

CONFERENCE PROCEEDINGS



Teaching and Education Research Association (TERA)

**2018 - 3rd International Conference on Teaching, Education & Learning
(ICTEL), 18-19 Feb 2018, Dubai, UAE**

18-19 Feb 2018

Conference Venue

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

KEYNOTE SPEAKER



Rossitsa M. Yalamova

Faculty of Management, University of Lethbridge, Canada

Rossitsa M. Yalamova is an associate professor of Finance at the University of Lethbridge in Alberta, Canada. She holds a Ph.D. in finance from Kent State University and MD from Saint Petersburg State Medical Academy, Russia. Her research has been published in *The Journal of Behavioral Finance*, *Fractals*, *Investment Management and Financial Innovations*, *International Research Journal of Finance and Economics*, and the *Asian Academy of Management Journal of Accounting & Finance*. She is interested in market crashes, non-linear dynamics, and dialectical approach to financial economics theory, complex networks and chaos. She was a visiting professor in the Facoltà di Scienze Economiche, Università della Svizzera Italiana, Lugano, Switzerland in 2009/10. Dr. Yalamova participated in 2011 Global Sustainability Summer School in Brunei and 2012 Adaptive Economic Dynamics Summer School in Trento, Italy. Dr. Yalamova extended her research agenda to global sustainability problems. She has also added her research expertise in natural sciences to establish collaborations among researchers in different areas of sustainability. “My goal is to encourage system thinking and collaborative effort not only in finding solutions to the complex problems inflicted by the rapidly diminishing carrying capacity of the Earth, but also the implementation of policies and practices that will foster sustainability in all aspects of human activity”. Dr. Yalamova spent a semester as an Erskine Visiting Professor at the University of Canterbury, Christchurch, New Zealand in 2016.

Her recent research involves transformation of society through cultural diplomacy, interdisciplinary approach – philosophy, sociology and political economy.

Title: Teaching Excellence - Knowledge Producers and Academic Citizens



Dr. K. Ravichandran


Director of Experiential Education, Associate Professor, School of Management, New York Institute of Technology, Abu Dhabi, UAE

PLENARY SPEAKER

William Sharpton

College of Liberal Arts, Education and Human Development Department of Curriculum and Instruction, The University of New Orleans, New Orleans, LA USA

Title: Strategies to Enhance Research Efforts

<p>Dilek Turan Eroğlu GICICTEL1801052</p>	<p style="text-align: center;">Perfectness in Teaching</p> <p style="text-align: center;">Dilek Turan Eroğlu Department of English, Foreign Languages Department, Anadolu University, Eskişehir, Turkey</p> <p style="text-align: center;">Abstract</p> <p>Educating people is not an easy job. You need to know your audiences' needs, learning styles, learning barriers, learning strategies, motivational levels, desires etc. which are different than each other. Though the teachers try hard to get the best out of their learners and to reach their intended goals, it does not always guarantee the success or reaching the intended point. However, do the educators know the nature and learning styles of their learners? What are the learners' expectations? What makes them more involved and enthusiastic in learning? The aim of this study is trying to find out whether the students feel that their teachers know them well in terms of their learning styles which will put them to the desired destination or the teachers assume that they know their students' needs, motivation sources or learning types. To gather the data, a qualitative method has been used and interviews with the students were done to find out whether they feel they are understood well or not. The results are really interesting and worth listening.</p>
 <p>Renee Coates-Smith GICICTEL1801053</p>	<p style="text-align: center;">Cultural Responsive Literature for African American Children: The Power of Reading Instruction</p> <p style="text-align: center;">Renee Coates-Smith M.Ed., Ready for Life Scholastic Center, Inc., United States of America</p> <p style="text-align: center;">Abstract</p> <p>Since the inception of American education, African American children have, undoubtedly, experienced literature segregation. Not only is it important for African American students to acquire proficiency in reading at or above grade level, but it is equally important for African American students to be exposed to literature in classrooms pertaining to their culture. To eliminate their culture in literature is rejection of their very existence and negatively impacts their love for reading.</p> <p>In my research, I will provide an historical analysis of American children's literature and its influence on African American children's reading performance.</p>
<p>Jeje Olusola GICICTEL1801054</p>	<p style="text-align: center;">Influence Of Lecture Method And Peer-Provided Activities On Learning Outcomes Of At-Risk Mathematics Students In Junior Secondary Schools</p> <p style="text-align: center;">Jeje O. S Department of Mathematics, College OF Education, Ikere-Ekiti, Ekiti State.</p> <p style="text-align: center;">Gbenro S. O. Department of Mathematics, College OF Education, Ikere-Ekiti, Ekiti State.</p> <p style="text-align: center;">Olagoke M. Department of Mathematics, College OF Education, Ikere-Ekiti, Ekiti State.</p> <p style="text-align: center;">Abstract</p> <p>The study compared the influence of lecture method and peer-provided</p>

activities on the performance of at-risk mathematics students among the junior secondary schools in Ekiti state. A quasi-experimental pretest-posttest design was adopted. The sample for the study consisted of two hundred (200) at-risk mathematics students randomly selected through purposive randomization from twenty (20) junior secondary schools in Ekiti State. The at-risk mathematics students were selected based on their performance in the General Mathematics Ability Test (GMAT) conducted two weeks prior to the commencement of the experiment. A Mathematics Achievement Test (MAT) was used to collect the data for the study. Four research questions were formulated and the research hypotheses were tested using analysis of variance (ANOVA), and Analysis of Covariance (ANCOVA) at the 0.05 level of significance. The study revealed that learning outcomes of at-risk mathematics students improved significantly with the use of peer-provided activities than with the use of lecture method. Furthermore, the retention ability of at-risk mathematics student with taught peer- provided activity was significantly better than those taught with lecture. The study recommended that mathematics teachers in junior secondary schools should adopt peer tutoring strategy to enhance performance of at-risk mathematics students. The findings of this study indicated that peer tutoring enhances improved learning outcomes, better retention, and cooperation among at-risk mathematics students.
Keywords: Teaching strategy, At-risk mathematics students, Peer tutoring, Learning outcome, Lecture method.



Dr. Lauren Birney
GICICTEL1801055

**“Curriculum and Community Enterprise for the Restoration of
New York Harbor with New York City Public Schools”**

Dr. Lauren Birney
School Of Education, Pace University, New York, USA

Abstract

Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. They gain skills, interests, knowledge, aspirations, and motivation to learn more. But how can we provide these rich opportunities in densely populated urban areas where resources and access to natural areas are limited? This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project builds on the existing Billion Oyster Project, and will be implemented by a broad partnership of institutions and community resources, including Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in


	<p>STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further assess the overall "curriculum plus community" model.</p> <p>Keywords; Environmental Restoration, Citizen Science, Inquiry based Learning, Educational Technology, Collaborative Learning Models</p>
<p>Dr. Christiana, O. Ogbogu GICICTEL1801056</p>	<p style="text-align: center;">The benefits and challenges of collaborative research: Evidences from a Nigerian University</p> <p style="text-align: center;">Dr. Christiana, O. Ogbogu Department of Public Administration, Faculty of Administration, Obafemi Awolowo University, Ile-Ife, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>Although a lot of work has been carried out on collaborative research, not much has been done on it in Nigerian Public Universities. Hence, this study evaluated the procedure of collaborative research and determined its benefits and challenges for academic staff in Nigerian Universities. The survey research design was adopted for the study and data was generated from both primary and secondary sources. The purposive sampling technique was used in administering 120 questionnaires on academic staff from a public university in Nigeria. The questionnaires administered cut across the rank and file of the academic career structure. The retrieved data were analyzed using descriptive statistics in the form of bar charts and simple percentages. The results revealed that collaborative research follow a defined pattern. Sharing of information and the development of networks were found to be the first step in the collaborative process. The major reason for engaging in collaborative research was the fact that it enables researchers pool funds due to the escalating costs of conducting research. The study also found that an increase in productivity in terms of publication rate and quality of outputs as well as the skills gained and the prestige enjoyed resulting from interaction with renowned colleagues were some benefits amongst others of collaborative research. The challenges of collaborative research were found to include: conflict within the group, clash of values in terms of roles and responsibilities, and lack of research knowledge and skills by some members of the team. The study concluded that collaborative research should be encouraged and careful planning with workable initiatives should be generated in minimizing the challenges involved in the process. Key words: Collaborative research, benefits, challenges, Nigerian University</p>
<p>Eunitah Viriri GICICTEL1801057</p>	<p style="text-align: center;">Teaching Unhu/Ubuntu In Zimbabwe's Teacher Developmet Programmes: A Case Study Of One University.</p> <p style="text-align: center;">Eunitah Viriri Teacher Development,Great Zimbabwe University,Zimbabwe</p> <p style="text-align: center;">Abstract</p> <p>This qualitative study examines the teaching of unhu/ubuntu values (morality) in Zimbabwe's teacher training programmes in universities where moral decay has been high. It seeks to establish how Universities are training their teachers so that they can be relevant in the Ministry of Primary and</p>


	<p>Secondary education where the teaching of unhu/ubuntu has been taken very seriously of late. Data was gathered through observation and interviews which involved ten randomly selected final year students and ten lecturers. It was established that not much commitment was being shown in teaching the unhu concept and shaping of the student teachers' unhu. Only in some areas of specialization was unhu/ubuntu taught as a topic whilst in two compulsory modules and student clubs, unhu was unconsciously taught to students. This seemed not enough as unexpected behavior of a teacher continued to be displayed by the student teachers. The study therefore concluded that unhu teaching was not given priority although it was mandatory in a teacher who was expected to impart knowledge and be a model to learners in schools. The study recommends the introduction of an unhu/ubuntu module in the teacher training programmes so as to equip the student teachers with skills to teach unhu values through subject content and behavior.</p> <p>KEY WORDS: unhu/ubuntu, teacher training programmes, professionalism, student teacher.</p>
<p>Mohamadou Bassirou Arabo GICICTEL1801058</p>	<p style="text-align: center;">Linguistic problem and learning in the Minawao Refugee's Camp (Cameroon)</p> <p style="text-align: center;">Mohamadou Bassirou Arabo Department Of Sciences Education, Higher Teachers Training College, University Of Maroua, Maroua, Cameroon</p> <p style="text-align: center;">Abstract</p> <p>This paper examined the question of language used during instruction and learning in situation of emergency and crisis, moreover the effect of instruction on behavior and adaptation of children in the Minawao refugee's camp (Far-North Cameroon) occupied by victims of Boko Haram. The resources come from 2 interviews and consultation of some written resources. Interviews help us to get data on language of instruction, on children integration and adaptation in their living environment. The findings showed that the language of instruction in Minawao camp has a relationship with the language of education in their homeland. Children who are schooling in Minawao camp are learning in a multilingual area, they live in peace and safe together. The education they get make them to have confidence in themselves and helps them also to adapt to this distress condition. In conclusion, the instruction has impact on the psychology of children and makes them to become resilient.</p> <p>Key words: Minawao, refugee's camp, Far North, Cameroon, Boko Haram, resilient.</p>
<p>Ricky Molina GICICTEL1801059</p>	<p style="text-align: center;">Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of Grade 12 Senior High School Students of Polytechnic University of the Philippines</p> <p style="text-align: center;">Ricky I. Molina College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Clemente College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Bian Kay A.</p>

	<p style="text-align: center;">College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Miranda College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Suzmitacin L. College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Puyong College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Ronna Mae A. College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">Abstract Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter. It is said that technology can be a boon or bane, thus, the inspiration of the research study. The effects of exposure on educational materials and facilities inside the classroom and school are intended to be found out by considering Grade 12 students of Polytechnic University of the Philippines (PUP), located in Manila. The effects of technology in education are seen while considering the reading comprehension and language anxiety of the students in English. The research study sees the exposure on texts and practices that educational materials and facilities offer, give big impact in the language learning of the students. PUP is a State University that experiences lack and presence of technologies. The study is timely and relevant in the current state of education system in the Philippines, even with the other countries of SouthEast Asia.</p>
<p style="text-align: center;">Mari Takafuji GICICTEL1801061</p>	<p style="text-align: center;">Report of higher education for disaster prevention in vocational college for dental hygienists in Japan</p> <p style="text-align: center;">Mari Takafuji Department of Oral Health, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan Life Science Center Kobe Tokiwa University Center for the Promotion of Excellence in Research and Development of Higher Education Kobe Tokiwa University</p> <p style="text-align: center;">Yasuo Nakata Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Ryohei Adachi Department of Oral Health, Kobe Tokiwa University, Kobe, Japan Center for the Promotion of Excellence in Research and Development of</p>

	<p style="text-align: center;">Higher Education Kobe Tokiwa University</p> <p style="text-align: center;">Abstract</p> <p>Due to the increasing global frequency of disasters, disaster preparedness training is becoming more important. The fact that Japan has many earthquakes is well known in the world. In the field of nursing, the importance of disaster preparedness education in university has gradually increased in Japan.</p> <p>Many people lose their homes in earthquakes and have to live in shelters. In shelters, the relationship between pneumonia and the oral cavity environment is understood. Keeping a clean oral cavity prevents death from pneumonia, especially in elderly people. To keep a clean oral cavity, the role of dental hygienists is important in shelters.</p> <p>In Japan, education for disaster prevention in vocational college or university for dental hygienists is rarely provided. Therefore, we researched it using a questionnaire method. We then reported the education for disaster prevention in vocational college for dental hygienists in Japan. Keywords: disaster education, dental hygiene education</p>
<p style="text-align: center;">Yasuo Nakata GICICTEL1801063</p>	<p style="text-align: center;">Construction and Reflection of a Method for Advising Students Regarding Course Selection Based on Competencies</p> <p style="text-align: center;">Yasuo Nakata Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Katsuhiko Murakami School of Bioscience and Biotechnology, Tokyo University of Technology, Hachioji, Japan</p> <p style="text-align: center;">Eriko Matsumoto Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Miyako Bohgaki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Masayuki Seki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Akiko Imanishi Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Mari Takafuji Department of Oral Health, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Takafumi Kirimura Faculty of Education, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Kenya Bannaka Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Ikuhiro Noda Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Kenichiro Mitsunari Faculty of Education, Kobe Tokiwa University, Kobe, Japan</p>

