industry specific needs; analysed and evaluated current understandings in the development of Intended Learning Outcomes and criteria for assessment; investigated taxonomy of assessment in Experiential Learning and proposed exemplars for assessment rubrics that align with experiential approaches and pedagogies. Findings identified inadequate and inappropriate understandings of curriculum design and assessment. This research identified new approaches and was underpinned by an extensive literature review of global approaches.</p> <p>Outcomes included recommendations for pedagogical and assessment strategies, including developing transferable skills course/units and exemplar rubrics. This work is of national and international significance in the e-Education and Higher Education space.</p> <p>The project aims to develop collaborative links with international providers of higher education and experiential education, to exchange ideas and engage in testing assessment strategies in e-Education.</p> |
| <p>Michael A. Telfici ERCICRTEL1806056</p> | <p>I Can't Teach You Anything: Learning, The Workplace, And The Higher Education Classroom</p> <p>Michael A. Telfici Instructional Associate Professor, Liberal Arts Texas A&M University at Qatar</p> <p>Abstract</p> <p>Recent research has noted the role that "soft skills" play in the future workplace, yet employers find recent college graduates less well prepared than the graduates themselves feel (The Association of American Colleges</p> |

and Universities). If this is true, then some of the problem may be the methodology of the higher education classroom. The university may need to look at recalibrating the classroom experience to better prepare students. Academia values letter and numerical grades, rubrics, templates, and objective measures, all of which do have value, yet seem to ignore the more ad hoc and subjective nature of everyday workplace processes. Kain and Wardle note that students write for instructor needs, not authentic workplace needs, and that the classroom fails to recreate the dynamic complexity of the workplace (Kohn, 2105).

In this presentation, the author offers a case study of a multi-term oral history website project created by technical writing classes at an International Branch Campus in Qatar. The particular project and its methodology aims to remove the instructor as fountain of (definitive) information and answers, and engage students in the ambiguity and decision-making that more closely represents the author's decade plus experience in industry. This experience has lead the author to focus more on the everyday workplace communication most students are likely to encounter after leaving university, as opposed to any pre-determined academic genres/templates.

Instructor and student challenges / adaptations in using a more "real world" approach in the classroom are discussed, as are student communications, decision-making, reactions to pedagogy, and self-reflective assessments.

Keywords: Pedagogy, Higher Education, Teaching methods, STEM Education



Shaunna Ioannidou
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Going Online: Pilot Study For Designing A Digital General Advanced English (Digib) Course

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Andreas Athanasiades
Language Centre, University of Cyprus

Abstract

The Language Centre at this tertiary institution has been seeking student input in the form of questionnaires for over 10 years. It has seen a definite trend to students' desire of multi-media use in the syllabus. The data generated indicate that students' are keen to apply instructional technology and/or specifically educational software (i.e. apps and online platforms) in their personal life but use in their higher education experience is not evident. Moreover, in the most recent online questionnaire students specifically cite the use of instructional technology possibilities to improve their speaking, listening and writing skills in the acquisition of a foreign language. On the other hand, teachers at this tertiary institution are reluctant to use and/or develop instructional technology learning tasks in their courses due to the strong time commitment in and out of class. Thus, it is imperative to restructure and redesign the curriculum of the first level General Academic English course and provide a virtual learning environment with teaching and learning content present to facilitate use of the VLE in and outside the classroom. The evolution of the traditional foreign language class into a blended learning environment to a fully-integrated VLE is the objective.

