

CONFERENCE PROCEEDINGS



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Congress Centre, Tecnico (Universidade de Lisboa), Campus da
Alameda, Lisbon, Portugal

KEYNOTE SPEAKER



Prof. Kathy O'Sullivan

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Professor Kathy O'Sullivan is President, Global Partnerships at United Business Institutes, a group of business schools with campuses in Belgium, Luxembourg & China. With a PhD in Applied Linguistics from the University of Portsmouth, UK, a distinguished career has seen her assume many roles in education, including: consultant, executive director of student affairs, registrar and teacher. She has authored and co-authored numerous works, winning a slew of awards along the way. Her career in K-12, undergraduate, postgraduate and executive education has spanned the Middle East, Europe and Asia. Her primary aim is to help others realise their potential.

Topic: The changing dynamics of teaching: develop or disintegrate

PLENARY SPEAKER



Professor Julia Milner

**Academic Director Global MBA, Professor in Leadership EDHEC Business School,
France, France**

<p>Icarbord Tshabangu GICICTEL1803051</p>	<p>The Changing Nature Of Citizenship And The Leadership Demands In Education: Past And Future Global Trends</p> <p>Icarbord Tshabangu Institute of Childhood and Education, Leeds Trinity University, UK, Leeds, United Kingdom</p> <p>Abstract</p> <p>This study explored historical trends in geopolitical citizenship to show how these contributed towards polyarchical ideologies of the present and how these in turn point to a much more polyarchical future, which will demand a massive shift in future leadership practices, especially in education. The implications for future leadership and the challenges thereof, point to distributive forms of leadership and further loosening of formal roles within organisations coupled with devolution of power from the centre, thereby allowing followers to exercise some level of power and influence, either individually, through teams or as local communities. A review of historical trends in geopolitical citizenship was conducted, coupled with the use of scientific research, which included statistical data from the World Bank, United Nations agencies and other secondary sources, so as to ascertain the leadership challenges of the future. Despite global challenges in various parts of the world, the findings suggest a gradual rise to a more polyarchical future and a multipolar world, especially due to advances in technology which have revolutionized democracy and also given rise to liberal democracies globally. The emerging markets in the developing world are set to benefit immensely economically and by extension their key areas of health and education, assuming there are fewer conflicts due to rising polyarchical ideologies.</p> <p>Keywords: polyarchy, citizenship, statism, leadership</p>
<p>Sergey Alferov GICICTEL1803055</p>	<p>Spring beat beat': English verbs in Scottish dance instructions (1950-2017)</p> <p>Sergey Alferov Shady Glen Scottish Dance School, Shady Glen Scottish Dance School, Moscow, Russia</p> <p>Abstract</p> <p>Rich in stylistic, functional and rhythmic variety, the Scottish dance tradition has been relatively well recorded using a range of media. It can also boast a centuries-old tradition of dance teaching as well as thousands of keen participants (dancers, spectators, musicians, dance teachers, adjudicators and examiners) all over the world.</p> <p>The paper bridges dance anthropology and semiotics by analysing verb forms used to describe pas de basque in dance manuals and instructions published between 1950 and 2017 by the Royal Scottish Country Dance Society, Scottish Official Board of Highland Dancing, the United Kingdom Alliance of Professional Teachers of Dancing and other organisations and individuals. The study of similarities and differences in uses and meanings of verb forms in Scottish dance instructions is aimed at helping to better appreciate the role of verbs in teaching dance as well as in conceptualizing dancing as a somatic movement, tradition, social practice and teaching/learning experience.</p> <p>The main hypothesis is that examining culturally and somatically contextualised uses of 'action' verbs, especially in the imperative, can assist in verbalising basic stylistic features of a particular dance style as performed in Scotland and overseas. Focusing on the link between verbs and dance movement(s) needed to execute a (series of) pas de basque can not only help appreciate the uniqueness</p>

	<p>of each style within the Scottish dance tradition (i.e., Highland, Scottish country, Scottish national and Scottish step dancing) but also serve as a powerful interdisciplinary tool at the interface of ethnolinguistics, semiotics, cultural anthropology and dance studies.</p>
<p>Lin Zhao GICICTEL1803057</p>	<p>Metacognitive Calibration for Students with Different Grades in Interactive and Adaptive Learning</p> <p>Lin Zhao Purdue University Northwest Hammond, Indiana, USA</p> <p>Abstract</p> <p>Students' estimate accuracy in what they know plays an important role in their learning effectiveness. In this paper, we compare students' metacognition and their class performance using an interactive and adaptive learning system that delivers individualized contents based on each student's knowledge level. This system continuously monitors and assesses each student's knowledge and skills with specific learning objectives, and then identifies the areas that need to be improved. Student metacognition and performance data were collected from over 600 college students when they are using the system. The preliminary findings show that metacognition calibration has significant different impact on students who receive passing vs. non-passing grades. The results shed light on how students behave in self-regulated learning environment and how instructors help students improve their metacognitive and self-monitoring skills.</p>
<p>Aviv Grimberg GICICTEL1803058</p>	<p>Moving Pisa Test One Step Forward: From an Unjust to A More Egalitarian Curriculum/ work in progress</p> <p>Aviv Grimberg Affiliation: Department of Political Theory, University of Haifa, Israel</p> <p>Abstract</p> <p>The first PISA (Programme for International Student Assessment) was held approximately in 2000. Since then, it has been held five times in some 70 countries. Many countries attach great importance to it. As a result, they have adopted a series of actions to help their students score better. (Sjoberg, 2015) Despite the importance accorded to the test and its wide global distribution, only a few studies examined it carefully. Sjoberg described it thus: "Large resources are used to run the PISA project.... but critical research is scarce and not well funded.... Given the great political and educational importance of PISA, there is a strong need for critical research...." (Sjoberg, 2015, p.126)</p> <p>The papers that analyze the test offer several points, two of which are relevant to this article. The first states that the PISA test focuses mainly on educational goals related to the economic realm while ignoring other important educational goals, such as developing the student's authentic personality. (Meyer & al 2014, Tienken, 2014, Sjoberg, 2015). The second addresses the test's content and maintains that it ignores important study areas by including exclusively content from such areas of knowledge as mathematics, sciences, literary skills, financial skills, and problem solving. (Sjoberg, 2015) This raises several questions: Does the PISA test offer all students educational opportunities that enable them to know and improve their unique potential? If it does not, how can all the students benefit from it as they search for their natural skills? If such a way does exist, according to Rawls' Principle of Difference, does it provide a fairer educational policy than the one that exists today?</p> <p>This article will answer these questions. It will include four sections: The first is</p>