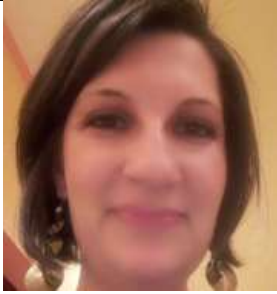
	<p style="text-align: center;">Regional Liaison Unit, Center for the Promotion of Interdisciplinary Education and Research, Kyoto University, Kyoto, Japan</p> <p style="text-align: center;">Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p style="text-align: center;">Abstract</p> <p>This article reports on the construction and reflection of a new method for advising students regarding course selection based on competencies. Typically, most students select courses based on their content. The review of Kobe Tokiwa University on the three policies of consistencies, namely, the accession policy (AP), curriculum policy (CP), and diploma policy (DP), found that more policies are needed than the existing three policies of consistency. Therefore, we proposed a novel policy called the student support policy (SSP). To evaluate the five policies, namely AP, CP, DP, SSP, and the assessment policy, we developed a common evaluation indicator called Tokiwa competencies. Tokiwa competencies comprise 19 types of competencies: Culture, Common Sense, Professionalism/Expertise, Media Literacy, Logical Thinking, Critical Thinking, Intellectual Curiosity, Exploration, Continuity, Self-Management, Reflection, Design Thinking, Presentation, Judgment, Implementation, Responsibility, Contribution, Communication, and Cooperation and Collaboration. Since this year, we have started advising students to select courses based on not only their content but also their competencies. Furthermore, we reported our reflections of our advisory practice and experiences. Next year, we will disseminate the use of these methods to our department or university and present a progress report on it. Keywords: Tokiwa competencies, extra-curricular activities, prototype method, regular curricular</p>
<p>Dr. Chintan A.Joshi GICICTEL1801064</p>	<p style="text-align: center;">“Comparative Analysis on effectiveness of classroom teaching and web-based teaching: Teaching Quantitative methods & Techniques ”</p> <p style="text-align: center;">Dr. Chintan A.Joshi College of Banking and Financial Studies, Oman</p> <p style="text-align: center;">Abstract</p> <p>As Accounting, Business and Management programs in various B-schools extend their online education offerings to reach more time- and place-bound students, and as accredited institutions become interested in documenting teaching and learning effectiveness, the degree to which online students are successful as compared to their classroom counterparts is of interest to teaching faculty and others charged with assessment. By comparing student performance measures and assessments of learning experience from both online and traditional sections of a required Quantitative methods & techniques course taught by the same instructor, this paper provides evidence that student performance as measured by grade is independent of the mode of instruction. Persistence in an online environment may be more challenging in Quantitative methods classes than in other subject classes. Furthermore, participation may be less aggressive, and the quality and quantity of interaction may be affected in online classes.</p>
<p>Muhammad Yousaf Jamil GICICTEL1801066</p>	<p style="text-align: center;">Key Attributes of Highly Effective Teachers: Proposed Framework through Literature Survey</p> <p style="text-align: center;">Muhammad Yousaf Jamil Director Quality Enhancement Cell,</p>

	<p style="text-align: center;">University of Management & Technology, Lahore</p> <p style="text-align: center;">Abstract</p> <p>Many teachers state that they also want to be an effective teacher who will be evoked affectionately by their previous students. Effective teaching is the biggest contributor towards the student success which ultimately leads towards the school/institute/University's success. The paper looks to unscramble the legend of effective teaching through a thorough and inclusive literature review. After a detailed review of the prevailing literature about an Effective Teacher, this article proposes a conceptual framework that will help out in order to promote a healthy culture of effectiveness in the community of Teachers. And if this model implemented successfully by the teachers, the Universities/Institutes/Schools can be benefitted a lot and ultimately its impact may be seen on the overall effectiveness of the Higher Educational Institutes (HEIs). Through a wide-ranging attributes of Effective Teaching, the probable model discovers the influence of these attributes on improving the Quality of Teaching as well as the Quality of Educational institutes. This model also uncovers the Planning capabilities of Teachers, Teaching capabilities, course material & class teaching capabilities and how these capabilities improve student's various skills. All these capabilities when clubbed together will produce highly effective teachers. Keywords: Effective Teaching, Key Attributes, Teaching Planning skills, Teaching Capabilities, etc.</p>
 <p>T P Muhammad Fareed GICICTEL1801067</p>	<p style="text-align: center;">On Item Response Theory (IRT) with special reference to the development of Differential Aptitude Test (DAT)</p> <p style="text-align: center;">T P Muhammad Fareed Principal WMO Arts & Science College Muttill, Wayanad, Kerala, INDIA</p> <p style="text-align: center;">Abstract</p> <p>Psychometric variables such as aptitude, intelligence, ability, attitude, interest etc. can be easily described, but cannot be measured directly as can height or weight, for example, since the variable is a concept rather than a physical dimension. Psychometricians generally call such variables as latent trait. A primary goal of educational and psychological measurement is the determination of how much of such a latent trait a person possesses. Since most of the research has dealt with variables such as scholastic, reading, mathematical, and arithmetic abilities, the generic term "ability" is used within item response theory to refer to such latent traits. The usual approach taken to measure such traits /ability is to develop a test consisting of a number of items (questions). Each of these items measures some facet of the trait. Item analysis provides a way of measuring the quality of items, seeing how appropriate they were for the respondents and how well they measured the trait. Item Response Theory (IRT), refers to a family of latent trait models used to establish psychometric properties of items and scales. In this paper we will describe briefly about the methodological and computational developments in IRT. We used this methodology for the development of Differential Aptitude Test (DAT) for the students of Kerala, India. We discuss the results and process of DAT for career guidance of secondary / higher secondary students.</p>
<p>Malah Kachallah GICICTEL1801069</p>	<p style="text-align: center;">The Impact Of Management Staff Members On Motivation And Student Attainment: A Case Study Of Yobe State Polytechnic, Geidam, Nigeria. Malah Kachallah</p>

	<p style="text-align: center;">Department of General Studies ,Maidriss Aloomo Polytechnic Geidam ,Yobe State , Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study was to examine the impact of management staff members on motivation and student attainment. The literature on educational management and motivation was critically reviewed to generate the research questions. From the research questions the questionnaire items were based. The items were divided into five subscales. These are leadership and communication, motivation and instruction, resources and facilities, student freedom and welfare. The scores of five subscales were weighted based on percentage to examine the level of satisfaction and dissatisfaction of the students in respect to the administration towards motivation and enhancement of student attainment. The SPSS software was used to find central tendency, measure of spread, group statistics and non-parametric correlations among the subscales. The findings showed that there were dissatisfaction and some degrees of associations among four subscales. Keywords: motivation, student attainment, educational management and staff members.</p>
 <p style="text-align: center;">Auwal Abubakar Kassim GICICTEL1801072</p>	<p style="text-align: center;">Assessment of Environmental Literacy and Motivation among Undergraduates Students of Sule Lamido University, Kafin Hausa</p> <p style="text-align: center;">Auwal Abubakar Kassim Department of Science Education, Sule Lamido University, Kafin Hausa, Jigawa State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Ecological issues are some of the contemporary issues facing the world today. A number of conferences and conventions were held with a view of finding a long lasting solution to environmental problems. However, there seems to be a considerable ignorance about environment especially in developing countries where public does not have enough awareness and motivation to the environment. What the human do about the environment depends on how they think about it. This Study therefore investigated the Motivation and literacy level among undergraduate’s students of sule Lamido university kafin Hausa, Jigawa State Nigeria. 80 students were randomly sampled and used for the study, using cross sectional research design. Two instruments were used for data collection, parametric statistics was used to analysed the data. The findings indicated Low motivation on environmental issues among the students; it was recommended that environmental Education should be made compulsory among all undergraduates’ students in the university. Keywords: Environmental Education, Environmental Literacy, Motivation</p>
<p style="text-align: center;">Abdulrahaman Ibrahim GICICTEL1801073</p>	<p style="text-align: center;">Impact of Guided Inquiry Strategy on Retention and Academic Performance among Biology Students in Jigawa State, Nigeria.</p> <p style="text-align: center;">Abdulrahaman Ibrahim Department of Science Education Sule Lamido University, Kafin-hausa Jigawa State, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>This study was carried out to determine the impact of quided inquiry strategy on Retention and Academic Performance among Biology Students in Jigawa state, Nigeria. The research design used for the study was the quasi-experimental design. The study population consisted of two thousand four</p>

	<p>hundred and fifty one (2451) SS I Biology students drawn from the twenty nine senior secondary schools in Ringim Educational zone of Jigawa state. The sample of the study was made up of one hundred and forty two (142) SS I students randomly chosen from two schools in the population. The two schools selected were pretested to establish their equivalence in academic performance in Biology. One school was randomly assigned as experimental group who were taught using guided inquiry strategy while the other school as control group who were also taught using lecture method. The two schools were both post test and post posttest to determine students' achievement and retention of Biology concept. Data were collected and analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses at 0.05 levels of significance. Finding from the hypotheses testing revealed a significance difference between the students exposed to guided inquiry strategy (experimental group) and those exposed to lecture method (control group) with respect to academic performance and retention of Biology concepts. Based on these results it was concluded that the guided inquiry strategy enhances better academic performance and retention among Biology students then the lecture method at senior secondary schools. It was also recommended that teachers should use the guided inquiry strategy to teach biology in senior secondary schools as against the lecture method.</p> <p>key words: Guided inquiry strategy, Retention, Academic performance, gender.</p>
<p style="text-align: center;">Ali Ahmad GICICTEL1801075</p>	<p style="text-align: center;">Influence Of Hiv/Aid Test For Intending Couples In Jigawa States,Towards Reducing Increase Of The Disease: Implications For Counselling</p> <p style="text-align: center;">Ali Ahmad Department of Education Sule Lamido University, Kafin Hausa, Jigawa State</p> <p style="text-align: center;">Abstract</p> <p>Jigawa State realizes the devastating effects of HIV/AIDS on itspeople, health, economic, and social progress. This resulted JigawaState House of Assembly passed a bill which makes it compulsory forall intending couples to undertake test for HIV/AIDS, twice, in thelast three months prior marriage scheduled. This study was used the descriptive research approach, and the category of detailed presentation was employed for the study. Also the researcher Specified why the Bill on compulsory HIV/AIDS test for intending couples waspassed. Also explained the importance of HIV/AIDS test for preventionand treatment of HIV infection & identify three types of HIVdiagnostic tests, isolate emotional feelings associated with HIV/AIDS& essential roles of the Counsellor in helping clients to deal withimplications of the diagnosis were also highlighted. Lastly,recommendations were identified in combating the spread of HIV/AIDS and in caring for patients, as; all pupils must be encouraged to be concerned about HIV/AIDS. The focus of HIV/AIDS EDUCATION should be on health education, particularly reproductive and sex education) Key words. Psychological counselling, types of HIV test, Emotional Feelings Associated with HIV/AIDS</p>
<p style="text-align: center;">Bunmi Joseph GICICTEL1801076</p>	<p style="text-align: center;">The English Language: A Weapon For Effective Integration Of Women Into Leadership For Sustainable Development In Nigeria</p> <p style="text-align: center;">Joseph B.Osarieme Department of General Studies, Kogi State College of Education (Technical), Kabba, Nigeria</p>

	<p style="text-align: center;">Moses, G.Odibah Department of General Studies, Kogi State College of Education (Technical), Kabba, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The paper attempts to examine the English language as a weapon for enhancing effective integration of women into leadership positions for sustainable socio- economic and political development. The English language, which was implanted in Nigeria in the 18th century by her colonial masters is a language of wider communication and it performs many functions. It is the language that brings people (women) from different ethnic groups together. It is the language of education, mass-media, religion, business and commerce, politics and administration. In fact, it is the Nigeria Lingua Franca. This status is accorded to English because of the peculiar bilingual/bicultural, multilingual/multicultural situation in Nigeria which has about 450 languages. In a situation like this, the question emanating is: what is the weapon for experiencing effective leadership positions of women for sustainable socio-economic and political development?</p> <p>The present paper therefore x-rays the various ways in which the English language acts as an integrative force on the various ethnic nationalities (women) in Nigeria and a veritable tool for sustaining socio-economic and political development.</p> <p>Key Words: English language, Integration, Leadership, Sustainable Development</p>
<p style="text-align: center;">Mahmud Yusuf GICICTEL1801077</p>	<p style="text-align: center;">Islamic Education in Nigeria and Muslim Unity: New trends and development in Islamic Education Amongst Students</p> <p style="text-align: center;">Mahmud Yusuf B.A. (ed) History, M.A. History (Islamic History),Sule Lamido University,Kafin Hausa, Jigawa State</p> <p style="text-align: center;">Abstract</p> <p>This portrays the publicity of Islamic Education in the formal education in Nigeria. Most of the conventional universities and colleges, particularly education departments or programmes do offer a course of ‘Islamic Education’ amongst their courses as elective for any student, whether Muslim or non-Muslim in order to know more about the truism of Islam and its education. This brings to the public the knowledge of the religion of Islam that explains objectives, historiography and organisation of the Islamic school system; the role of Islamic school graduates in staffing the administration; the impact of the culture of Muslims and education on non-Muslims and contemporary world; Colonialism and its effects on Islamic education in the school curriculum; new trends and development in Islamic Education; integrated Islamiyya and Tahhafiz schools. Islamic Education, as a course of study helps in publicising its role and relevance to the modern world. Islamic Education justifies itself particularly to the non- Muslims about what is Islam; its literary and other trends of knowledge.</p>



**Professor Snježana
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GICICTEL1801078**

Research of Future Teachers in the Light of Scientific Paradigms

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Abstract

Different research experiences, in more recent times in social sciences, especially pedagogy, imply different research styles and philosophical approaches that need to be comprehended before conducting research (Bognar, 2008). This paper gives an overview of different research approaches and scientific paradigms within which is possible to create and direct a personal research project (research).

The aim and purpose of the paper is to familiarize the different research approaches and different scientific paradigms from the context of methodology of pedagogical research, as well as their presence in the graduate theses of students of the Teacher's Education University. Due to that, 166 graduate theses written and publicly defended by students from Teacher's Education University, from January 2015 to October 2017 have been researched.

By examining the students' graduate theses, the following results were obtained: the most represented scientific field were the social sciences, mostly pedagogy (53%); according to the types of research the dominant ones were empirical, fundamental, transversal and research of the present. The most widely used research method was a survey (70%), and only two (out of five researched) positivist (82%) and post-positivist (12%) paradigms were noticed (out of five researched).

The positivist and post-positivist paradigms are characteristic of quantitative research. The epistemology of these paradigms strives to distancing researchers and subjects of their research, and the purpose of such research is to find an objective knowledge of the reality based on empirically collected data. Methods for collecting data enable precision measurement, quantification, hypothesis testing, and variable control, and the analysis of such data is mainly statistical. This is not entirely in line with the nature of research in pedagogy (53% of the defended theses were from the field of pedagogy) where pedagogical phenomena are mainly researched within qualitative methodology.