A mixed method approach of online questionnaires, semi-structured interviews, and student immediate feedback will be presented in the initial stages of our pilot effort to design online course materials for 20 first year students taking General Advanced English, specifically their use of technology (video, augmented reality, _____). Based on social constructivist

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| | <p>philosophy and following the work of Vygotsky through his belief that cognitive development is mediated using language and social interaction, the present pilot study will lay the foundation for the philosophy of the design of the VLE for a blended, task-based learning approach that will eventually lead to a complete online course.</p> <p>4. Keywords: Online education, ICT, mixed methods, pilot study, General Advanced English, VLE</p> |
| <p>Ori Katzin ERCICRTEL1806069</p> | <p>Teaching Approaches Of Neophyte Teachers</p> <p>Ori Katzin Seymour Fox School of Education, Hebrew University of Jerusalem</p> <p>Abstract The current lecture presents findings from a longitudinal qualitative study that investigated teaching approaches of student teachers over a six-year period. This period included teaching during their four-year training in an exclusive university program for outstanding students to teach cultural studies in Israel and throughout their first two years of teaching as neophyte teachers. The findings reveal a high incidence of teaching using positivist approaches of knowledge transmission. The most surprising and salient finding is that the students adopt a particular teaching approach early on during their training program, and they continue to employ it during the following years of their training and as neophyte teachers. In respect to the teaching of cultural studies subjects in public secondary schools, the findings raise the question of whether teaching that is oriented to the transmission of knowledge deemed to have central cultural value, even while pupils are regarded as passive receptacles of knowledge, can indeed create a meaningful and identity-forming encounter between the learners and such content? Will this path lead to a transformation in the status of cultural studies in Israeli public schools? Keywords: cultural education, teaching approaches, teaching of cultural education studies, teacher training, professional development</p> |
| <p>Rawia Hayik ERCICRTEL1806078</p> | <p>Arab Student-Teachers' Professional Identities between the Personal, Pedagogical and Cultural</p> <p>Rawia Hayik Sakhnin College & Mofet Institute, Israel</p> <p>Abstract "Everyone not only has a story but also has a right to tell their story" (Bamberg, 2012, p. 79). Grounded in theoretical discourses that underscore the significant role of narrative in teachers' identity construction and disclosing (Connelly and Clandinin, 1999), this study invites a group of 15 third-year female students from the English department at an Arab teacher-education college in Northern Israel to narrate their stories of meaningful experiences and life events that have contributed to shaping their professional identities. Students-teachers' narratives are collected in a two-phase process to illuminate the various experiences that have contributed to shaping their identities. Narrative and discourse analyses of students' narratives shed light into the individual, professional, and socio-cultural factors that have shaped their professional identities as English teachers. The significance of the study lies in contributing to the scarce literature on identity construction of a population often absent from professional-identity research (female and minority Arab EFL student-teachers). Additional contributions are raising students' awareness of the resources and constraints in their history that have affected their professional development</p> |

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| | <p>as well as raising my awareness as teacher educator to my students' experiences and helping me to become more tuned to their voices and struggles. Key Words: Professional identity, narrative inquiry, minority.</p> |
| <p>Professor Bob Fox ERCICRTEL1806081</p> | <p>Changing Universities, Changing Times: Blended Learning in Higher Education</p> <p>Professor Bob Fox University of New South Wales, Sydney, Australia</p> <p>Abstract Universities across the world are faced with challenges in a time of socio-economic change and technological advancement. Universities today are expected to provide mass education to meet the needs of their growing country economies, without the equivalent increase in government funding. These pressures have focused attention on new ways of learning and new ways of teaching that take advantage of recent research into student learning and new opportunities created by the rapid advancement of ubiquitous smart technologies. This paper looks at solutions to mass education, using technologies and alternate methods that include open and blended forms of learning and teaching, as well as examining the impact and consequence of these more flexible delivery mechanisms. Based on a synthesis of experience and research into the increased role of technology, this explores:</p> <ul style="list-style-type: none"> • A growing trend to seek partnerships with external corporate bodies • A larger clientele of learners with diverse needs, from varied backgrounds, with different motivations, capabilities, learning preferences, time availability and course content requirements • A demand to offer courses and programs that are more learner responsive • A demand to offer courses and programs that are more employer responsive • A demand for more open and flexible courses • A demand to use new and emerging technological opportunities • The use of digital technologies in learning and teaching and resultant changes in teaching and support staff roles and practices • New opportunities brought by learning with and through technology <p>This paper examines how one large university in Australia is meeting these challenges. Keywords: digital technology, blended/online learning, higher education developments</p> |
|  <p>Dr. Amy L. Smith ERCICRTEL1806053</p> | <p>Developing Students' Questioning Skills In Elementary Grades Through Content Literacy Strategies</p> <p>Dr. Amy L. Smith Northern Arizona University</p> <p>Abstract The expectation to read, comprehend and write about increasingly complex text as a student progresses through school is problematic for many students. The purpose of this investigation was to determine if a significant difference exists between the impact of two well documented content literacy strategies (SQ3R, Cornell Notes) and a newly developed content literacy strategy, Apropos Summation (ApSum), on fifth-grade students' questioning</p> |