an introduction, the main points of which are presented in this Abstract. The second analyzes the PISA according to Howard Gardner's Theories of Multiple Intelligences. The human intelligences that the teacher can detect and hone in the students by means of the PISA test's assignments will be evaluated. Initial findings indicate that the PISA test ignores certain human intelligences, such as physical movement intelligence and musical intelligence. The third section will focus on a theoretical population of students,:

1. who were taught content related to the PISA tests in mathematics, sciences, and language for many years.
2. who studied with different teachers and were thus exposed to diverse teaching methods.
3. who invested exerted efforts to succeed in the PISA test but still failed.
4. who got low grades merely because of their natural skills, not because of other variables, such as learning disabilities, fatigue during the test or low pedagogical level of their teachers.

Rawls' Difference Principle will show that the PISA today yields an unjust educational policy (Dahan, 2007; Weinryb 2008, Barry, 1981), consequently; alternative policies could improve their chances to discover their skills. The fourth section will present a plan devised on the basis of Gardner's ideas, Rawls' Differences Principle, and the understanding that the PISA is not about to disappear from the educational scene anytime soon due to the importance attached to it by many powerful actors in many countries and in the OECD. The program's purpose is to establish a fair and progressive educational policy without altering the PISA.

The proposed plan has two components: First, the teacher must check whether a student who scored low in the PISA also scored low in other similar tests over the years. If yes, he must use the plan's second component, which requires that he point out three things to the student: First, that the PISA suits students with certain natural skills. Second, review the student's school record and the PISA test before telling the student that these educational trials were not in vain; they serve him by showing him that the natural lottery did not give him that specific type of natural talent required to succeed in the PISA test and related topics. Third, If he wants to discover his unique potential, he will have to seek a different educational track or, at the end of the school day, seek other social frameworks that will give him the chance to discover his natural strong points.

Key words: PISA test, unique potential, John Rawls' Principle of Differences, Gardner's Theories of Multiple I



Abdulrahman Essa Al
Lily
GICICTEL1803060

**Understanding a Society through its Rumours:
An Ethnographical Method for Education, Technology and Culture**


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Abstract


This research explores whether the emotional nature of a society can be understood through its rumours. Having analysed 579 Arabic online rumours collected by students, four categories emerged: the concerns, interests, attitudes and values of Arab society. According to the literature, these four categories, taken together, constitute the emotional domain of a society. Thus, a theoretical proposition could be that rumours mirror the emotional sphere of a culture, reflecting a range of emotions from simple to complex (from concerns, interests and attitudes to values). Simpler emotions (e.g. concerns) appear to be more easily affected by rumours than more complex emotions (e.g. values). An implication of this study is that rumours have 'biographies' that detail cultures

	<p>across space and time. Rumours are ‘records’ of cultures that should be read in the same way archaeologists read landscapes and remains. Although rumours entail ill-defined information, it is feasible to well define society through such ill-defined information, meaning that something can come out of its opposite. This study offers ethnographers a new method of understanding cultures through rumours, alongside conventional forms of symbol–meaning relations (e.g. poems).</p> <p>Keywords: education, technology, gossip, myth, ethnography</p>
<p>Dr Lorna M Dreyer GICICTEL1803062</p>	<p style="text-align: center;">Overcoming distance in a post graduate module presented in a blended learning mode.</p> <p style="text-align: center;">Dr Lorna M Dreyer Stellenbosch University South Africa</p> <p style="text-align: center;">Abstract</p> <p>The new “Minimum standards for teacher education” (Republic of South Africa, 2011) required Education Faculties at higher education institutions (HEI) in South Africa to re-assess their programmes. In line with these developments a Faculty of Education has gone through a re-curriculation process. This alignment with the minimum standards urged them to consider that technology is increasingly impacting on how students in the 21st century learn. Subsequently the new programme is presented in a Blended Teaching and Learning mode which allows for exploring ways of interfacing traditional pedagogies with computer technologies (CT). The blended model allows students to be physically situated across the country and abroad.</p> <p>The objective of this action research was to adapt learning activities to enhance social constructivist learning where students can co-construct knowledge and understanding while not in the same room. Based on socio-constructivist theory of learning, traditional classroom discussions can contribute significantly towards teacher professional development.</p> <p>Against this background students in the “Learning Support” module were introduced to an online conversation as “substitute” for the classroom discussions. This was done through a discussion FORUM as an activity on the university Moodle platform. The Integrative Learning Design (ILD) Framework of Dabbagh & Bannan-Ritland (2005) and Anderson (2008) guided this action research process.</p> <p>Data was collected through a collection of students’ online engagements, an online questionnaire and a focus group reflection. Data was analysed through content and thematic analysis.</p> <p>Preliminary findings indicate various opinions about an online virtual conversation as substitute for real life classroom discussions.</p> <p>The cycle presented in IDL will be repeated in the next few years taking account of the lessons learnt. As HEI’s we should embrace the demands technology brings on curriculum delivery if we want to “activate the next generation of creative, critical and imaginative learners and scholars.”</p> <p>Key words: blended learning; computer technologies; Integrative Learning Design; socio-constructivist theory; teacher professional development</p>
<p>Ebrahim Teshnehdel GICICTEL1803067</p>	<p style="text-align: center;">An investigation on the effects of life skills education on the reduction of anxiety and aggression among the personnel employed at Zafar Bonab and Novin Gostar</p> <p style="text-align: center;">Bonab steel production plant</p> <p style="text-align: center;">Ebrahim Teshnehdel Advisor on the empowerment of human resources, Zafar Bonab and Novin</p>