Keywords: graduate theses, students of Teacher's Education, types of research, scientific paradigms



**Oluwaseun, Oyewole
GICICTEL1801081**

Emerging Issues On Teacher And Student Factors As Predictors Of Students' Achievement In Graph-Related Concepts In Economics In Ibadan, Nigeria


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Abstract

The introduction of graph-related concepts into the secondary school Economics curriculum has attracted the interest of Economics educators and

	<p>researchers. This concern arose from the fact that students' achievement in graph-related concepts in Economics recorded persistence poor performance based on the Chief WAEC (West Africa Examination Council) Examiner's Report. Several studies have explained factors responsible for the students' poor performance in Economics but little or fewer efforts have been made so far to address graph-related factors that are responsible for poor students' achievement in graph-related concepts in Economics. This need to be addressed because graph is one of basic economic tools, without which quantitative data in Economics will look unattractive and it gives meaning to set of quantitative data, and it also gives clarity to a set of information presented in data form. As a result of this importance of graph, the researcher combined some graph-related factors that can hinder achievement in graph-related concepts in Economics. Therefore, this study explained the relationship among teacher factors (availability of instructional materials, utilization of instructional materials and teaching strategies) and student factors (student's learning style and quantitative ability) and students' achievement in graph-related concepts in Economics.</p> <p>The study adopted survey research design of correlational type. A multi-stage sampling technique adopted in the study. Five local governments were selected: Egbeda, Ibadan North, Ibadan North East, Ibadan South East and Ona-Ara, were randomly selected out of the eleven local governments in Ibadan, Nigeria. Six (6) schools were randomly selected from each local government, making a total of thirty (30) schools. Fifty (50) students, making a total of one thousand and five hundred (1,500) students. The Economics teachers for senior secondary II class were based on their availability. Seven instruments were developed and used. They are Students' Achievement Test in Graph-related Concepts in Economics ($r=0.76$), Quantitative Ability Test ($r=0.72$), Students Learning styles ($r=0.77$), Teaching Strategies ($r=0.75$) and Graph-related Instructional Materials Inventory ($r=0.78$) and utilization of instructional Materials Scale ($r=0.71$)</p> <p>The five variables have a joint positive multiple correlations with student's achievement in graph-related concepts in Economics ($R=0.507$). The five independent variables also accounted for 25.4% of the variance of student achievement in graph-related concepts in Economics (Adjusted $R^2=0.254$). The findings revealed that quantitative ability ($B=0.446$; $t=21.589$; $p<0.05$), availability of instructional materials ($B=0.239$; $t=4.042$; $p<0.05$) and utilization of instructional materials ($B=0.083$; $t=-2.366$; $p<0.05$) had a significant contribution relative contribution to the student's achievement in graph-related concepts in Economics. However, teaching strategies ($B=0.018$; $t=1.094$; $p>0.05$) and student's learning style ($B=0.083$; $t=-2.366$; $p<0.05$) had no significant relative contribution.</p> <p>Though, a combination of availability of instructional materials, utilization of instructional materials, teaching strategies, student's learning style and quantitative ability factors could predict student's achievement in graph-related concepts in Economics than when considered separately. Quantitative ability, availability of instructional materials and utilization of instructional materials are the most potent factors in explaining student's achievement in graph-related concepts in Economics. Based on these findings, it is recommended that these factors should be considered to improve student's achievement in graph-related concepts in Economics.</p> <p>Keywords: Availability of Instructional Materials, Utilization of Instructional Materials, Teaching Strategies, student's learning style and quantitative ability</p>
<p style="text-align: center;">Emmie Cabanlit</p>	<p style="text-align: center;">Project Innoteach: Innovation For 21st Century</p>

<p>GICICTEL1801084</p>	<p style="text-align: center;">Teaching And Learning</p> <p style="text-align: center;">Dr. Emmie M. Cabanlit Associate Professor III College of Education, University of Southeastern Philippines Bo. Obrero, Davao City</p> <p style="text-align: center;">Dr. Bonifacio G. Gabales, Jr. Dean, College of Education1</p> <p style="text-align: center;">Abstract</p> <p>Project INNOTeach is a 3-year needs-based driven extension project of the College of Education in partnership with Department of Education, particularly, the Division of Davao City, which generally aimed at capacitating the competencies of supervisors, school heads and teachers on assessment, material intervention, and classroom-based action research. It is anchored on the competency-based theory which believes that innovation is not only a new way of teaching, but a new way of thinking. The project's operation is guided by the input-process-output-outcome framework where it follows the 3-cycle plan of implementation from division level to school level. It consists of six-training components such as 1) contextualizing assessment, measurement and evaluation; 2) analyzing assessment data in the classroom and school context; 3) designing interventions to address performance gaps; 4) conducting classroom-based action research; 5) school data analysis and; 6) writing research report. A series of trainings were conducted which consequently divulged teachers' practices in the aspect of assessment of learning outcomes. Observations denote that teachers find a hard time in unpacking the competencies based on the curriculum standards and used scores for grading purposes and minimally used them for the furtherance of designing interventions. However, teachers' outputs of the trainings indicate positive and promising outlook of the project implementation. With this, to strengthen their assessment skill practices as reflections of the domain on planning and assessing of the National Competency-Based Teacher Standards (NCBTS) by way of capability-building activities is an utmost consideration. Finally, to sharpen their skill in identifying the most pressing situation in the classroom so that they would be able to design intervention materials to address the problem, leading to conduct a classroom-based action research is highly recommended.</p>
 <p style="text-align: center;">Ghania Yahia GICICTEL1801085</p>	<p style="text-align: center;">La formation des enseignants du FLE : enjeux et pratiques</p> <p style="text-align: center;">Ghania Yahia Faculte des Lettres et des Langues,Universite de Khechela,Algerie</p> <p style="text-align: center;">Abstract</p> <p>Today, the rise (ascent) of the activities of training (formation) of the teachers obliges to get involved in the field of the educational search (research) and this fact for more than a reason. On one side, the necessity of updating and / or of making acquire new knowledge to adapt itself to the vertiginous development of the company(society), and on the other hand, the need to get practices of training(formation) more congruent and directed to the professional development of the teachers by the educational search(research). By consequent, plan modules which imply (involve) the teachers in the search(research) during activities of training(formation) aiming inevitably, to</p>

	<p style="text-align: center;">articulate search(research) and training(formation) for a professional development.</p> <p style="text-align: center;">Key words : formation, teachers, educational search, professional development</p>
 <p>Dr. Vitthal Yerande GICICTEL1801086</p>	<p style="text-align: center;">Autonomy in Higher Education from Affiliation to Self-Governing Management: An Indian Perspective</p> <p style="text-align: center;">Dr. Vitthal Yerande Principal, Maharashtra Mahavidyalaya, Nilanga Dist. Latur (Ms), Swami Ramanand Teerth Marathwada University, Nanded (M.S.), Nilanga, Latur, Maharashtra, India</p> <p style="text-align: center;">Abstract</p> <p>Many issues pertaining to autonomy of the higher educational institutions are discussed and emphasized throughout the universities and colleges in India. The University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and government are spearheading this movement of ‘auto-nomination’ of higher education institutions. Here it is important to note that the decline of quality in higher education in India underlines the importance of autonomy of the institutions. The adaptation of affiliation system made the existing higher educational scenario mechanical and less useful in the era of globalization; consequently, the education system became outdated and irrelevant in the present circumstances. With this background, the universities and colleges would pursue the autonomy that ultimately results in the development of education. The traditional education system has become disadvantageous in the context of employment; and on the other hand, the degree holders do not have value in the job market. The policy of globalization, liberalization and privatization has been adapted in India in the 1990s; consequently, the education process has been associated with the employability. With these critical problems autonomy of the educational institutions is enforced by various controlling organizations. However, the autonomy emphasizes on the disseminated management in the process of education that ultimately consolidates on the self constrained appropriate planning. It has become the need of the hour that the financially strong colleges should imperatively adopt the concept of autonomy and restructures the curriculum according to the local needs as well as industrial requirement; make their students skilled human resources to send them in the job market. Ultimately, the traditional universities and colleges have to compete with such institutions, so that they can increase their own financial sources. However, quality is the consequence of the best investment. The government should take into consideration that the expenditure on the education should be resulted in the production of forces useful to the national economy and in the achievement of global competence. There is urgent need to leave the present affiliation system in Higher Education and adopt the autonomy at academic as well as financial level.</p>
<p>Rabehi Salima GICICTEL1801087</p>	<p style="text-align: center;">Impact Of Reading On EFL Students Vocabulary Development. Case Study: 2nd Year Students Of The English Branch At Mohamed Khider University Of Biskra.</p> <p style="text-align: center;">Rabehi Salima Department of Foreign Languages, Faculty of Arabic Language Arts and Foreign Languages ,University of Mohamed Khider, Biskra, Algeria</p>

	<p style="text-align: center;">Abstract</p> <p>Foreign language teaching and learning in the era of globalization urges EFL teachers to rethink their teaching methods and approaches with a view of helping students improve competencies in the different language skills. The focus of this study, which seems to be urgent due to the amount of the printed and online materials, is on the omnipresent skill: Reading. To my regret, I have noticed that reading is deliberately ignored in our EFL classrooms for no cogent reason. The present paper aims to spot light on the importance of the reading skill in foreign language learning as well as its impact on EFL students' active vocabulary development. My interest in investigating such an important issue is the students' poor vocabulary knowledge and repertoire. From an insider's perspective, and the experience of teaching Oral Expression (OE) to 2nd year classes, I have discovered that our students' passive attendance may be primarily due to their limited vocabulary. I hypothesize that if EFL students read relevant, authentic materials so frequently, their active vocabulary knowledge will exponentially develop. To test my hypothesis, I have integrated reading as one compulsory element in the OE syllabus of 2nd year classes. The main data collection tool is a questionnaire that is administered to both 2nd year OE teachers of the English Branch at Mohamed Khider University of Biskra, and 30 students of 2nd year classes. The results reveal that integrating reading in OE classes is beneficial for the students' vocabulary development</p>
<p style="text-align: center;">Alia Al-Omar GICICTEL1801088</p>	<p style="text-align: center;">Detecting the Aspects of e-Library Usage Behavior for Students in College of Business Studies in Public Authority for Applied Education and Training (PAAET)</p> <p style="text-align: center;">Alia Al-Omar College of Business Studies, Public Authority for Applied Education and Training (PAAET), Kuwait</p> <p style="text-align: center;">Abstract</p> <p>E-library usage is important in higher educational institutes as it assists students in their learning. Higher educational institutes spend large amounts of funds and effort to purchase and implement such systems. This study measures the usage of the e-library systems at The Public Authority for Applied Education and Training (PAAET). In addition, this study examines the factors that affect e-library usage. A model was developed which included the factors that affected e-library usage. The model was tested using a questionnaire provided to students at PAAET. A sample of 212 respondents was used to complete the study. The most important findings were that the following factors had the greatest effect on e-library usage: perceived ease of use, perceived usefulness, social influence, user satisfaction, relevance, outcome expectations, and self-efficacy. These findings were used to propose methods of how to increase student usage of the e-library system at PAAET. Keywords E-Library, Higher Education, SEM, Online Behavior, Regression analysis, TAM.</p>
<p style="text-align: center;">Bahia Braktia GICICTEL1801089</p>	<p style="text-align: center;">A Practical Guide to Collaborative Writing Assignments as a Pedagogical Technique in Higher Education Implemented in an Economics Course</p> <p style="text-align: center;">Bahia Braktia Department of Education ,Sam Houston State University, Texas, USA</p> <p style="text-align: center;">Dr. Belkacem Braktia</p>

	<p style="text-align: center;">University of Batna 1, ,Algeria</p> <p style="text-align: center;">Abstract</p> <p>Collaborative writing is now an established pedagogical technique in higher education. Since most educators do not have training in the design, execution and evaluation of writing assignments, implementing such tasks has proven difficult. This paper firstly proposes a framework for a collaborative writing assignment based on a literature study, and adopting a writing-to-learn concept. It then describes the research undertaken and shows how this framework was implemented in an economics course, at an Algerian university, with undergraduate students. Finally, using a mixed methods design, it examines the students' perceptions of what they have learned about collaborative writing. Preliminary results show that group assignments will always be a challenge, but with careful planning and structure, a collaborative writing assignment can be used effectively to help students improve their analytical and critical thinking abilities, research and group work skills, as well as writing proficiency. Students have a positive experience of working in a team and identified a wide variety of different team skills that they have learned through the process.</p> <p>Keywords: Collaborative writing, research assignment, students' perception, writing-to-learn</p>
 <p style="text-align: center;">Neeraj Kaushik GICICTEL1801090</p>	<p style="text-align: center;">Gender Difference in Stress Management: A Study of Indian Higher Education Sector</p> <p style="text-align: center;">Dr Ajay Kumar Sharma Associate Professor Department of Management Studies The Technological Institute of Textile & Sciences Bhiwani-127021 Haryana (INDIA)</p> <p style="text-align: center;">Dr. Neeraj Kaushik Associate Professor & Head Department of Business Administration National Institute of Technology Kurukshetra-136119 Haryana (INDIA)</p> <p style="text-align: center;">Abstract</p> <p>Stress is “the non-specific response of the body to any demand” (Hans Selye). It may be defined as the "wear and tear" our body experiences as we adjust to our continually changing environment, it has physical and emotional effects on us and can create positive or negative feelings. The present study was conducted on the 556 academicians of Haryana who were chosen from various age categories, income groups and experience levels. Ten dimensions of stress were considered. Descriptive mean score, Two independent sample t-test was carried out to ascertain whether the various stressors are significantly related to gender. Multi-Dimensional Scaling was used to get an idea of perceptual mapping of various stressors. Results indicate that Role Ambiguity, Role Overload, and Role Erosion were found to be the biggest stressors among academicians. On further analyzing these factors on the basis of gender, it was observed that Role Ambiguity and Role Overload were found to be different in their mean scores for men and women. Men and Women perceives these two factors differently from men and the same have been depicted on the perceptual mapping.</p> <p>Keywords: Stress Management, gender Differences, higher Education, India</p>

 <p style="text-align: center;">Peace Alufohai GICICTEL1801091</p>	<p style="text-align: center;">Classroom Environment And Its Influence On Effective Learning Of English Language In Senior Secondary Schools In Edo State-Nigeria</p> <p style="text-align: center;">Dr. (Mrs.) Alufohai, Peace Joan Department Of Curriculum And Instruction Faculty Of Education, Ambrose Alli University, Ekpoma.</p> <p style="text-align: center;">Abstract</p> <p>The poor standard of education in Nigeria is a major concern to this researcher. Thus, the study is geared towards investigating the influence of classroom environment on the effective learning of English language among secondary school students in Edo State of Nigeria. Environment in this study is divided into the physical and human environments. The physical environments are the adequacy of equipments and facilities available in secondary schools while the human environment is the various qualifications of teachers teaching English language. The descriptive survey design was adopted for the study. The population comprised all the 324 public senior secondary schools in the three senatorial districts of Edo State. The proportionate sampling technique was used to select 50 schools and 50 senior secondary class II English language teachers. The 1289 students of the 50 teachers were also used for the study. The instruments used for the study was the checklist, the questionnaire, and the English Language Achievement Test (ELAT). The simple percentage and the t-test statistical tools were used to analyse the data. The findings revealed that physical environment and human environment can influence effective learning of English Language. Based on the findings recommendations was made amongst which is that adequate facilities and equipments should be provided in schools for effective learning which will in turn enhance the fallen standard of education in Nigeria.</p>
 <p style="text-align: center;">Gianne Rensen Antonio GICICTEL1801092</p>	<p style="text-align: center;">Enhancing Student Academic Writing Skills Through Blogging</p> <p style="text-align: center;">Gianne Rensen V. Antonio College of Liberal Arts, University of Cebu, Philippines</p> <p style="text-align: center;">Abstract</p> <p>This study determined the perception of university students enrolled in communication and literature classes on how blogging enhanced their academic writing skills. Employing a questionnaire, the survey focused on the respondents' attitudes and practices related to blogging as an academic requirement. Findings revealed that blogging as a relatively novel performance task in the classroom is received positively by university students. The respondents' perceived achievement also indicates that motivation and feedback are nurtured through blogging. Relative to specific writing skills, results show that respondents perceive blogging to have helped them improve their classroom performance and imply that their social skills have been improved. A blogging rubric has been proposed and will be subjected for validation. Further research is needed to confirm whether blogging should be required for other college courses aside from the usual English classes.</p> <p>Keywords: Academic Writing Skills, Blogging, Technology in the Classroom</p>
<p style="text-align: center;">Samaa Badawi GICICTEL1801094</p>	<p style="text-align: center;">The effect of Course Evaluation on developing teaching method</p> <p style="text-align: center;">Samaa Badawi Assistant Preofessor Mansoura University, Mansoura, Egypt Effat University, Jeddah, SA</p>