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| | <p>skills as well as to determine teachers' and students' perceptions and attitudes towards using the strategies. This mixed methods study showed that there is significant difference between these three content literacy strategies and students' questioning skills. In addition, this study revealed various perceptions held by fifth-grade teachers' and students' regarding the strategies that indicate teachers and students will likely continue the use of each strategy. As a result of this research, educators have a better understanding of the overall effectiveness of these three content literacy strategies, particularly in regards to fifth-grade students, and can better determine best practices that influence fifth-grade student's understanding of content presented in an expository source and their ability to question and communicate that content. This research also fills a void in understanding fifth-grade teachers' and students' perceptions and attitudes towards SQ3R, Cornell Notes, and ApSum. This study lends itself to further investigations determining the specific impact that content literacy strategies have on young learners, elementary students' ability to engage in self-regulated learning, as well as further exploration of teacher and student perceptions towards learning through content literacy strategies.</p> <p>Key Words: content literacy, Apropos Summation, SQ3R, Cornell Notes</p> |
|  <p>Dr. Sayantan Mandal YRSICRTEL1806051</p> | <p>Towards Effective Teaching In Higher Education: A Synthesis Of National Level Research In Selected Indian Colleges And Universities</p> <p>Dr. Sayantan Mandal Centre for Policy Research in Higher Education (CPRHE) National Institute of Educational Planning and Administration (NIEPA) New Delhi, INDIA.</p> <p>Abstract</p> <p>This paper, based on the large scale national level empirical study of selected public higher education institutions (HEIs)¹, reflects on the issues and challenges of teaching in colleges and universities in India and how to make teaching, learning effective. It focuses specifically on teaching practices at various levels and disciplines, and examines the following major issues: (a) teaching in undergraduate and graduate levels, and (c) how to make teaching effective based on the empirical findings. The study, based on the survey of more than 2000 students and 500 teachers from various Higher Education Institutes (HEI) in India has been conducted through quantitative and qualitative research tools, including classroom observations, revealed the diverse practices. It also reveals the reasons, why higher education teaching in India is largely less effective to promote learning in contemporary contexts. It also argues why the situation of India is similar to other developing countries and contexts, with possible uniqueness. Based on the analysis, the paper propose a set of six (6) context specific principles or action points to help foster teaching in Indian HEIs. All of the principles were established on the basis of empirical evidences. They aim at addressing some of the major challenges and highlighting the practices that could benefit teachers and students of general colleges and universities of India and similar developing countries. These principles also provide insights for teachers and administrators wanting to make higher education teaching and learning effective. They also provide potential areas of future research, to examine the teaching effectiveness on learning outcomes in different types of higher educational institutions (e.g. technical, medical, vocational).</p> <p>Keywords: Teaching in Higher Education, Teaching in Indian Higher Education, Teaching Learning in Colleges and Universities, Empirical Research on Higher Education Teaching</p> |

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- 5th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore
- 6th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta
- 7th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius

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- 8th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok
- 9th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai
- 10th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali
- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- 2nd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok
- 3rd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore
- 4th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London