	<p style="text-align: center;">Gostar Bonab steel production plant</p> <p style="text-align: center;">Abstract</p> <p>The current study attempts to investigate the effects of life skills education on the reduction of anxiety and aggression among the personnel of Zafar Bonab and Novin Gostar steel production plant. The population of the study includes all personnel employed at the plant. By the use of random sampling techniques, 30 employees were chosen as the sample under investigation and were placed into two experimental and control groups. In order to collect data, the questionnaire of anxiety (Buss & Perry, 1992) and Trait Anxiety Inventory (Spielberger, 1970) were applied. Pretest-posttest design have been selected to conduct the study having a control group. After assigning the participants to two experimental and control groups in a random way, the experiment (teaching participants the life skills) was performed on the experimental group during 8 sessions, each one 120 minutes. After the completion of the experimental program, a test was performed on both groups. The findings reveal that in comparison to the participants of the control group, the teaching of life skills lead to the reduction of anxiety and aggression and an increase in the rate of productivity in activities of the employees in Zafar Bonab and Novin Gostar steel company.</p> <p>Keywords: life skills, anxiety, aggression, productivity, Zafar Bonab and Novin Gostar steel production plant</p>
<p style="text-align: center;">Walther Tessaro GICICTEL1803068</p>	<p style="text-align: center;">Teachers' Judgment In Assessment: From Hesitation To Decision-Making</p> <p style="text-align: center;">Walther Tessaro University of Geneva</p> <p style="text-align: center;">Philippe Jenni University of Geneva</p> <p style="text-align: center;">Veronique Pamm Wakley DGEO Geneva</p> <p style="text-align: center;">Abstract</p> <p>Although teachers' assessment practices aim at ensuring internal cohesion in curriculum transposition, they include an irreducible margin of unpredictability that escapes planning. Assessment indeed focuses more on what is really taught, whereas a curriculum only influences practices in a indirect way.</p> <p>In a research conducted in the French-speaking part of Switzerland, we have wanted to deepen the knowledge of teachers' summative assessment practices in geography following a change of curriculum and the introduction of new textbooks. In order to study the "judgment-in-act" of several professionals, individual interviews were conducted with primary school teachers. During these interviews, each teacher corrected students' productions while verbalizing interpretations and reasonings which emerged during assessment. In addition to students' productions, assessment tools and additional information were collected.</p> <p>A first study focused on the construction of summative tools. We wanted to identify the epistemological orientation conveyed by the proposed tasks, the place of different capacities and the types of chosen tasks. In a second study we looked at the correction of students' productions by the same teachers. Our first analyzes show the progressive and dynamic construction of teachers' judgments, which involve a "triangulation" of information from several data sources. The production of an appreciation can thus be considered as a multitude of</p>

	<p>successive and temporary judgments which adjust progressively. Using verbatim excerpts, we will report on the different approaches used by teachers in the criterion-referenced judgment process leading to decision-making. We will present in a detailed way how, during hesitations, several referents are successively mobilized, formal but also implicit and specific to the assessment situation.</p> <p>Keywords : Judgment In Assessment, Alignment, Referentialization</p>
<p>Professor Jo Davies GICICTEL1803076</p>	<p>Achieving employability in Art and Design: Becoming A Successful Illustrator, a model for global learning.</p> <p style="text-align: center;">Professor Jo Davies School of Art, Design and Architecture, Plymouth University, Plymouth, UK</p> <p style="text-align: center;">Abstract</p> <p>This practice-based enquiry aims to identify the factors and processes that facilitate employability within the evolving and popular area of contemporary illustration and to devise a publication that disseminates this to a global undergraduate and post graduate audience. The research undertaken builds on experience gained from working with the Association of Illustrators and the perspectives of contemporary professionals garnered from interviews with practitioners, clients and agents internationally. It reflects and iterates learning achieved by undergraduate students within professional practice modules on an UK based undergraduate programme, including live projects and work experience.</p> <p>Demonstrating the global reach and impact of the outcomes of this primary research underpinned the co-authorship of <i>Becoming A Successful illustration</i>, published in UK, USA, Australia, Spain and China. Designed to be a useful teaching resource, for use by students and early career practitioners, this publication is a reflection of, and aid to, teaching within this specialist and popular area of the creative industries.</p> <p>The project provides a model for research into establishing the requirements to achieve employability in this specialist professional route within the field of art and design. How to embed and test this learning within the curriculum has ramifications and potential for application within other areas of specialist vocational Art and Design education at Higher Education level, leading to the formulation of guidelines to establish how employability can be achieved within Art and Design education in a competitive, global industry.</p> <p>Employability, Higher Education, Illustration</p>
<div style="text-align: center;">  <p>Claudio Alcides Jacoski GICICTEL1803077</p> </div>	<p style="text-align: center;">Structuring an Innovation Environment based of triple helix in a Brazilian University</p> <p style="text-align: center;">Claudio Alcides Jacoski Researcher in Program for Technology and Innovation Management – Unochapecó Community University of Chapecó Region.</p> <p style="text-align: center;">Abstract</p> <p>This paper presents a model of a networked group of organizations supported by offices and administrative structures that supports the creation of an innovation environment and the deployment of an entrepreneurial culture in a region lacking development initiatives. This study focuses on the western region of Santa Catarina, in southern Brazil. In recent years, this region has generated a series of initiatives associated with the establishment of technology parks and incubators. In 2012, the Science and Technology Park Chapecó@ was launched, representing an instrument to organize and operate local innovation. This</p>