	<p style="text-align: center;">Abstract</p> <p>Education is a mutual process has two parties; the teacher delivering knowledge, facilitating learning process; the student who receives the knowledge; gives feedback and discusses. In order to ensure the quality of learning process, keeping communication channel between students and their teacher open is an essential pillar. Accordingly, this research presents a case study, which clarifies the role of students' feedback in developing teaching method and its reflection on students' performance. A comparison between students' work during 2 consecutive semesters was performed to monitor the development of students' work. An obvious enhancement occurred in the students' performance after changing the teaching method. The course evaluation was the main reason for developing teaching method, which enhanced students' performance.</p> <p>Key words: Course Evaluation- Teaching Method-Project Based Learning</p>
<p style="text-align: center;">Tagans Yohanna GICICTEL1801095</p>	<p style="text-align: center;">Effect Of Scaffolding On Students' Achievement In Integrated Science In Junior Secondary Schools In Potiskum Lga, Yobe State, Nigeria</p> <p style="text-align: center;">Tagans Yohanna Integrated Science Department, Federal College Of Education (Technical) Potiskum, Yobe State.</p> <p style="text-align: center;">Abstract</p> <p>This study investigated effects of scaffolding on achievement of junior secondary school students in integrated science in Potiskum LGA Yobe State, Nigeria. It also studied the effects of scaffolding and gender on achievement of junior secondary school students in integrated science. Two research questions and two hypotheses guided the study. The method of data collection was experimental. Simple random sampling technique was applied to select a total sample of ninety (80) students from two secondary schools for the study. The instruments for data collection were integrated science scaffolding Achievement Test (ISSAT) for the treatment group and Lecture Method of Teaching (LMT) for the control group. Mean and standard deviation were used to analyze the data. The hypotheses were tested using t-test at 0.05 level of significance. The reliability of the instrument was calculated using Kuder-Richardson (K-R20) procedure from which a reliability coefficient of 0.72 was obtained. Table 1 the presented result on the effect of scaffolding on junior secondary school students' achievement in integrated science. The result obtained from Table 2 on effect of gender on students' achievement using scaffolding method which proved that gender does not play a significant role in the achievement of subjects when exposed to scaffolding method of teaching strategy. Therefore, scaffolding method of teaching strategy is gender friendly. The researcher made the following recommendations. Teachers of integrated science and other related subjects in junior secondary schools should adopt scaffolding for teaching the subjects, Nigerian Educational Research and Development Council (NERDC) should consider incorporating scaffolding into the teaching of integrated science when next they are reviewing the curriculum.</p> <p>KEYWORDS: Integrated Science, Student, School, Scaffolding</p>



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**Application of Kirkpatrick's Evaluation Model for Optimization of
Assessment Practices in an EFL Context**

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Abstract

Assessment and evaluation are an integral part of any educational institution. However, if assessment practices in EFL contexts fail to provide the real picture, it would be difficult to diagnose problems faced by learners and, in the long run, it will affect the validity of EFL teaching-learning practices. In the present study, the researcher investigated Kirkpatrick's four level hierarchy of evaluation comprising steps of reaction, learning, behavior and result to determine its applicability and suitability of optimizing the assessment practices in an EFL context. The study was carried out in Prince Sattam bin Abdulaziz University (PSAU) where English is taught as a core subject and students are expected to develop a relatively high level of competence in basic skills as well as translation and conversation skills. The primary objective of the study was to find out why EFL learners show apathy and lack of motivation toward learning English; whether the existing evaluation practices were sufficient to diagnose the issues and to suggest remedies. Several attempts have been made in the past to diagnose the cause but so far no feasible study has been produced. A need was therefore felt to devise a structured assessment and evaluation system, flexible and capable of meeting the EFL standards.

The participants of this study were instructors having TEFL experience and students of PSAU, Saudi Arabia. The unit of analysis was the institution as the study required to survey and collect data of assessment practices and evaluation strategies used in the sampled institutions. The instruments used were a semi structured interview and observation of the students' examination transcripts to determine the errors and the assessment practices adopted by the instructors. In addition, a closed ended questionnaire was also distributed among the students identifying the respondents through snowballing technique. Having identified the issues, the researcher introduced the Kirkpatrick model of assessment in the following semester, after providing enough inputs and training to the instructors on the methods of its implementation. The results were positive as the number of failures reduced and the instructors also felt a better learning environment in classrooms. The study can be replicated in other universities as findings have great transferability and validity.

Key words: Kirkpatrick model of assessment, motivation, competence.


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**Comparative Study of ICT Literacy among Social Science Scholars in Public
and Private Higher Institutions in Nigeria**



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	<p>Federal University, Dutsin-ma, Nigeria</p> <p>Tijjani USMAN Department of Agricultural Extension and Rural Development, Usmanu Danfodiyo University, Sokoto, Nigeria</p> <p>Akilu B. ALIYU Department of Agricultural Extension and Rural Development, Usmanu Danfodiyo University, Sokoto, Nigeria</p> <p>Razaq O. ADEBAYO Department of Agricultural Extension and Rural Development, Usmanu Danfodiyo University, Sokoto, Nigeria</p> <p>Abstract. The study sought to determine the level of ICT literacy and usage; and identify the associated constraints among social scientists in Nigerian higher institutions. Data were collected from 480 respondents who were selected via a multi-stage random sampling technique. Data collection instrument incorporated a computation of ICT Literacy Coefficient (ILC) for each respondent as a function of ability to use ICT in course delivery, test/examinations, data collection and analysis, online discussion/seminar, and publishing. The instrument was pre-tested using the test-retest technique, yielding a coefficient $r = 0.92$ – thus confirming its reliability. Having about average ILC, respondents generally exhibited disparity in ICT literacy level on the basis of specialization, age, institution ownership, and qualification. Gender, years of job experience, and place of graduation had no significant correlations with ICL. The major constraints were acute power shortage, unstable/inadequate internet access, and inadequate institutional support. Recommendations were proffered based on the findings. Keywords: ICT literacy, teaching, research, social science, Nigeria</p>
 <p>Abdulfattah Omar GICICTEL1801099</p>	<p>An Investigation of the Role of CAT Tools in Improving Translation Performance</p> <p>Abdulfattah Omar Department of English, College of Science and Humanities, Prince Sattam bin Abdulaziz University, Kingdom of Saudi Arabia</p> <p>Abstract This study is concerned with addressing the issue of the effectiveness of computer-assisted translation (CAT) methods in improving the performance of translation students in the Saudi and Egyptian universities. Despite the development of numerous machine translation systems, there is very little use of these in translation classrooms. This can be attributed to the idea that the majority of translation instructors still think that CAT is useless and meaningless, therefore, it is unreliable. The changing environments within translation, however, make it necessary to make use of modern technologies in order to address the gap between the high demand for translation tasks and the translators who can do them. This study suggests that students need to be trained to use CAT tools in translation classrooms as they provide</p>

	<p>effective solutions to many problems and challenges. In order to explore the effectiveness of such tools, the study is based on case study design where selected students were divided in 2 groups: experimental and control in a legal translation course. Experimental group was taught using CAT tools (SDL Trados Studio), while the control group was taught using only traditional methods. Results indicate clearly that the use of CAT tools led to a significant improvement in the translation quality and reliability.</p>
 <p>Leila Cheragh Mollaei GICICTEL1801100</p>	<p>Predicting Learners' Performance In Theoretical And Practical Lessons Based On Emotional Intelligence Components</p> <p>Leila Cheragh Mollaei Assistant Professor-Alzahra university -Faculty of Psychology and Educational Sciences</p> <p>Abstract</p> <p>Students have unique ways in managing the performance in their theoretical-practical learning process. This correlation research was conducted to compare the emotional intelligence components among the students in theoretical and practical lessons in Iran. The sample included 138 students aged 15-17 and selected by random sampling method. Emotional intelligence was measured by a questionnaire developed based on the theory of emotional intelligence according to Bar-On (1990). Academic performance in theoretical and practical courses was measured based on the average final grades of students in these courses. Data were analyzed using Pearson correlation coefficient and stepwise regression analysis using SPSS version 23. The results showed that there is a significant correlation between general emotional intelligence and academic performance in theoretical and practical courses. Also, regression analysis showed that interpersonal relationships and impulse control significantly predicted academic performance in theoretical lessons while Interpersonal relationships, responsibility and happiness predict the academic performance of practical lessons. This research recommends that schools and teachers in order to enhance the performance of students in practical and theoretical lessons, they do not only endorse the educational methods But also improve the social and emotional skills in their students. Key words: Emotional intelligence, academic performance, theoretical and practical lessons</p>
 <p>Dr (Prof) J.P. Tegar GICICTEL1801102</p>	<p>Training of Teachers of Engineering Education: Teaching Domains, Competency Framework and Models.</p> <p>Dr (Prof) J.P. Tegar Professor Department of Civil and Environmental Engineering National Institute of Technical Teachers (Under Govt. of India) Shamla Hills Bhopal</p> <p>Abstract</p> <p>Deficiencies in engineering education have been exhaustively enumerated in recent years, accordingly engineering universities /institutions and professors have been told by several panels in India. Majority of the graduates of engineering programmes are lack of employable skills needed of industry and world of work and they turned to get job in engineering educational institute as engineering teachers. These graduates are equipped with attributes (ABET-2000-2009) and skills best suitable for engineering profession. Young engineering teachers often find that what they have learned in their UG/PG courses has not equipped them for what they may encounter in their new</p>



	<p>classrooms(IEL 2001).</p> <p>The engineering teachers needed some specialized competencies and skills of pedagogy and they are not much aware about these teaching pedagogy skills. This mismatch reflect on the quality of graduates.</p> <p>In the quest of quality and problem of unemployment, the center is the engineering teachers who is the major player, the facilitator of learning, and skills developer among the graduates. If engineering education system desired to introduce meaningful change in how engineering education should be practiced, the engineering teachers will need a new perspective that: i) what engineering teaching competency framework is essential ; ii) which model of teachers training is best to address the problem of quality teaching. iii) How these engineering teaching competency skills can be developed</p> <p>The engineering teaching competency framework which encompasses pedagogical training is very essential to improve the quality of teaching and teachers development (CBTE Fraser, 2001). The Domains of engineering teaching such as1- Teaching and Learning, 2- Learners' Development, 3- Institute/Organization Development are useful for teachers training . Different stakeholders of engineering education should take initiatives on proposed models of engineering teachers training and Competency Framework (CF) to improve the quality of technical education as whole to benefit the society at large. The paper is prepared with a view to present the clear picture of teaching and pedagogy skills needed for teaching in engineering education.</p> <p>Keywords : Engineering education , Engineering Teachers, Technical Teachers, Teaching competency , Engineering Teaching models</p>
 <p style="text-align: center;">Viola Ingwani GICICTEL1801103</p>	<p style="text-align: center;">Cogs On The Quality Education Wheel-A Case Of Zimbabwe</p> <p style="text-align: center;">Viola Ingwani Great Zimbabwe University, Zimbabwe</p> <p style="text-align: center;">Abstract</p> <p>The study analysed views on quality education in three Zimbabwean high schools in Midlands province .The sample was made up of 14 respondents chosen as follows: three education officers ,four heads of schools ,four teachers and three students. The study employed the qualitative method in seeking respondents' views .Data was gathered though interviews and open-ended questionnaires .Findings revealed that quality education may include the following :being first language oriented, morally rooted and ethics driven .Respondents also pointed to the importance quality education being culture oriented ,psychologically motivating ,results based and safety conscious</p>
 <p style="text-align: center;">Iman Elshawaf GICICTEL1801106</p>	<p style="text-align: center;">Investigations of literacy difficulties in English-, Arabic- and Turkish-speaking children aged 9-11</p> <p style="text-align: center;">Iman Elshawaf Department of Psychology and Human Development, Institute of Education, University College London, London, U.K.</p> <p style="text-align: center;">Abstract</p> <p>This study investigates whether equivalent characteristics of dyslexia manifest in all languages learned by multilingual children aged 9-11 years, whose L1 is Arabic, L2 is English and L3 is Turkish. It sheds light on the relationship between different impairments in reading skills, and the properties of the orthography in which the individuals learns.</p> <p>The multi-language situation and context of this study, allows it to contribute in understanding more about multilingualism as a worldwide linguistic</p>

	<p>phenomena and to examine relations among languages and reading skills and difficulties across multiple languages. The study's design is a multiple case study using modified t-test to compare the results of a single participant with those of a control group. The purpose is to compare word reading times and nonword accuracy for each child and for each language separately, in order to obtain detailed profiles for each language. Then, phonological awareness, rapid naming, and vocabulary scores were looked at to see whether any deficits in these variables were associated with the profiles of reading. Keywords: Multilingualism /Reading difficulties /Arabic-English-Turkish</p>
 <p style="text-align: center;">Sumaira Batool GICICTEL1801108</p>	<p style="text-align: center;">Professional Accreditation for Prospective Teachers through Curriculum</p> <p style="text-align: center;">Sumaira Batool Department Of Education, Faculty Of Social Sciences, International Islamic University Islamabad ,Islamabad, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>The present study was conducted on professional accreditation for prospective teachers through curriculum. Nature of the study was qualitative as articles were reviewed to answer the questions about professional responsibility and professional attitude. Objectives of the study were to analyze the concept of accreditation in initial teacher training programs. Second objective was to explore the qualities of prospective teachers about professional responsibility. Third objective was on the role of curriculum in inculcating of professional responsibility. All these objectives were answered through research questions about the concept of teacher responsibility and indicators of professional training teacher. To find out the indicators standards for responsibility were reviewed which showed that teacher plays vital role in developing the sense of responsibility in students, so teacher need to be aware about community expected outcomes. As school is the reflection of any community. For third objective curriculum for prospective teachers was analyzed which showed that teacher training institutions are enhancing their role in developing professional attitude through more exposure of prospective teachers in schools. Finally it was concluded that reflective practices are beneficial for inculcating professional attitude and in prospective teachers. On the basis of conclusion it was recommended that trainings for cooperative schools and cooperative teachers may be provided to make teaching practice component more effective. Key Words; professional accreditation, Curriculum, Professional Responsibility</p>
<p>Mutakhirani Mustafa GICICTEL1801113</p>	<p style="text-align: center;">The use of TELLS in Teaching Reading Comprehension Literal and Interpretative</p> <p style="text-align: center;">Mutakhirani Mustafa Department of English, Faculty of Culture Study,STKIP Muhammadiyah Bulukumba, Makassar, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>This research aimed to find the improvement of the students' Reading comprehension Literal and Interpretative by using TELLS Strategy at SMA Negeri 1 Bulukumba. The subject of this research was the First Grade Students.TELLS Strategy was used in A Classroom Action Research (CAR). This strategy forecast the mayor concept of the text. The researcher had conducted two cycles, where each cycle consisted of four meetings. It</p>

	<p>employed reading test as instrument. A number of research subjects were 19 students in class X. It consists of 8 women and 11 men. The instruments were reading test and observation. The findings of the research were the improvement of the students' reading comprehension in literal and interpretative reading comprehension. The mean score of the students' reading comprehension in literal reading comprehension in Cycle I was 51.31 and improve being 80.22 in Cycle II. Then, the mean score of the students' reading comprehension in interpretative reading comprehension in Cycle I was 51.31 and improve being 80.22 in Cycle II. And then the improvement from D – Test to Cycle I was greater than D – test to Cycle II (68.51% > 28.24%) the findings indicated TELLS Strategy had improved the students' reading comprehension at class X SMA 1 BULUKUMBA.</p>
<div style="text-align: center;">  <p>Andi Eritme Yustika Abrar GICICTEL1801115</p> </div>	<p style="text-align: center;">Using Short Simple Transactional And Interpersonal Dialogue Through “I Care” System In Improving Students’ Speaking Ability</p> <p style="text-align: center;">Andi Eritme Yustika Abrar English Education Department STKIP Muhammadiyah Bulukumba, Sulawesi Selatan, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>The objective of the research was intended to know the improvement of the students' accuracy and fluency in speaking by I care system at the fourth Semester of English Education Program STKIP Muhammadiyah Bulukumba. This research applied quasy experimental method using non equivalent control class design. This research participants are students of STKIP Muhammadiyah Bulukumba at the fourth semester of English Education Program. This research took two classes as the experimental class and control class. The two classes were given treatment. While in experimental class treated by using I care system and the control class treated without using I care system. It took five meetings in treatment. The data was collected through speaking test. The result of the data analysis showed that there was significant difference between the students' score who were taught by I care system and without using I care system. It was proved by the mean score of the experimental class was higher than control class in the post test. Based on the result of analysis, it can be concluded that the use of I care system improving Students' speaking ability of STKIP Muhammadiyah Bulukumba in fourth semester of English Education Program.</p> <p>Key words: Short Simple Transactional, Interpersonal Dialogue, I Care System</p>
<div style="text-align: center;"> <p>Nur Ina Syam GICICTEL1801116</p> </div>	<p style="text-align: center;">Using Depicting Picture Series In Improving Students’ Speaking Skill</p> <p style="text-align: center;">Nur Ina Syam English Departement of STKIP Muhammadiyah Bulukumba</p> <p style="text-align: center;">Abstract</p> <p>The objective of this research is to find out whether or not depicting picture series improve the students' speaking skill. This research employed pre-experiment with pre-test and post-test design. The population of this research was taken from the third semester of English Department students' of STKIP Muhammadiyah Bulukumba, which consists of two classes with 82 students. The research used purposive sampling to choose class as sample, taking 16 B class as sample. The number of sample consists of 37 students .There were two variables used in this research: where independent variable and dependent variable. The independent variable is the use of depicting</p>

	<p>technique in teaching speaking, while the dependent variable is the students' speaking skill. The data collected through writing test in the pre-test and post-test. The result of the data analysis indicated that there was a significant improvement toward the students' speaking skill after applying Depicting Technique. It can be concluded that Depicting Technique is effective to improve the Students' speaking skill at the fourth semester of English Department Students of STKIP Muhammadiyah Bulukumba.</p> <p>Key word: depicting picture series, speaking, skill</p>
 <p>Mutakhirani Mustafa GICICTEL1801117</p>	<p>The Use Of Short Story In Teaching Reading Comprehension</p> <p>Mutakhirani Mustafa Departement of English Education, STKIP Muhammadiyah Bulukumba/ IKatan Mahasiswa Muhammadiyah, Bulukumba, Makassar, Indonesia</p> <p>Abstract</p> <p>The research aimed at finding out the improvement of students' reading comprehension by using short story at class XMIA3 of SMA Negeri 1 Bulukumba Kab. Bulukumba. This research used short story technique to applied in the class when the researcher taught the students of SMA Negeri 1 Bulukumba. This research was classroom action research that consisted of two cycles. One cycle consisted of three meetings. It means that there were six meetings in two cycles. This classroom action research was done at SMA Negeri 1 Bulukumba for English subject. As subject in this research was class XMIA3 senior high school in 2014-2015 academic years with student's number as about 32 students. Those consist of 22 female and 10 male. Instruments are essay test and observation sheet.</p> <p>The findings of this research were the improvement of the students' reading comprehension in terms of try to find main idea and supporting idea in which the mean score of cycle I was 73,25 and the mean score of cycle II was 88,06. The result above indicated that there was significant improvement of the students' reading comprehension by using short story at class XMIA3 of SMA Negeri 1 Bulukumba Kab. Bulukumba.</p> <p>Conclusion based on the analysis result of the research, it can be concluded that the use of short story can improve reading comprehension ability of the tenth grade students of SMA Negeri 1 Bulukumba. The students' mean score for cycle I is 73,25 and it is improved in cycle II with the means score is 87. Key Words: Short Story, Improving, Reading Comprehension</p>
 <p>Anita Noveria GICICTEL1801118</p>	<p>Item Analysis On The Validity And The Reliability Of English Summative Test For The First Year Students Of Ma Madani Alauddin Pao-Pao</p> <p>Anita Noveria Alauddin State Islamic University Of Makassar</p> <p>Abstract</p> <p>This research analyzed the validity and the reliability of the English Summative Test for the first year students at MA Madani Alauddin Paopao for each item by dividing the validity and the reliability analysis for the two kinds of test, they are; short-answer test and completion test. The researcher applied the quantitative descriptive method in which the data was obtained from the teacher-made test. The subject of this research was the English summative test designed to test the students who were registered grade X in the academic year of 2014-2015 at MA Madani Paopao. Furthermore, the test was tried out to students and the researcher analyzed the validity and the reliability of each kind of test. In terms of validity, the researcher revealed</p>

	<p>that, the short-answer test has 8 items (80%) were valid, as they showed the standard of validity of a good test and 2 items (20%) were unable to deal with the standard of validity index required by a trustworthy test item. On the contrary, 5 items (100%) of the completion test were found reliable, as the validity indexes were higher than the table of critical value of product moment (0.297) with the level of significance 95 percent. Furthermore, the reliability of English summative test designed by the teacher was also found different. The short-answer test was reliable because the reliability index was 0.808 which was higher than the table of critical value of product moment (0.297) with the level of significance 95 %. However, the reliability of completion test was found to be not reliable as the reliability index was 0.140 which was lower than the table of critical value of product moment (0.297) with the level of significance 95 %. In connection with the result of this research, the researcher provided the following suggestions: (1) to construct an ideal test, the teachers should master the knowledge of language testing and make time for constructing the test items; (2) the item which was found not valid and the kind of test which was not reliable should be revised or even removed; and (3) as many students of university conducted teaching practice at MA Madani Paopao, the teachers of each subject especially for English subject should guide and monitor the process of students' teaching until test designing.</p> <p>Keywords: validity, reliability, English summative test</p>
<p style="text-align: center;">Sarah Tytler GICICTEL1801119</p>	<p style="text-align: center;">Write Time, Write Place, Write Tools: How Digital Creative Writing Engages Students of All Disciplines</p> <p style="text-align: center;">Victoria Shropshire University of Glasgow, Scotland, UK</p> <p style="text-align: center;">Sarah Tytler University of Glasgow, Scotland, UK</p> <p style="text-align: center;">Abstract</p> <p>Digital creative media offer a free, open alternative to publication, which creates an environment in which students can make their voices heard; our research introduces effective ways to introduce these tools into any classroom, of any discipline, as well as how to best guide the conversations resulting from students interacting with each other's writing.</p> <p>Twitter and online blogging sites such as Wordpress or Tumblr can provide students with a platform for both creative exploration and critical analysis. These digital platforms provide educators with adaptable, flexible tools to increase student engagement, which in turn improves retention rates, and encourages an innovative approach to practising research and writing.</p> <p>Our presentation recommends best practices for incorporating digital creative media and creative writing assignments into any classroom, which adds new dimensions to student research and rhetorical analysis and helps them make inspiring connections between the world and their writing and research processes. As blended learning tools, these provide access to and promote engagement with marginalized voices in student populations. We demonstrate how incorporating multimodality into classrooms--be they distance-learning, international, higher-education, adult-education classrooms, or a combination--improves student involvement, increases retention rates, and encourages active learning processes.</p> <p>KEY WORDS: digital creative writing; multimodality; cross-discipline; teaching methods; digital pedagogy</p>

 <p style="text-align: center;">Eka Pitra GICICTEL1801121</p>	<p style="text-align: center;">The Use Of Drta Strategy For Improving Student’s Reading Comprehension (Classroom Action Research)</p> <p style="text-align: center;">Eka Pitra Department Of English Education, Graduate School,University Of Muhammadiyah Prof. Dr. Uhamka Jakarta, Jakarta, Indonesia</p> <p>This research aims to improve the reading comprehension of the eleventh grade students of state senior high school in central Jakarta in academic year of 2016/2-17 using Directed Reading Thinking Activity (DRTA) Strategy. This was an action research design. The researcher conducted the research in collaboration with the English teacher of senior high school in central Jakarta. The research was conducted in two cycles following the cyclical action research model consisting planning, acting, observing, and reflecting. The subjects of this research were 36 students from class XI.MIA.II. In this research, there were two types of data, i.e. qualitative and quantitative data. The qualitative data consisted the field notes obtained from observations and the interview transcripts obtained from interviews with the students and research collaborator. Meanwhile, the quantitative data is in the forms of students’ reading comprehension scores obtained from reading comprehension test (a pre-test and post-test). Finally, the qualitative data were analyzed by comparing the student’s average value. The findings of this research suggest improvement in the students’ reading comprehension ability. Improvements in students’ reading comprehension ability occurred particularly in the ability to find out the main idea, the identified important information, the deduction the meaning of unfamiliar lexical items, understanding references, and making inferences. In cycle 1, the students’ first post-test mean score was 71.22, it was higher than their pre-test mean score, which were 60.33. Likewise, in cycle 2, the students’ second post-test mean score was 85, it was also higher than their first post-test mean score, which were 71.22. In addition, there were also improvements in the teaching and learning process of reading. Showed by students participated actively in the teaching and learning activities of reading, especially during DRTA activities.</p> <p>Keywords: Reading Comprehension, DRTA, Classroom Action Research</p>
 <p style="text-align: center;">Agussalim GICICTEL1801122</p>	<p style="text-align: center;">Students’ Perception Toward Gender-Based English Classroom Interaction</p> <p style="text-align: center;">Agussalim Hasanuddin University of Makassar, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>The objective of this research was to find out the students’ perception toward gender-based English classroom interaction. This research employed a descriptive study to explain the students’ perception toward gender-based English classroom interaction. The population of this study was the second year students of SMP Negeri 33 Makassar (Indonesia). The researcher used simple random sampling consisting of 35 students from class VIII A. The instruments of this research were direct observation, questionnaire and interview to get valid data. The result of this research stated that the second year students of SMP Negeri 33 had positive perception toward gender-based English classroom interaction</p> <p>Key words: students’ perception, gender-based, classroom interaction.</p>
<p style="text-align: center;">Mehmet ERKOL GICICTEL1801122</p>	<p style="text-align: center;">A Qualitative Study on Inquiry Based Learning in the Secondary School Science Course: An Implementation for Force and Energy Unit in the 7th</p>

	<p style="text-align: center;">Grade</p> <p style="text-align: center;">Mehmet ERKOL Afyon Kocatepe University, Faculty of Education, AFYONKARAHİSAR/TURKEY</p> <p style="text-align: center;">Sabriye ŞAHİNTEPE Afyon Kocatepe University, Institute of Social Science, Department of Educational Sciences, AFYONKARAHİSAR/TURKEY</p> <p style="text-align: center;">Bülent AYDOĞDU Afyon Kocatepe University, Faculty of Education, AFYONKARAHİSAR/TURKEY</p> <p style="text-align: center;">Abstract</p> <p>The aim of this study is to investigate students' awareness of the learning process in science education while using a inquiry-based learning approach. The study was carried out in the frame of 'Force and Energy' unit which consists 'Pressure in Solids, Pressure in Liquids, Open Air Pressure, Potential Energy, Kinetic Energy' in 2016-2017 education year with the participation of 22 students at 7th graders who are studying at a school in Iscehisar which is in Afyonkarahisar province. The topics were covered 12 weeks of science courses with activities according to the inquiry-based learning approach. Semi-structured interview which is developed by Yildiz (2008) was performed at the end of the experiment. The obtained data were analyzed according to the content analysis and the findings were arranged. As a result of the study, it has been seen that students can find out that they have different ideas in terms of hypothesis formation, material selection, method identification and determining the learning process with other students involved in the question-based learning process. At the end of the process, even if there are different rates within different subjects but when we look at the unit in general students were able to express their understanding in the rate of 95%. Firstly the rate of students was 60% who stated that they have difficulty how they are supposed to think about activities in the first weeks according to the inquiry-based learning process; but then, this rate has dropped to 10% in progressive activities. As a result, it is recommended that the inquiry-based learning approach should be involved in students' learning environment in order to enable them to take responsibility for their own learning processes, to develop awareness on different views, and to develop skills of their own solution ways while using scientific method in case a problem.</p> <p>Keywords: Science education, inquiry -based learning, student views</p>
<p style="text-align: center;">Fatih ÖZDİNC GICICTEL1801127</p>	<p style="text-align: center;">Design And Development Of Color Teaching Smart Toy For Early Childhood Education</p> <p style="text-align: center;">Fatih ÖZDİNC, PhD. Afyon Kocatepe University, Faculty of Education, Department of Computer Education and Instructional Technology, Afyonkarahisar, TURKEY.</p> <p style="text-align: center;">Mevlüde AKDENİZ Afyon Kocatepe University, Graduate School of Natural and Applied Sciences, Afyonkarahisar, TURKEY.</p> <p style="text-align: center;">Nasibe KANDEMİR-ÖZDİNC Provincial Directorate of National Education, Afyonkarahisar, TURKEY.</p>

	<p style="text-align: center;">Abstract</p> <p>The play takes an important place in the lives of children in early childhood period. The play is a fun activity, as well as a tool that allows the child to develop and express himself / herself in society. The widespread use of technology has also led children to be interested in technological devices. The attraction of technology has increased the time children spend on digital screens. Uncontrolled use of technology by children can lead to negative consequences. The combination of technology and play provides a stimulating, entertaining and instructive educational environment for children. Supporting the play with technology provides a remarkable, entertaining and interactive learning environment for children. In this study, it is aimed to design and develop an smart toy that enables pre-school children to learn colors interactively. The color teaching smart toy is intended to allow the children to play without being connected to any computer or screen. During the toy development process, the developmental characteristics in early childhood period were considered. The smart toy has been developed by integrating Arduino and its components into the plush toy that the children are already familiar with. The scenario of the smart toy is based on recognition of the baby bears in different colors by the mother bear. It is thought that this study will facilitate the teachers and parents in teaching colors.</p> <p>Keywords: smart toys, instructional technology, early childhood education, design and development</p>
<p style="text-align: center;">Ika Suciwati GICICTEL1801128</p>	<p style="text-align: center;">Pre-Services Teachers' Perception On "When English Rings A Bell" Issued By National Education Department Of The Republic Of Indonesia</p> <p style="text-align: center;">Ika Suciwati English Education Department, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>The demand of English as a global language has become the most popular issue in ELT across the globe. It results to the growing demand of English coursebook to assist students gain sufficient competence in English communication. Therefore, the presence of English coursebook in this case play an important role. "When English Rings a Bell" is one of the popular coursebooks used in the secondary schools in Indonesia. Since it was published in 2014, this book has been revised and published for 2 times. This research aims to snapshot the perception of the pre-service teachers on this coursebook and how this book could be developed. The author used a mixed method approach to collect and analyze the data. Liker scale questionnaire based on Makundan's (2011: 104-105) textbook evaluation as well as in depth interview will be used as the instruments to collect the data. Some simple statistics and in-depth analysis will be utilized to show participants' view on the suitability of the coursebook for classroom use as well as how teachers could modify it to suit the need of the students.</p> <p>Keywords: English Coursebook "When English Rings a Bell", Mix Method Approach</p>



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GICICTEL1801133

Relationship between demographic characteristics and the effectiveness of e-banking training courses for employees of Maskan Bank Branches in Tehran Province

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Abstract

This study was carried out aimed to measure the effectiveness of e-banking training courses for employees of Maskan Bank Branches in Tehran province. The research method in terms of objective is considered as an applied research and information collection method is descriptive-survey. The statistical population of this research includes all employees of Maskan Bank Branches in Tehran Province who have participated in e-banking courses and have a population of about 1100 people. The statistical population of this study includes all employees of Maskan Bank Branches in Tehran Province who have participated in e-banking training courses and have a population of about 1100 people. 285 people were selected using Morgan table and by simple random sampling method. The tool measurement used was questionnaire based on the KIRK PATRICK model in four levels of reaction, learning, behavior and results, which its reliability was calculated using Cronbach's alpha coefficient, 0.89 and it was confirmed. Descriptive and inferential statistical methods (one-way t-test, one-way ANOVA and Pearson correlation coefficient) were used in order to analyze the obtained data. According to the results of t-test, e-banking training courses were effective for employees of Maskan Bank Branches in Tehran province. Also, the analysis of demographic findings based on the results of the one-way between-subjects ANOVA showed that employees' attitudes at different positions, work experience or education level were not significantly different towards the factors affecting the effectiveness of e-banking training courses.