	<p>technological park began by creating a network structure aiming to initiate a set of related actions to support the operation of a complete innovation environment. This study will present the elements that compose this networked structure and the results obtained through its creation. Keywords: innovation; network structure; technological parks, regional development,</p>
 <p>Dr. Dandy George Dampson GICICTEL1803079</p>	<p>Teacher Empowerment In Ghanaian Basic Schools: Challenges And Prospects.</p> <p style="text-align: center;">Dr. Dandy George Dampson Psychology and Education, University of Education, Winneba, Ghana</p> <p style="text-align: center;">Dr. Dominic Danso Mensah Psychology and Education, University of Education, Winneba, Ghana</p> <p style="text-align: center;">Abstract</p> <p>As Ghana is part of the rapidly changing world, among the primary prerequisite for teacher professional development is empowering teachers to become full participants in school management. In this study, teacher empowerment is the autonomy to make decisions, to make professional judgement regarding teaching and learning and to have professional voice. The study aimed at investigating the challenges and prospects of empowering Ghanaian Basic School teachers to become full participants in school management. The study employed the explanatory mixed method design where 156 teachers and 23 head-teachers answered questionnaires, while 15 teachers and 6 head-teachers were interviewed. The study found that majority of the teachers, although have a comprehensive understanding of what teacher empowerment is, nonetheless they lack knowledge with regards to the tenets of teacher empowerment. Additionally, some of the challenges faced by teachers are lack of expertise and experience, hierarchical structures, teachers isolation and irrelevant professional development workshops/training. Notwithstanding these challenges the findings of the study revealed that empowering teachers will lead to school improvement. The researchers recommend that teacher empowerment at the basic school requires involvement by teacher's outside their classrooms, where head teachers use facilitative power to create favourable conditions for teachers to enhance their personal and collective performance. Additionally, basic school head teachers should organize teacher-led professional development opportunities within their schools to specifically address their local needs instead of relying on NOG's and the government. Keywords: empowerment, professional development, Basic schools, teachers, head-teachers</p>
<p>Farrukh Akhtar GICICTEL1803080</p>	<p>Reflections on the highs and lows of delivering a transformative curriculum</p> <p style="text-align: center;">Farrukh Akhtar Senior Lecturer, Kingston University, London, UK</p> <p style="text-align: center;">Abstract</p> <p>This paper reflects on the highs and lows of delivering a transformative curriculum, using the framework of Transformative Life Writing™ (TLW) within a UK higher education institution (HEI). The objectives of the paper are two-fold. Firstly to consider the usefulness of TLW as a medium of developing student soft skills. Secondly, it considers the challenges of embedding the development of soft skills explicitly within curricula, within the context of increasing marketization of UK HE. The rewards and challenges of this model are explored within the context of the</p>

	<p>changing legislative and financial landscape of UK HEIs and the changing profile of the student population. The complexities this poses for embedding the development of soft skills within curricula is highlighted.</p> <p>The author uses an auto-ethnographic approach to reflect on her experiences, over three years, of delivering a transformative curriculum by embedding the use of TLW – a system that can facilitate profound personal and professional development through specific life writing tools. The rewards and challenges of using this approach are discussed, including the educator’s use of self and other strategies to create a safe environment in which students maximise their engagement, own and explore their emotional intelligence.</p> <p>It is argued that Transformative Life Writing can be an effective tool in increasing student awareness of their soft skills, and in increasing their confidence and self-esteem. This is especially so for vulnerable students, or those who consider themselves as having difficulties in engaging inter-personally with others. However, the paper highlights the needs of HEI’s to appropriately support educators in its delivery, especially in relation to the emotional labour involved.</p>
<p>Deli Cheng GICICTEL1803081</p>	<p>University Patent Transfer in Mainland China: Performance, Determinants, and Policy Implications</p> <p>Deli Cheng Associate professor of International College of Intellectual Property of Tongji University, Shanghai, China.</p> <p>Jochen Glöckner Professor of Law in University of Konstanz, Konstanz, Germany</p> <p>Abstract</p> <p>In recent years, Chinese universities have not performed well in patent transfers as they have in patent applications. The very low patent transfer ratio in universities aroused great controversies and doubts about current patent policies in China, which is one of the hot topics in contemporary China. Many researchers from China and abroad tried to interpret the phenomenon in terms of profit incentives, allocation of patent ownership and transfer faculty etc. Few studies have focused on the influence of educational system organization and the operational regime etc. This paper, by empirical study, investigates the performance of Chinese university patent transfer, its determinants and related policies implications. A few ways to promote it concerning higher educational policies and management are suggested.</p> <p>Keywords: education system, Patent transfer, patent quality, determinants, improvement,</p>
 <p>Aulia Nisa Khusnia GICICTEL1803082</p>	<p>Reaching Hard to Reach Students Through Student Learning Communities (SLC)</p> <p>Aulia Nisa Khusnia University of Muhammadiyah Purwokerto, Indonesia</p> <p>Abstract</p> <p>A student learning community (SLC) is a curricular-based program and learning-centered social network that moves learning beyond the confines of the classroom. In a SLC, a cohort of students is enrolled in a common set of courses which they take together as a group. Most SLCs are tailored for first-year college students but SLCs may be created for any grade level. SLC courses are integrated and linked in some meaningful way in order to give students a</p>