Keywords: Effectiveness of training courses, e-banking, work experience, positions, education level, Bank Maskan


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Digital Footprint Awareness: The Case of Higher Education Students

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	<p style="text-align: center;">Abstract</p> <p>Information and communication technologies have become an indispensable part of daily life. With the introduction of digital technology into human life, digital identities of people have been formed.</p> <p>From the concept of digital, many new words such as digital story, digital literacy, digital citizenship, digital competence, digital ethics, digital garbage are derived. With the widespread use of digital media, especially the internet, personal needs such as shopping, banking, debt payments, socialization, social exchanges and games have begun to meet on-line or off-line. Thousands of records are being created, either with or without awareness. The process of creating and storing the records of all transactions made in the digital environment is handled and assessed by the expression of "digital footprint". The digital footprints were used to determine the event that an institution or individual originally performed in a digital, on-line environment. But then this situation became more inclusive in the form of traces left behind when institutions or individuals interacted online.</p> <p>With the increase in the amount of time spent in digital media; operations and sharing in the digital environment have increased. Research have shown that young people use technology much more than can be predicted. In this new world, safety use of digital tools has become an important issue, and users are advised that digital tools should be used safely.</p> <p>Digital environments have begun to meet personal needs on-line or off-line. Every time the process is performed in digital environments, digital footprint is released by creating thousands of records without any awareness. For this reason, digital media should be used consciously by putting responsibility on individuals. In this context, the digital footprints have become an important issue for higher education students, who make up the young population using the digital environment most.</p> <p>The aim of this study is to determine the students' digital footprint awareness and experience in the context of digital footprints.</p> <p>The study group of this research consisted of 508 higher education students from different universities in Turkey. In order to collect data a survey questionnaire titled "Survey on the Use of Digital Media by Higher Education Students", developed by the researchers, was used.</p> <p>Different techniques were used in data analysis. For example, digital footprint awareness and experience were assessed by frequency, percentage, mean, standard deviations, and digital footprint awareness was assessed by t-test with respect to sex status. ANOVA was used when the level of awareness and experience of digital footprints were examined in terms of age, class level, and the time spent in the digital environment.</p> <p>Results indicated that the awareness level of the digital footprint of the university students is quite high. Awareness results show that the concept of "digital footprint" is not used or known by society at large. In terms of the students' experiences in the digital environment the most common observation is facing advertisements in a location after making/doing searches in another digital environment.</p> <p>Keywords: Digital footprint, digital awareness, digital experience, higher education</p>
<p style="text-align: center;">Gölge Seferoğlu GICICTEL1801136</p>	<p style="text-align: center;">Emerging as inquiring minds: A study of pre-service teachers' attitudes towards research</p> <p style="text-align: center;">Reyhan Aslan Department of Foreign Language Education Faculty of Education, Middle East Technical University, Ankara, Turkey</p>

	<p style="text-align: center;">Gölge Seferoğlu Department of Foreign Language Education Faculty of Education, Middle East Technical University, Ankara, Turkey</p> <p style="text-align: center;">Abstract</p> <p>The research outlined in this study explored what attitudes towards research EFL student teachers had after their completion of an introductory course and their perceived development in research knowledge and skills during the course through pre- and post-course surveys, four Reflective Research Journals (RRJs), and a focus group interview. During a 14-week introductory course, seven participants chose a research design and conducted a research study within predetermined four stages of basic research for the course. In the first week of the course, pre-course survey was administered to better understand how their concepts of research changed in the post-course survey. In connection with their research engagement in these four stages, they were asked to reflect on their experiences with a focus on the previous stage through guiding questions. Finally, the whole student engagement with research were discussed in the focus group interview. The results indicated that they maintained their positive attitudes thanks to certain components of the course design. The study also revealed that there were particular areas in which development were perceived to take place.</p> <p>Keywords: Teacher research, EFL student teachers, attitudes, research knowledge and skills.</p>
 <p style="text-align: center;">Mukhtar Sarkin-Kebbi GICICTEL1801137</p>	<p style="text-align: center;">The Roles of Muslim Scholars in minifying Religious Extremism for Peace Building and Educational Development in Nigeria.</p> <p style="text-align: center;">Sarkin-Kebbi, Mukhtar Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>Insurgency, religious extremism and other related religious crises become hydra-headed in Nigeria, which cause destruction of human lives and properties worth billions of naira, millions people were displaced and million children are out of school. The Boko Haram terrorism is a major security challenge in Northern Nigeria, which has adversely affected Nigerian education seriously and forced many children to abandoned schools in an already ill-educated region. The wrong teachings and misinterpretations of Islam by some Muslims fuel the spread of extremist ideologies and emergence of extremist groups. A multi-religious country like Nigeria to realise its development in all human aspects there must be unity and religious tolerance. Many agreed that changing the ideologies of insurgents and religious extremism will require intellectual role. Muslim scholars can play a vital role in promoting social reform and peace co-existence. This paper discusses the importance of unity among Muslims and non Muslims community. The paper also reviews the relationship between Muslims and non Muslims during the life time of the Prophet (S.A.W.). The consequences of religious extremism, terrorism, sectarianism and intolerance on education are examined. To minify religious intolerance and extremism the paper identifies the roles to be played by Muslim scholars. The paper concludes that to realise Nigerian educational goals and objectives and to ensure education for all Muslim should shun away from any religious crises and embrace unity and religious tolerance. Finally, the paper recommends among others that only pious and learned scholars</p>

	<p>should be allowed to preach, Muslim should be patient, tolerance in dealing with Muslims and non-Muslims. National and international organisations should cooperate in reconstruction and maintenance of schools in recovered affected areas from Boko haram insurgency. Keywords: Boko Haram, Educational Development, Muslim scholars, Peace Buildings and Religious Tolerance.</p>
<p>Orim Richard Ekonesi GICICTEL1801141</p>	<p style="text-align: center;">Information and Communication Technology: The Leading Way for Teaching and Learning in Nigeria</p> <p style="text-align: center;">Orim Richard Ekonesi (Ph.D)Opoh Department of Social Science Education, Faculty of Education. University of Calabar, Calabar.</p> <p style="text-align: center;">Fredrick Awhen (PhD) Department of Accounting Faculty of Management Sciences, University of Calabar, Calabar.</p> <p style="text-align: center;">Abstract</p> <p>This paper examined information and communication technology: the leading way for teaching and learning in Nigeria. Consequently, various areas such as raising standard, educational management, classrooms practices, evaluation, teachers training and academic performance with information and communication technology (ICT) were looked at. The paper therefore, concluded that ICT in education depending on the purpose and usage, may improve the knowledge with positive learning. The researchers suggested that teachers should be sufficiently equipped with the knowledge as its application using different pedagogies relies on them with reference to redesigned curriculum.</p>
<p>Igwe Beatrice Ifeanyi GICICTEL1801146</p>	<p style="text-align: center;">Effect of mother tongue on teaching/learning among senior secondary students of mathematics in Cross River State-Nigeria.</p> <p style="text-align: center;">Igwe Beatrice Ifeanyi Department of Accounting, Faculty of Management Sciences,University of Calabar</p> <p style="text-align: center;">Abstract</p> <p>This study investigates the effect of mother tongue on teaching/learning among senior secondary students of mathematics in Cross River State. To achieve the purpose of the study, one research question was posed and transformed into a hypothesis that was tested at 0.05 level of significant. Quasi experimental research design was used and the statistical tool for data analysis was independent t-test analysis. The result revealed that mother tongue has positive effect on the teaching and learning of mathematics. Based on the result, the study recommends that stakeholders and curriculum planners should incorporate the use of mother tongue into the teaching and learning of mathematics at all levels.</p>
<p>Yunebae Park GICICTEL1801148</p>	<p style="text-align: center;">Building a large corpus of Korean science textbooks</p> <p style="text-align: center;">Eunjeong Yun Dept of Physics Education,Kyungpook National University,Daegu, Korea</p> <p style="text-align: center;">Yunebae Park Dept of Physics Education,Kyungpook National University,Daegu, Korea</p>

	<p style="text-align: center;">Abstract</p> <p>The fact that the language skills of students have a significant correlation with achievement has been confirmed by many studies. Especially, the language used in science subject is more important because it contains the academic knowledge system beyond the meaning of simple communication. The purpose of this study is to find the characteristics of science language by introducing the method of empirical linguistics as a basic research for systematically teaching science language. We have computerized over 400 science textbooks published in Korea over past 20 years and introduced the process and results of large-scale science textbook corpus building through structuring, morphological analysis and scientific term extraction. And some research agenda using this corpus will be discussed.</p> <p>Keywords: corpus, structure of corpus, science textbooks, Korean textbooks,</p>
 <p style="text-align: center;">Saliha Ozcan GICICTEL1801155</p>	<p style="text-align: center;">21st Century Learning and Tele collaboration</p> <p style="text-align: center;">S. Ozcan Universitat Autònoma de Barcelona (SPAIN)</p> <p>Technology has become an integral part of our lives, aiding individuals in accessing higher order competencies, such as global awareness, creativity, collaborative problem solving, and self-directed learning. Students need to acquire these competencies, often referred to as 21st century skills, in order to adapt to a fast changing world. Today, an ever-increasing number of schools are exploring how engagement through telecollaboration can support language learning and promote 21st century skill development in classrooms. However, little is known regarding how telecollaboration may influence the way students acquire 21st century skills. In this paper, we aim to shed light to the potential implications of telecollaborative practices in acquisition of 21st century skills. In our context, telecollaboration, which might be carried out in a variety of settings both synchronously or asynchronously, is considered as the process of communicating and working together with other people or groups from different locations through online digital tools or offline activities to co-produce a desired work output. The study presented here will describe and analyse the implementation of a telecollaborative project between two high school classes, one in Spain and the other in Sweden. The students in these classes were asked to carry out some joint activities, including creating an online platform, aimed at raising awareness of the situation of the Syrian refugees. We conduct a qualitative study in order to explore how language, culture, communication, and technology merge into the co-construction of knowledge, as well as supporting the attainment of the 21st century skills needed for network-mediated communication. To this end, we collected a significant amount of audio-visual data, including video recordings of classroom interaction and external Skype meetings. By analysing this data, we verify whether the initial pedagogical design and intended objectives of the telecollaborative project coincides with what emerges from the actual implementation of the tasks. Our findings indicate that, as well as planned activities, unplanned classroom interactions may lead to acquisition of certain 21st century skills, such as collaborative problem solving and self-directed learning. This work is part of a wider project (KONECT, EDU2013-43932-P; Spanish Ministry of Economy and Finance), which aims to explore innovative, cross-competency based teaching that can address the current gaps between today's educational practices and the needs of informed citizens in tomorrow's interconnected, globalised world.</p>


	<p>Keywords: 21st century skills, telecollaboration, language learning, network mediated communication.</p>
<p style="text-align: center;">Husain Almalki GICICTEL1801160</p>	<p style="text-align: center;">The perceptions of schools leaders of their capabilities of leading schools autonomously in Saudi Arabia.</p> <p style="text-align: center;">Husain Almalki Education,University of Reading,UK</p> <p style="text-align: center;">Abstract</p> <p>The perceptions of schools' leaders of their capabilities of leading schools autonomously in Saudi Arabia. Educational management is a controversial issue around the world. Many nations continue to manage education centrally. Saudi Arabia is one of those nations. Saudi Arabia's centralised system of educational decision making is controlled by the ministry of education offices, while essential people in the educational process such as school leaders have no say in the process. However, recent educational reforms suggest that Saudi Arabia may be moving towards a decentralised system of education, which would involve the transfer of decision making powers to local governments and schools. The main purpose of this study is to explore schools' leaders' perceptions of their capacity to work more independently in the context of national school reform that may result in Saudi Arabia shifting from a centralised to a more decentralised system.</p> <p>This study adopted a quantitative and qualitative research approach. The collecting of data comprised of three phases; the first phase was the questionnaire that targeted male and female schools 'principals, and the second part comprised of interviews with school principals, and the third phase involved interviews with some experts.</p> <p>The findings of the study indicate that schools' leaders are very positive of their capabilities of leading school autonomously, they agreed that applying school autonomy will be a significant positive change in school management and has a significant impact on education development. In addition, the results of the study identified the potential hindrances of school autonomy implementation and the implementation needs of autonomous schools.</p>
 <p style="text-align: center;">Maryam Malekpoor GICICTEL1801161</p>	<p style="text-align: center;">The Relationship between Iranian EFL Learners' Metacognitive Awareness and their Pragmatic Competence</p> <p style="text-align: center;">Maryam Malekpoor MA Student, Department of English, Faculty of Humanities, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran</p> <p style="text-align: center;">Abstract</p> <p>Regarding the importance of both metacognitive awareness and pragmatic competence in English language learning, this study tried to discover the relationship between Iranian EFL learners' metacognitive awareness and their pragmatic competence. It also wanted to know what component of Iranian EFL learners' pragmatic competence is the best predictor of their metacognitive awareness. To fulfill the objectives of this study, 60 Iranian advanced English students from Chamran University, Ahvaz, Iran were selected. Then, the participants took the MALQ test. Afterwards, the participants were required to take Roever's pragmatic competence test which included 36 questions with three subcomponents including speech acts, implicatures and routines. When the data were gathered through the instruments mentioned, they were analyzed through Pearson Product</p>

	<p>Moment Correlation. The findings show that there was a relationship between Iranian EFL learners' metacognitive test scores and their pragmatic competence. Based on the obtained results, the three components of Iranian EFL learners' pragmatic competence including implicatures, routines and speech acts were equally the predictors of their metacognitive awareness. The findings of this study have some implications which are explained in chapter five.</p> <p>Key words: Metacognitive Awareness, Pragmatics, Pragmatic Competence</p>
<p style="text-align: center;">Shruti Nagar GICICTEL1801162</p>	<p style="text-align: center;">Preparing Children for Life and not just Careers: Teaching, Curriculum, Environment</p> <p style="text-align: center;">Shruti Nagar K-12 school, Footprints Childcare pvt. Ltd, Gurugram, India</p> <p>Ever-since I took child development seriously, I have believed that the learning begins from mother's womb. This concept is not new; this is right from our existence. Have we missed to think on these lines? Do preschools believe in the same manner and supporting learning or only talking about innovations?</p>
<div style="text-align: center;">  <p>Brian D. Beitzel GICICTEL1801051</p> </div>	<p style="text-align: center;">Creating Diagrams for Problem-Solving in Mathematics: Is it Worth the Effort?</p> <p style="text-align: center;">Brian D. Beitzel Ph.D. Professor Department of Educational Psychology, Counseling and Special Education, SUNY Oneonta, Oneonta, NY, USA</p> <p style="text-align: center;">Abstract</p> <p>Diagrams are a commonly used device to assist problem-solvers in arriving at accurate solutions, particularly in the context of mathematics word problems. Creating such diagrams requires some attention to detail, thus raising the question of whether the additional mental effort results in improved problem-solving accuracy. This paper re-analyzes data from a series of randomized, controlled experiments conducted over the past decade, examining the relationship between mental effort and performance on mathematics word problems. The general methodology for these studies includes (a) pretest; (b) instruction/training; and (c) posttest. Pretest scores were used to control for prior knowledge in all other analyses. Three distinct types of probability were investigated in these experiments: conditional, joint, and total. The training materials were either paper-based or computer-based and provided all instruction necessary for success on the posttest. The posttest was a series of word problems; some experiments included a second posttest after a delay. The findings from this analysis demonstrate two distinct patterns in the relationship between mental effort and problem-solving performance. First, for conditional-probability problems, when undergraduate students are trained to use only equations they report a higher level of mental effort and achieve lower performance on the posttest. The reverse is true when students are trained to use tree diagrams to solve these same problems. The second pattern is that for joint- and total-probability problems, when undergraduates are trained to use only equations they achieve higher posttest performance and report lower mental effort. The reverse is true here also: students trained to use a diagram to solve these same problems report higher levels of mental effort and achieve lower performance. The bottom line is counterintuitive yet borne out across this series of experiments: the mental</p>

	<p>effort undergraduates expend employing diagrams to help them solve mathematics problems is not consistently associated with superior performance. Mathematics representations, diagrams, problem solving, mental effort</p>
<p>Kunihiko Takamatsu GICICTEL1801062</p>	<p>New Analysis of Visualization in Eduinformatics using a Network with Parametric and Nonparametric Correlation Coefficients with Threshold</p> <p>Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Yasuhiro Kozaki Home Economics Education, Department of education, Osaka Kyoiku University, Japan</p> <p>Katsuhiko Muarakami Human Genome Center, The Institute of Medical Science, The University of Tokyo, Japan</p> <p>Sayaka Hama Department of Oral Health, Kobe Tokiwa College, Kobe, Japan</p> <p>Ryohei Adachi Department of Oral Health, Kobe Tokiwa College, Kobe, Japan</p> <p>Yasui Shoji Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Yuko Ozaki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Hiromi Sasao Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Kenya Bannak Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Ikuhiro Noda Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Kenichiro Mitsunari Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Yasuo Nakata Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Abstract Eduinformatics, a new term coined by us, is a field that combines education and informatics, and novel techniques will need to be developed for this field. Earlier, we developed a new visualization method to visualize the curriculum of Kobe Tokiwa university using multidimensional scaling (MDS) and a</p>


	<p>scatter plot. In this study, our focus is on methods to analyze the relationships between answers to questions in eduinformatics questionnaires. MDS methods are very useful, but have limitations in that their results are difficult to interpret. To facilitate the interpretation of these results, we develop a new visualization method using a network with both parametric and non-parametric correlation coefficients with a threshold (VNCC). VNCC has nine steps. We apply the VNCC method to research on nursing education, and provide an example of the visualization of the result. VNCC methods will be useful in dealing with qualitative research in eduinformatics.</p> <p>Keywords: dimension reduction, correlation coefficient, visualization, eduinformatics</p>
<p>Yasuo Nakata GICICTEL1801063</p>	<p>Construction and Reflection of a Method for Advising Students Regarding Course Selection Based on Competencies</p> <p>Yasuo Nakata Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Katsuhiko Murakami School of Bioscience and Biotechnology, Tokyo University of Technology, Hachioji, Japan</p> <p>Eriko Matsumoto Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Miyako Bohgaki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Masayuki Seki Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Akiko Imanishi Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Mari Takafuji Department of Oral Health, Kobe Tokiwa University, Kobe, Japan</p> <p>Takafumi Kirimura Faculty of Education, Kobe Tokiwa University, Kobe, Japan</p> <p>Kenya Bannaka Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p> <p>Ikuhiro Noda Administration Bureau, Kobe Tokiwa University, Kobe, Japan</p> <p>Kenichiro Mitsunari Faculty of Education, Kobe Tokiwa University, Kobe, Japan Regional Liaison Unit, Center for the Promotion of Interdisciplinary Education and Research, Kyoto University, Kyoto, Japan</p> <p>Kunihiko Takamatsu Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan</p> <p>Abstract</p>


	<p>This article reports on the construction and reflection of a new method for advising students regarding course selection based on competencies. Typically, most students select courses based on their content. The review of Kobe Tokiwa University on the three policies of consistencies, namely, the accession policy (AP), curriculum policy (CP), and diploma policy (DP), found that more policies are needed than the existing three policies of consistency. Therefore, we proposed a novel policy called the student support policy (SSP). To evaluate the five policies, namely AP, CP, DP, SSP, and the assessment policy, we developed a common evaluation indicator called Tokiwa competencies. Tokiwa competencies comprise 19 types of competencies: Culture, Common Sense, Professionalism/Expertise, Media Literacy, Logical Thinking, Critical Thinking, Intellectual Curiosity, Exploration, Continuity, Self-Management, Reflection, Design Thinking, Presentation, Judgment, Implementation, Responsibility, Contribution, Communication, and Cooperation and Collaboration. Since this year, we have started advising students to select courses based on not only their content but also their competencies. Furthermore, we reported our reflections of our advisory practice and experiences. Next year, we will disseminate the use of these methods to our department or university and present a progress report on it. Keywords: Tokiwa competencies, extra-curricular activities, prototype method, regular curricula</p>
 <p>Tena Velki GICICTEL1801074</p>	<p>ADHD symptoms as problematic adaptation factors in elementary school children</p> <p>Tena Velki Ph.D., Assistant Professor Josip Juraj Strossmayer University in Osijek Faculty of Education Cara Hadrijana 10 31000 Osijek Croatia</p> <p>Zvonimir Užarević Ph.D., Assistant Professor Josip Juraj Strossmayer University in Osijek Faculty of Education Cara Hadrijana 10 31000 Osijek Croatia</p> <p>Snježana Dubovicki Ph.D., Assistant Professor Josip Juraj Strossmayer University in Osijek Faculty of Education Cara Hadrijana 10 31000 Osijek Croatia</p> <p>Abstract</p> <p>Previous studies have shown that students with ADHD symptoms also have more problems in all aspects of adaptation. The aim of the research is to check out which ADHD symptoms predict adaptation problems. The three groups of symptoms were examined (hyperactivity, impulsiveness and inattention) with respect to academic adjustment (school success and academic self-efficacy), social adjustment (number of friends, peer acceptance, social self-efficacy) and emotional adjustment (empathy, emotional competence, emotional self-efficacy).</p> <p>501 primary school students (average age $M = 2.72$, $SD = 1.62$) from 4th, 6th and 8th grade participated in the study. The following instruments were used: Hyperactivity-Impulsivity-Attention Scale (HIP; Vulić-Prtorić, 2006), Self-efficacy questionnaire for children, Croatian version (SEQ-C; Vulić-Prtorić and Sorić, 2006), Emotional competence questionnaire (UEK-45; Takšić, 2002), Emotional empathy scale from E-questionnaire (Raboteg-Šarić, 2002)</p>


	<p>and students also were asked to estimate the feeling of peer acceptance, how many friends they have and to give information about their school success. Obtained results have shown that inattention was a significant predictor of problems in all aspects of adaptation (academic ($\beta=-0.317$; $\beta=-0.528$; $p<0.001$) social ($\beta=-0.269$; $\beta=-0.430$; $p<0.001$) and emotional adjustment ($\beta=-0.225$; $\beta=-0.367$; $p<0.01$)), impulsiveness was only significant predictor for one aspect of academic adjustment (academic self-efficacy; $\beta=-0.187$, $p<0.01$), and hyperactivity for one aspect of emotional adjustment (emotional competence; $\beta=-0.174$, $p<0.05$). Since inattention has proved to be a dominant problem in all types of student adaptation, experts working with children, especially teachers, should make an effort to increase attention and concentration in all students as prevention strategy for adaptation problems. Keywords: hyperactivity, impulsiveness, inattention, academic adjustment, social adjustment, emotional adjustment</p>
 <p>Snježana Dubovicki GICICTEL1801078</p>	<p>Research of Future Teachers in the Light of Scientific Paradigms</p> <p>Assistant Professor Snježana Dubovicki Faculty of Education in Osijek</p> <p>Associate Professor Vesnica Mlinarević Faculty of Education in Osijek</p> <p>Assistant Professor Tena Velki Faculty of Education in Osijek</p> <p>Abstract</p> <p>Different research experiences, in more recent times in social sciences, especially pedagogy, imply different research styles and philosophical approaches that need to be comprehended before conducting research (Bognar, 2008). This paper gives an overview of different research approaches and scientific paradigms within which is possible to create and direct a personal research project (research).</p> <p>The aim and purpose of the paper is to familiarize the different research approaches and different scientific paradigms from the context of methodology of pedagogical research, as well as their presence in the graduate theses of students of the Teacher's Education University. Due to that, 166 graduate theses written and publicly defended by students from Teacher's Education University, from January 2015 to October 2017 have been researched.</p> <p>By examining the students' graduate theses, the following results were obtained: the most represented scientific field were the social sciences, mostly pedagogy (53%); according to the types of research the dominant ones were empirical, fundamental, transversal and research of the present. The most widely used research method was a survey (70%), and only two (out of five researched) positivist (82%) and post-positivist (12%) paradigms were noticed (out of five researched).</p> <p>The positivist and post-positivist paradigms are characteristic of quantitative research. The epistemology of these paradigms strives to distancing researchers and subjects of their research, and the purpose of such research is to find an objective knowledge of the reality based on empirically collected data. Methods for collecting data enable precision measurement, quantification, hypothesis testing, and variable control, and the analysis of such data is mainly statistical. This is not entirely in line with the nature of research in pedagogy (53% of the defended theses were from the field of</p>

	<p>pedagogy) where pedagogical phenomena are mainly researched within qualitative methodology. Keywords: graduate theses, students of Teacher's Education, types of research, scientific paradigms</p>
<p style="text-align: center;">Rahaela Varga GICICTEL1801079</p>	<p style="text-align: center;">What does it take to be a successful school leader in Croatia?</p> <p style="text-align: center;">Rahaela Varga, PhD Assistant Professor at the Faculty of Education (University of Osijek, Croatia)</p> <p style="text-align: center;">Andelka Peko, PhD Professor at the Faculty of Education (University of Osijek, Croatia)</p> <p style="text-align: center;">Abstract</p> <p>In the European Union, each country independently creates its own education policies. The same principle applies to the education of school headteachers. In the Republic of Croatia, a school culture is being created that would support partnership, teamwork and cooperation. In that process the so called pedagogical leadership comes into focus with its direct and indirect effects (The Appraisal of School Leaders: Fostering Pedagogical Leadership in Schools (OECD, 2013)). The instructive role of a headteacher should be replaced by the transformational role. While most countries do not prescribe a mandatory way of acquiring qualifications, Croatia seeks to join the countries with the compulsory education for (future) headteachers. The intention is to switch from a system in which a headteacher serves a (political) function within a school to a system in which being a headteacher is a profession based on licensing. In the process of professionalization of the headteacher's roles, a set of necessary competencies needs to be determined. The headteachers already occupying that position have some insights in the required competences.</p> <p>The research was conducted with the aim of determining what competencies are considered necessary for successful career by headteachers in Croatian schools. There were 672 headteachers who participated in the survey and their estimates were ranked in order to get a list of top headteachers' competencies. Special attention was given to those competences that can be developed through education, according to the headteachers.</p> <p>The results underline the need to design an educational program that would enable headteachers to develop exactly those competencies that they feel would help them do their job more successfully and achieve the transformation of the school's culture.</p> <p>Keywords: pedagogical leadership, key competences, headteacher, formal education, EU</p>
<div style="text-align: center;">  Crispina Corpuz GICICTEL1801080 </div>	<p style="text-align: center;">The experience of selected Typhoon Haiyan survivors on co-operative formation as part of their rebuilding and recovery strategy (Case Study Approach)</p> <p style="text-align: center;">Crispina Corpuz Business Management Department College of Business Administration and Accountancy, De la Salle University Dasmarias, Philippines</p> <p style="text-align: center;">Abstract</p> <p>This paper looked into the experience of selected Typhoon Haiyan survivors on co-operative formation. It also ascertained how cooperative formation could help create jobs as rebuilding strategy to help the survivors of calamities. The study used the case study methodology to develop theory on</p>

	<p>cooperative formation for the survivors of calamities and to evaluate the cooperative entrepreneurship livelihood program as an intervention. Results show that formation of coops could create jobs and contribute in helping the survivors to escape from poverty. The cooperative formation mobilized the selected typhoon survivors to be together and look for solutions that could help them rebuild what they had lost during the calamity. This supports the literature review showcasing how cooperative formation is well suited to ordinary people, including survivors of calamities who do not have enough capital to put up their own business.</p> <p>Keywords: cooperative formation, job creation, typhoon Haiyan survivors rebuilding strategy.</p>
<p>Hassina Mezdaout GICICTEL1801082</p>	<p style="text-align: center;">The communic'ationnelle competence in classrom of french as a foreign language.</p> <p style="text-align: center;">Hassina Mezdaout Department de la langue francaise, faculte des lettres et des langues,Universite de Khenchela -Algerie,Algerie</p> <p style="text-align: center;">Abstract</p> <p>The quality of the written language of Algerian learners has been much in the news, they finish their schooling without being able to communicate well in writing. This situation persists even after the redesign of programs in 2003 and the adaptation of the skills-based approach in the Algerian education system. Far from wanting to show that the competency-based approach is not a good pedagogical choice for learning French as a foreign language, the results obtained after so many years of its implementation have led us to wonder about its feasibility. In the Algerian context, its application in the classroom is hampered by many parameters. In this work we propose the application of the communicative approach which represents an operational approach of the actional perspective, proposed by Claire BOURGUIGNON. The latter proposed a learning-use situation, where learning will occur simultaneously with the completion of the task, which called it "an action learning scenario" or "a unit of action". We did an action-research, applying the communicative approach in a class of the first middle year of the college Ali BEDGHIOU in Khenchela-Algeria. We intervened in class using the three action units that we made to develop what we called it: communicative competence in learners. We defined communicative competence as: "the ability to use the language properly (orally or in writing), through communic'ationnelles strategies in the service of action". It is by acting that the learner can control the process of his learning and it is through a production (oral or written) that we check if the purpose of the mission (non-language) has been achieved. To describe and analyze the report in writing of the teachers of the FLE by means of and suggest ways of intervention, we made a quantitative study using a survey. This research-action addresses the following problematic: from a communicative perspective, what strategies can be developed to develop scriptural skills in FLE learners?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the difficulties encountered by the learner in written production in FLE? What report do they have to teachers in FLE? <input type="checkbox"/> Could teaching / learning based on communicative logic increase the performance of FLE learner-writers (their communicative competence)? <input type="checkbox"/> How can the learners be encouraged to develop and motivate them to learn to write texts? Should action units advocated by the communicative approach motivate learners and arouse their interest? <p>Keywords: written production; scriptural competence; the actional approach;</p>