	<p>common curricular experience and allow them to make more effective curricular connections across those courses. A core purpose of SCLs is to make learning more personally meaningful by addressing not just the intellectual needs of students but also their emotional and social needs. As such, the core aims of SCLs may provide an effective mechanism to reach ‘hard to reach’ students.</p> <p>Keywords: Student Learning Community (SLC), students’ experience</p>
<p style="text-align: center;">Hairong Mu GICICTEL1803083</p>	<p style="text-align: center;">Flipped classroom in practice: how technology can facilitate the flipping model?</p> <p style="text-align: center;">Hairong Mu Department of Land, Farm and Agribusiness Management, Harper Adams University, Newport, TF10 8NB, UK</p> <p style="text-align: center;">Abstract</p> <p>The flipped classroom is an innovative educational model that has attracted more attention recently. In the flipped classroom, course content is delivered via online videos and/or pre-recorded lectures that can be watched by students at home. It can free up the class time that lecturers are able to devote for learner-centered activities such as problem solving and active learning. This research is motivated by the flipping model with an aim to engage students’ learning outside of the classroom as well as respond to the challenges of teaching economics to non-economics majors, which reflect difficulties in delivering all the materials given the limited time period of a class. In this study, an online tool called “EDpuzzle” was introduced to facilitate flipping the class. After four-week trial of partially flipping the classroom, we surveyed 170 students from three economics modules to gather their feedback in order to explore the possibility and potential to adopt the flipped classroom strategy at a wider scale. Our pilot analysis indicates that technologies, like EDpuzzle, can help lecturers to deliver the course content through videos and monitor the class, but more effort is needed to motivate and encourage students to participate and prepare. In addition, flipping a class also involves design of various types of activities, including in-class and out-of-class, which are all vital for an effective flipped classroom. Therefore, our study calls for further research on how to design, implement and evaluate the flipped classroom in economics teaching.</p> <p>Keywords: Flipped classroom, online videos, EDpuzzle, active learning, economics teaching</p>
<p style="text-align: center;">Farhad Shafiepour Motlagh GICICTEL1803091</p>	<p style="text-align: center;">Effective learning Intermediation in the Relationship between Agility in Teaching with Empowerment of Nurses Case study ; nursing students in Islamic Azad University of Isfahan(</p> <p style="text-align: center;">Farhad Shafiepour Motlagh Department of Educational administration, Mahallat Branch, Islamic Azad University, Mahallat, Iran</p> <p style="text-align: center;">Zahra Tayefeh Ghashghaei Department of Psychology, Mahallat Branch, Islamic Azad University, Mahallat, Iran</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study was to determine the effectiveness of effective learning mediator in the relationship between agility teaching and empowerment of nurses in the academic year of 2016-2017. The research method was descriptive correlational. The statistical population included all nursing students of Isfahan Islamic Azad University. A random sampling method was used that 122 subjects</p>

	<p>were selected for research. Research tools include: 1. Agility questionnaire in teaching 2. Nursing empowerment questionnaire 3. Effective Learning Questionnaire. Descriptive statistics (mean and percent) and inferential statistics (Kolmogorov-Smirnov test, Pearson correlation test, stepwise multiple regression analysis, and structural equation model) were used to analyze the data. Overall, the results of the research showed that there is a significant relationship between teaching agility (flexibility, creativity and time management) with empowerment of nurses at $P < 0.05$. Effective learning mediates the relationship between agility teaching and empowerment of nurses at the level of $P < 0.05$.</p> <p>Keywords: Teaching agility by empowering nurses, effective learning</p>
<p>Mahboubeh Taghizadeh GICICTEL1803092</p>	<p style="text-align: center;">Engineering Students' Academic Reading Comprehension: The Contribution of Attitude and Breadth and depth of Vocabulary Knowledge</p> <p style="text-align: center;">Mahboubeh Taghizadeh Iran University of Science and Technology Mahsa Khalili Iran University of Science and Technology</p> <p style="text-align: center;">Abstract</p> <p>The purposes of this study were to investigate (a) the relationship between academic reading, attitude, depth, and breadth of vocabulary knowledge and (b) the contribution of attitude and depth and breadth of vocabulary to academic reading. The participants of this study were 122 Engineering students at the Iran University of Science and Technology. The Word Associates Test developed by Read (1993), the Vocabulary Levels Test developed by Schmitt, Schmitt, and Clapham (2001), a reading section of an academic IELTS sample, and Isakson Survey of Academic Reading Attitude developed by Isakson et al. (2016) were the instruments of this study. The results of the study revealed that there was a strong, positive correlation between the breadth ($r=.68$, $n=122$, $p=.000$) and depth ($r=.61$, $n=122$, $p=.000$) of vocabulary knowledge and academic reading; however, the correlation between the academic reading attitude and the other variables was moderate and positive. The results also showed that the breadth ($\beta=0.483$, $p=.000$) and depth of vocabulary knowledge ($\beta=0.235$, $p=.012$) were the significant contributors to academic reading, while academic reading attitude ($\beta=.102$, $p=.158$) was not found to be the significant contributor to academic reading.</p> <p>Keywords: attitude, academic reading, depth and breadth of vocabulary knowledge, Engineering students</p>
<p>Eralda XHAFKA GICICTEL1803093</p>	<p style="text-align: center;">The Quality Control in the textile industry. The most common quality issues in this sector</p> <p style="text-align: center;">Eralda XHAFKA Polytechnic University of Tirana, DBS Group</p> <p style="text-align: center;">Jonida TETA Polytechnic University of Tirana, DBS Group</p> <p style="text-align: center;">Abstract</p> <p>Albania has a strong and vibrant manufacturing sector, which is driven by highly successful enterprises in the textile and footwear industry. This success has been achieved through establishing close relationships with leading Italian brands over the past 20 years. There are many textile companies in Albania, and many of them have implemented quality management initiatives for reducing</p>

costs and improving both products and customer satisfaction. This article presents various important aspects of quality control in the textile industry. The study aims to evaluate and investigate the practices used in process control and measure the instruments to ensure process improvement. These procedures have a direct impact on the results of productivity and product quality. The research was conducted through a case study analyzing an Albanian enterprise operating in the textile sector. We had tried to clarify a number of issues about quality development in the textile industry by verifying the possible types of inefficiency or improvement points unexplored.

Verification of the quality control was carried out through evaluation, test and analysis methods of the monitoring procedures and business practices. This study had considered, also, the company's control strategies.

Quality assurance systems have been developed in the aim of providing to the client a high level of trust in the producer's capacity to maintain permanently the product specifications according to standards and original technical design.

Automatic production control is an important step to ensure quality and the main reason is to prevent the delivery of defective products to the customer. In the textile industry, due to the fact that all operations are hand-made, high productivity and quality can be achieved only by intensive quality inspection before and between the manufacturing stages. The high production speed and the large flexibility required by customers induces to the automated defect detection for the quality assurance system. In the traditional textile industry, this task is carried out by human visual inspection.


Manual inspection is usually a difficult task due to the small scale of defects and the large scale of inspected surface. In the case of the weaving sector, inspection is performed at the end of the manufacturing stage. Large batches of fabric rolls are manually inspected and actions are performed off-line from the production system. Employing automation through computer vision directly in the production phase will improve the on-line response of the production staff and will reduce the number of defects. Besides the high processing speed, computer vision systems can offer robust detection and large flexibility. Automation based on image processing do not admit the human limitations and could entirely replace traditional methods. Automated visual inspection relies on textile material properties. The structural analysis techniques for fabric defect detection allows determining the properties' of material textile and the segment defects statistically.

Only high added value, high tech and customized specialty products have survived. Quality assurance is increasingly important.


The history of quality control in the textile industry may be traced back to 11th to 8th centuries B.C. in China. In the modern context, the first application of statistical quality control concepts appeared to be in yarn manufacturing products during the late 1940s and 1950s. In 1981, one of the largest textile companies in the world, Milliken & Company, launched its total quality management efforts specifically directed to make a commitment to customer satisfaction pervading all company levels and locations. There are many textile companies in Albania, and many of them have implemented quality management initiatives for reducing costs and improving both products and customer satisfaction. This article presents various important aspects of quality control in the textile industry. Some of the quality-related issues directly or indirectly associated with textiles are: poor understanding of the customer needs and satisfaction, inadequate training of operators in their jobs and in quality issues etc. Management appears to sacrifice quality when costs are in conflict with program planning. The main quality problems experienced in apparel are


	<p>material failure, construction/stitching failure, customer misuse, and faulty trimmings.</p> <p>2. General objective The general objective is to investigate the defects in the sewing section and propose a solution how to minimize the defects.</p> <p>3. Specific objective To identify and measure the frequency of occurrence of the critical defects. To assess the contributing factors for each defect types. To maintain improvements using appropriate control charts.</p> <p>4. Scope of the study The scope of this study is to focus on minimizing the defects in the sewing section so that the overall operations of the company affecting the rework and at the same time the product qualities are under control.</p> <p>5. Methodology The research methodology adopted in this study is case study and brain storming. The case study conducted on a garment factory named “DBS Group Sh.p.k ” located in Tirana, Albania. At first preliminary investigation was carried out at cutting, printing, sewing, finishing and packing section to identify the area where most of the defects are occurred.</p> <p>Keywords: System, Quality control, Tools, Textile, Quality Strategy.</p>
<p style="text-align: center;">Jonida TETA GICICTEL1803094</p>	<p style="text-align: center;">Post-merger integration success: Knowledge sharing barriers in New Product Development multilingual environment (Case studies from Albanian SME-s)</p> <p style="text-align: center;">Eralda XHAFKA Polythecnic University of Tirana, DBS Group</p> <p style="text-align: center;">Jonida TETA Polythecnic University of Tirana, DBS Group</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this research is to analyze the factors influencing the success or failure of the integration between two organizations after a corporate merger or acquisition. The success for the acquiring firm and its stakeholders depends a lot on the efficiency of the integration process. This research presents an exploratory case study conducted at 8 Albanian merged companies and provides more insight in the factors relating to the organizational integration between two NPD departments. This investigation also reveals a discontinuity in knowledge sharing and uncovers three, empirically derived and theoretically informed, barriers to knowledge sharing in a multilingual post-merger environment. Many organizations consider effective knowledge sharing to be a source of competitive advantage after the mergers occur. However, the sharing of knowledge is often inhibited in various ways. They have been articulated as the lack of an explicit definition of information about the knowledge used and generated in the product development process, and the absence of mechanisms to make this information accessible in a multilingual environment and to disseminate it to NPD project team members. Collectively, these barriers inhibit a shared understanding of product development process knowledge. Existing knowledge management methodologies have focused on the capture of knowledge, rather than providing information about the knowledge and have not explicitly addressed issues regarding knowledge sharing in a multilingual environment after mergers occur in a developing country setting.</p> <p>The methodology to analyze the factors relating to the organizational integration between the two New Product Development departments, the new ways to measure the integration between them that affect the post-merger integration</p>