	<p>the approach;communic'actionnelle; the report to the writing of the teachers; the communic'actionnelle competence; communic'actionnelle strategies.</p>
<p>Jean Gabrielle Cruz GICICTEL1801083</p>	<p style="text-align: center;">Solid Waste Management Practices Of Selected Lgus In Cavite</p> <p style="text-align: center;">Jean Gabrielle Cruz Business Management Department,De La Salle University - Dasmariñas, Dasmariñas City, Philippines</p> <p style="text-align: center;">Abstract</p> <p>The study determined the existing solid waste management practices of the three fastest growing cities in the province of Cavite namely: Bacoor, Dasmariñas and Imus. Data were gathered through secondary sources and paid in-depth attention to published materials. Results show the lack of equipment and facilities to implement such practices mandated by law. In addition to this, regulatory and enforcement powers with public education, awareness and involvement campaigns are not properly implemented. Generally, the National Government must strengthen the Ecological Solid Waste Management law of 2000. It should be made known and published to all Local Governments and must adhere to the rules. Also, the Local Government Units should impose a Solid Waste Management Plan and build their own Solid Waste Management Board that can be sustained throughout the years to come.</p> <p>Keywords: solid waste, solid waste management, Solid Waste Management Plan</p>
<div style="text-align: center;">  <p>Dr. Vitthal Yerande GICICTEL1801086</p> </div>	<p style="text-align: center;">Autonomy in Higher Education from Affiliation to Self Governing Management: An Indian Perspective</p> <p style="text-align: center;">Dr. Vitthal Yerande Principal, Maharashtra Mahavidyalaya, Nilanga Dist. Latur (Ms),Swami Ramanand Teerth Marathwada University,Nanded (M.S.),Nilanga, Latur, Maharashtra, India</p> <p style="text-align: center;">Abstract</p> <p>Many issues pertaining to autonomy of the higher educational institutions are discussed and emphasized throughout the universities and colleges in India. The University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and government are spearheading this movement of 'auto-nomination' of higher education institutions. Here it is important to note that the decline of quality in higher education in India underlines the importance of autonomy of the institutions. The adaptation of affiliation system made the existing higher educational scenario mechanical and less useful in the era of globalization; consequently, the education system became outdated and irrelevant in the present circumstances. With this background, the universities and colleges would pursue the autonomy that ultimately results in the development of education. The traditional education system has become disadvantageous in the context of employment; and on the other hand, the degree holders do not have value in the job market. The policy of globalization, liberalization and privatization has been adapted in India in the 1990s; consequently, the education process has been associated with the employability. With these critical problems autonomy of the educational institutions is enforced by various controlling organizations. However, the autonomy emphasizes on the disseminated management in the process of education that ultimately consolidates on the self constrained appropriate planning. It has become the need of the hour that the financially</p>

	<p>strong colleges should imperatively adopt the concept of autonomy and restructures the curriculum according to the local needs as well as industrial requirement; make their students skilled human resources to send them in the job market. Ultimately, the traditional universities and colleges have to compete with such institutions, so that they can increase their own financial sources. However, quality is the consequence of the best investment. The government should take into consideration that the expenditure on the education should be resulted in the production of forces useful to the national economy and in the achievement of global competence. There is urgent need to leave the present affiliation system in Higher Education and adopt the autonomy at academic as well as financial level.</p> <p>Keywords: Autonomy, Affiliation, Self Governance Management, Quality.</p>
<p style="text-align: center;">Alia Al-Omar GICICTEL1801088</p>	<p style="text-align: center;">Detecting the Aspects of e-Library Usage Behavior for Students in College of Business Studies in Public Authority for Applied Education and Training (PAAET)</p> <p style="text-align: center;">Alia Al-Omar College of Business Studies, Public Authority for Applied Education and Training (PAAET), Kuwait</p> <p style="text-align: center;">Abstract</p> <p>E-library usage is important in higher educational institutes as it assists students in their learning. Higher educational institutes spend large amounts of funds and effort to purchase and implement such systems. This study measures the usage of the e-library systems at The Public Authority for Applied Education and Training (PAAET). In addition, this study examines the factors that affect e-library usage. A model was developed which included the factors that affected e-library usage. The model was tested using a questionnaire provided to students at PAAET. A sample of 212 respondents was used to complete the study. The most important findings were that the following factors had the greatest effect on e-library usage: perceived ease of use, perceived usefulness, social influence, user satisfaction, relevance, outcome expectations, and self-efficacy. These findings were used to propose methods of how to increase student usage of the e-library system at PAAET.</p> <p>Keywords E-Library, Higher Education, SEM, Online Behavior, Regression analysis, TAM.</p>
 <p style="text-align: center;">Dr. Danijela Rus Kolar GICICTEL1801109</p>	<p style="text-align: center;">Students' Self-Evaluation in the Context of Practical Pedagogical Training</p> <p style="text-align: center;">Dr. Danijela Rus Kolar University of Maribor, Faculty of Education University of Maribor, Maribor, Slovenia</p> <p style="text-align: center;">Abstract</p> <p>In this article we investigated the students' self-evaluation in the context of practical pedagogical training in pedagogical second cycle study programmes at the Faculty of Natural Sciences and Mathematics, Faculty of Arts and Faculty of Education at the University of Maribor. The key research objectives were to determine how frequent the interviewed students performed self-evaluation of particular activities and, furthermore, self-evaluation of which activities students carried out the most during their practical training. 148 students participated in the research, namely 127 first year students and 21 second year students of second cycle study programmes at the previously mentioned faculties. The research results point out, that less</p>

	<p>than 40 % of the interviewed students regularly self-evaluated particular activities during their practical training and that they used a highly varying number of hours for this purpose. Also, the results show a partly positive situation regarding the total performance of self-evaluation as well as regarding self-evaluation of particular activities. We believe that standardisation considering duration and scope of the students' self-evaluation would lead to an improved performance of practical pedagogical training.</p> <p>Key words: practical pedagogical training, self-evaluation, students.</p>
 <p>Sudhir L. Mahajan GICICTEL1801123</p>	<p style="text-align: center;">Inculcating Reading Habits In Students</p> <p style="text-align: center;">Sudhir L. Mahajan Principal, Podar International School, Amravati, Maharashtra, India</p> <p style="text-align: center;">Abstract</p> <p>It is often stated that reading is one of the most fundamental skills a child needs to learn to succeed. It develops vocabulary; increases attention span; prepare children for lifelong learning; leads to a lifelong love of books and encourages a thirst for knowledge. As it serves key role in the process of learning any language, researcher wants to draw the attention to the present status of reading in India by stating reference of ASER (Annual Status of Education Report), the renowned NGO in India. According to ASER (Annual Status of Education Report) Report in India 2005, Three out of Five children in Class 5 were able to read a Class 2 text. The proportion of all children in Class 5 who can read a Class 2 text in 2013 was: 47.0 % and 2014 was: 48.1 % that means every second Class 5 students in rural India cannot the text of a Class 3 levels below. However, the researcher suggests certain innovative practices implemented in his school to inculcate the reading habit among students.</p> <p>Keywords: Reading, Vocabulary, Learning, ASER, Innovative Practices etc.</p>
<p>William Sharpton GICICTEL1801129</p>	<p style="text-align: center;">Improving the effectiveness of special education teacher education programs by incorporating key elements in field experience design</p> <p style="text-align: center;">William Sharpton College of Liberal Arts, Education and Human Development Department of Curriculum and Instruction, The University of New Orleans, New Orleans, LA USA</p> <p style="text-align: center;">Abstract</p> <p>Field experience is a critical part of providing an effective teacher education program in the field of special education. This report focuses on the design of field experience activities using an inquiry-based model designed to result in optimal learning outcomes for both teacher education candidates and students with special education needs in classrooms sponsoring field experience opportunities. Six essential elements of designing field experience activities associated with each course in the program of study are described: Learning outcomes: Specific learning outcomes for both teacher candidates and students with special education needs are identified for each field experience activity. Learning outcomes for teacher education candidates are designed to align with performance standards associated with program accreditation.</p> <p>Level of impact: Field experience activities are designed to address one of three levels: individual student (e.g., learning gains, behavior improvement), whole class (e.g., group instruction, classroom management), and building</p>

	<p>level (e.g., addressing school improvement goals).</p> <p>Professional role(s) emphasized: Six professional roles are included in a framework used for all field work activities in the teacher education program: Designing, delivering, and evaluating instruction, Managing time, tasks, and environments, Supporting group practice, Advocating for children, services and supports, Using inquiry to identify needed practices, and Adopting positive practices to improve professional practice.</p> <p>Technologies employed to complete experience: Each field experience activity identifies specific technologies that should be used to complete the experience. In most cases, candidates also identify additional technologies that are used to complete the activity.</p> <p>Assessment of performance: Rubrics are developed to assess each field assignment activity. One element of the rubric relates to documenting the specific professional roles in which the teacher candidate engaged to successfully complete the activity.</p> <p>Strategies to connect activities over time: Two key strategies are used to ensure continuity of field experiences across the program of study. The assessment model supports candidates to build a portfolio of authentic evidence associated with the completion of field experience activities. The program requirements also require teacher candidates to increase the complexity associated with field experience activities as they progress through the program of study.</p>
 <p>Daniela Tavasci GICICTEL1801130</p>	<p style="text-align: center;">From Teaching History Of Economic Thought To Teaching And Learning With Historical Perspectives</p> <p style="text-align: center;">Daniela Tavasci Doctor, Senior Lecturer SEF, Queen Mary University of London</p> <p style="text-align: center;">Luigi Ventimiglia Doctor, Lecturer SEF, Queen Mary University of London</p> <p style="text-align: center;">Abstract</p> <p>This article discusses the experience of designing a course of History of Economic Thought for second and third year undergraduate at the SEF of Queen Mary University of London. It does so by a. considering an approach of teaching and learning rather than teaching only, where the relation between students and teacher is a two-way one and students feedback are sought and addressed continuously. b. by introducing and explaining theoretically and adopting practically, a new approach to integrate the history of economic thought into teaching economics, namely, teaching with historical perspectives as a means to address pluralism. c. A small survey amongst the students is also carried out and the results are presented in order to evaluate this new approach.</p> <p>Keywords: Teaching, History of Economic Thought, Pluralism, Historical Perspectives</p>
<p>Israel Happiness Cherechi GICICTEL1801131</p>	<p style="text-align: center;">Challenges Of Teacher Education In The 21st Century Nigeria</p> <p style="text-align: center;">Israel Happiness Cherechi Federal College Of Education, Obudu Cross River State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Education is universally viewed as the vehicle that is capable of importing and exporting transformational behaviour, growth and sustainability of nation's wealth. It is a channel to articulate new ideas, thought and futuristic</p>

	<p>aspirations of an individual and nation at large. As a social institution, education had maintained her traditional responsibility until the age of global connections. Nigeria has witnessed several educational reforms in order to achieve the best which started at pre independence. By and large, progress was noticed as expectant results were achieved. However, the growing trend of the global education which demand the use of Science/Technology and Information Communication Technology (ICT) where the communication infrastructure like telephone, fax, e-mail and computer networking have turned the world into a global village. This historical reality has placed Nigeria Teacher Education on the disadvantaged position. The paper therefore adopted the use of historical approach to argue out the contentious issues. It further observed with dismay that inconsistency in government policy formulation and haphazard implementation of such policies has sufficiently affected the quality of education delivery in Nigeria. The paper is of the opinion that regulatory bodies or agencies for the training of Teachers in Nigeria should embark on aggressive reforms in order to re-direct Teacher Education in Nigeria to meet global expectations. Finally, since education is the only valuable asset a nation can offer to her citizens, politics should not come in anything that has to do with it hence, the future of the citizens is jeopardized educationally.</p> <p>Key words: Challenge, Teacher Education, Education</p>
<p style="text-align: center;">Grace Koh GICICTEL1801132</p>	<p style="text-align: center;">Bridging Academic and Practice: Benefits, Challenges and Lessons learnt from establishing a university wide experiential learning initiative</p> <p style="text-align: center;">Principal Investigator: Dr Gary Pan Associate Professor of Accounting (Education), Associate Dean (Student Matters), Academic Director (SMU-X), Singapore Management University</p> <p style="text-align: center;">Co-Investigator: Dr Seow Poh Sun Associate Professor of Accounting (Education), Associate Dean (Teaching and Curriculum), Singapore Management University (Singapore)</p> <p style="text-align: center;">Co-Investigator: Ms Grace Koh Senior Manager, SMU-X, Office of Provost, Singapore Management University (Singapore)</p> <p style="text-align: center;">Abstract</p> <p>The scale and complexity of challenges facing the world today are unprecedented. It is paramount that universities identify and equip students with relevant skills to meet the needs of the changing economy. Recognizing this need, Singapore Management University launched a new initiative, SMU-X.</p> <p>In this paper , we will describe SMU-X which is a paradigm shift focusing on experiential learning as opposed to teaching, characterized by 4 principles: (i) inter-disciplinary content and activities, (ii) project-based learning via an actual problem/issue faced by an organization, (iii) active student-mentoring by faculty and industry, and (iv) creating a tripartite learning loop between faculty, student and industry partner. Every SMU-X course lets students collaborate to tackle multi-disciplinary issues faced by partner organizations that even faculty may not have a solution to.</p> <p>This paper will also discuss the challenges, benefits and lessons learned of establishing such an innovative learning initiative within a traditional University.</p>
<p style="text-align: center;">Kazuo Umemura</p>	<p style="text-align: center;">Physics education at an evening course of a Japanese university</p>

<p>GICICTEL1801139</p>	<p>Kazuo Umemura Department of Physics, Faculty of Science Division II, Tokyo University of Science, Tokyo, Japan</p> <p>Abstract The evening course of Tokyo University of Science accepts 360 undergraduate university students every year. A predecessor school of this course has been established in 1881, thus, the evening course has 137 years history. Furthermore, this is the only evening school as a Faculty of Science in Japanese universities at present. Although the evening course was started to provide an opportunity of higher education in science, especially physics, for general citizens who graduated high schools, advantages of this evening course is now changing. This paper statistically summarized present situation of science education at the evening course, and then, discussed future perspective of the course.</p>
<p>Bahahr Farahmand GICICTEL1801158</p>	<p>The Effect Of Implementing Station-Rotation Versus Flipped Classroom As Two Models Of Hybrid Learning On Enhancing Vocabulary Learning Of Iranian Efl Learners</p> <p>Bahahr Farahmand Islamic Azad University, Ahvaz Branch, Ahvaz, Iran, Department of English Language, Iran</p> <p>Abstract The current study aims at investigating the effect of implementing Station rotation versus Flipped classroom as two models of hybrid learning on enhancing vocabulary learning of Iranian EFL learners. Regarding the newness and the widespread use of hybrid learning all over the world and also the effectiveness of it on vocabulary learning, it is crucial to investigate this trend in more specific way. The purpose of this study is to find a suitable modern learning tool for vocabulary learning of Iranian EFL students. As a result, English teachers and EFL learners can utilize hybrid learning to fulfill its promise of better learning in order to enhance the vocabulary development.</p>

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