	<p>and the barriers to knowledge sharing in a post-merger multilingual environment between the NPD project team members consist of 8 case studies conducted in Albanian companies. On the basis of the existing research on the organizational post-merger integration, in the first part the organizational factors impacting the integration between two New Product Development departments are identified. The integration objectives, critical success factors and change management interventions are collected from the management of the departments using interviews and questionnaires. In the second part the barriers to knowledge sharing that affect the post- merger integration in a post-merger multilingual environment between the NPD project team members are uncovered through other interviews.</p> <p>Many studies have examined post-merger integration focusing on single variables, perspectives or behavior patterns of employees. Given the importance of knowledge sharing process in the integration process the identification of knowledge sharing barriers in a multilingual environment among the NPD project teams this research will provide more insights in the post-merger environment.</p> <p>The results and discussion related to the results offer the opportunity to develop a number of implications and recommendations for managers dealing with post-merger environment in a developing country setting in NPD process. Such analysis could provide more Insight on how the employees mix after the integration, if acculturation happens and to what extent this interferes with change management efforts.</p> <p>Keywords: New Product Development, Knowledge Management, Knowledge Sharing</p>
<p style="text-align: center;">Marie Bajnarova GICICTEL1803096</p>	<p style="text-align: center;">Humanity and Professionalism of an Art Teacher: The Role of an Art Education Teacher as a Specific Social Role, Its Dimensions and Components</p> <p style="text-align: center;">Mgr. et Mgr. BcA Faculty Of Education, Department Of Art, Masaryk University In Brno, Czech Republic</p> <p style="text-align: center;">Marie Bajnarova Faculty Of Education, Department Of Art, Masaryk University In Brno, Czech Republic</p> <p style="text-align: center;">Abstract</p> <p>Pupils and teachers in the art education field encounter various pedagogical situations. They carry out their social roles in their field. Integration and penetration of these roles structure the experiences of both stakeholders of situations. The paper deals with the important role of the art teacher in primary school education conditions. The role of a primary school teacher is specific in all teaching roles. The paper points to the broad dimension of demands and requirements in the teaching profession for teaching art education, since the teacher is expected to be motivated in different intensity to certain form of art self-realisation, to be acceptably artistically sensitive, thoughtful and their competence should also include theoretical art education. The last part of the paper highlights the professional competencies of the art teacher.</p> <p>Keywords: role of an art teacher, art education, pedagogical situations, professional competencies of the art teacher, art.</p>
<p style="text-align: center;">Dr. Khalid Hamednalla Albadawi GICICTEL1803098</p>	<p style="text-align: center;">The Oral Error Correction</p> <p style="text-align: center;">Dr. Khalid Hamednalla Albadawi Taif University. College of Arts and Education (Turabah Branch). Saudi Arabia</p>

	<p style="text-align: center;">Abstract</p> <p>This study focuses on the oral error correction techniques applied by teachers when a student commits errors during oral activities whether speaking or reading. It also examined whether teachers' ways of error correction affected students' participation in oral activities. An observation was utilized for the data collection. Findings showed that students were affected positively or negatively by the teacher's error corrections. They also draw the attention for importance of the scientific ways of correcting errors. This study concludes with the idea that English teacher should get involved in such self-observation studies in order to realize their current practices in the classroom. The data yielded a number of interesting findings which showed that there were differences and similarities between male and female teachers in the ways of correcting students' oral errors. At the end of this thesis, recommendations and suggestions were given.</p>
 <p style="text-align: center;">Dr.Kian Pishkar GICICTEL1803104</p>	<p style="text-align: center;">Teaching and Learning American Slang based on Kolb's Learning Approaches</p> <p style="text-align: center;">Dr.Kian Pishkar Assistant professor of ELT& Faculty member of Islamic Azad University, Jieroft Branch, I.R. Iran</p> <p style="text-align: center;">Abstract</p> <p>This study concentrate on finding any possible relationship between Kolb's approaches and teaching and learning slang among students. 63 ELT BA students majoring English Translation (ET) were selected The 63 participants took the Kolb's (2006) Learning Style Inventory questionnaire, and the Slang Test. The test and the questionnaire answered by the participants were scored. Using the descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study showed that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant teaching and learning styles among the students. In terms of the descriptive statistics, both genders were found to have similar performances on both slang test and the Kolb's (2006) Learning Style Inventory questionnaire with partial differences. The results of the correlation demonstrated the positive, significant and high correlation between the Kolb's (2005) teaching and learning style and slang teaching and learning. The study proved the highest correlation between the experiential teaching and learning style (Concrete Experience (CE) and the slang teaching and learning. meanwhile, the study showed non-significant correlation either between gender and slang learning.</p> <p>Key Words: Kolb's Learning Approaches, Slang Learning, Active Experimentation (AE), Concrete Experience (CE), Abstract Conceptualization (AC),</p>
<p style="text-align: center;">Nafiu Abdullahi GICICTEL1803113</p>	<p style="text-align: center;">The Teaching Of The English Dental Fricatives Among Learners Of English</p> <p style="text-align: center;">Nafiu Abdullahi Department Of Languages, Sule Lamido University, Kafin Hausa-Jigawa State- Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This paper is an analytical study which traces the remote and immediate causes of challenges faced by Nigerian speakers of English and other learners of English in the realization of the English dental fricatives. These categories of English speakers speak English as their second language. They therefore tend to have difficulty when pronouncing some sounds in English. It is, however, inevitable to avoid such challenges since English is not their mother tongue but</p>

	<p>effort can be made to minimize such errors. The voiced and voiceless sounds are not present in all the local languages in Nigeria; thus, these categories of people tend to substitute the sounds with the available ones in their local languages. For instance, research has shown that some learners of English tend to replace the voiceless sound with [t] and the voiced sound with [d]. The researcher will make observation with regards to how these sounds are pronounced in rapid speech consciously. This paper will proffer possible solutions to such challenges encountered by those learners of English.</p> <p>Key words:Dental, Fricatives, Learners</p>
<p>Fatma Serdaroglu GICICTEL1803117</p>	<p style="text-align: center;">Intrinsic And Extrinsic Motivation Levels Of English Language Learners At Elementary Level At Anadolu University</p> <p style="text-align: center;">Fatma Serdaroglu English Language Instructor at Anadolu University, School of Foreign Languages</p> <p style="text-align: center;">Abstract</p> <p>This study investigates the intrinsic and extrinsic motivation levels of English Language Learners at Anadolu University School of Foreign Languages, Turkey. The study aims to see which motivation type affects English language learners more in this school in an attempt to understand the students' needs better for the sake of being more helpful for their success in the prep-school. Subjects for the study are 60 students at Elementary level at Anadolu University School of Foreign Languages. The data will be collected using the questionnaire adapted by the study (Zubairi & Sarudin, 2009). The questionnaire was designed on Likert scale and consists of two parts with 8 questions for each to evaluate students' intrinsic and extrinsic motivation to learn the target language. The results will be reported separately for the two different types of motivation and will be analyzed comparing the results of each with one and another. The results will be evaluated to see which type of English language learning motivation affects the language learners more. The findings are expected to show a possible association between English language learners' motivation type and their success for the future study.</p> <p>Key words: Intrinsic motivation, extrinsic motivation, English Language Learning</p>
 <p style="text-align: center;">Gunel Babayeva GICICTEL1803119</p>	<p style="text-align: center;">Title: Modernization of teacher training model in Post-Soviet Azerbaijan: Perspectives and Challenges</p> <p style="text-align: center;">Gunel Babayeva Institute of Education, National Research University Higher School of Economics, Moscow, Russia</p> <p style="text-align: center;">Abstract</p> <p>The issue of teacher quality has led to increasing focus on teacher education/preparation. In globally changing educational environment, efforts are being implemented for teachers' professional development through relevant models and programs. Establishment of new trends in teaching and learning requires educators to be competent in application of new teaching practices and contribute to better student outcomes. In this regard, the paper seeks to explore the changing trends regarding the modernization of teachers' professional development system in Azerbaijan. Furthermore, re-conceptualization of teacher training in post-Soviet Azerbaijan will be outlined in order to review the historical factors regarding teacher training. Aspects such as curriculum, teacher education and teacher empowerment will be investigated in respect to</p>

	<p>teacher training. For the purpose of this paper, international and local literature will be reviewed to perceive key changing trends and their conceptualization in systems under development. The proposed study will also incorporate several theoretical frameworks on teacher quality and professional development. Those frameworks will enable me to operationalize variables and concepts for explanation of related phenomenon and relevant assumptions. The paper intends to contribute to the growing literature on educational research in Azerbaijan. In its own sense, this intended paper may incite further discussion and research on modernization of the management of human resources in education.</p>
 <p>Nur Balkır GICICTEL1803122</p>	<p>Redesigning curriculum: Should Student Voices Matter?</p> <p>Nur Balkır Assist. Prof. Dr. Kadir Has University, Istanbul</p> <p>Abstract</p> <p>The foundational level courses are cornerstones of art and design education in helping students to learn how to use their skills in further steps of their majors. And also to equip them with necessary skills and abilities that will assist them to excel in their professional career. Therefore, it is essential for higher education institutions to periodically renew and redesign their study programs and curriculum.</p> <p>Kadir Has University (KHAS), a private university in Istanbul, Turkey, has undertaken major program renewals aiming to enhance the applied educational programs. The curricular changes at Art and Design Faculty of the university have been designed to emphasize on teaching students the fundamental concepts underlying the design related disciplines considering the departments of the faculty, industrial design, Interior Architecture, and Architecture.</p> <p>During the modifications, the question of what is the best way to teach students these underlying concepts that they can apply to their fields has been a major concern. This paper presents the results of a longitudinal study employing semi-structured interviews and questionnaires to explore students' experience and their perceptions of the foundational level courses at the Faculty of Art and Design.</p> <p>The study aims to record periodical data and investigate the value of these changes in educational systems improvement and how to employ the outcomes of these studies within the educational fields.</p> <p>Keywords: Foundational, Art, Design, Education, Curriculum</p>
<p>Alyssa Ferns GICICTEL1803124</p>	<p>Developing Workplace Conflict Scenarios to Enhance Student Learning</p> <p>Alyssa Ferns. Ph.D. Professor - Criminal Justice Degree Bachelor of Social Science School of Social and Community Services Humber Institute of Technology and Advanced Learning 3199 Lake Shore Boulevard West Toronto, Ontario, Canada M8V 1K8</p> <p>Abstract</p> <p>Most organizational literature supports the need for strong conflict management skills for employees to be efficient and effective in the workplace (Oore, Leiter, & LeBlanc, 2015). Furthermore, on-going interpersonal conflict can negatively impact employees and lead to burnout, absenteeism, and turnover, and this is especially true in high stress environments (e.g., medical; criminal justice) (Astley, 2017; Lambert, Minor, Wells, & Hogan, 2015; Pines et al. 2014). While curriculum can teach theoretical knowledge as it relates to conflict, it is beneficial for students to have the opportunity to practice their conflict</p>

	<p>resolution skills in applied settings, and this can be accomplished using a conflict simulator. While typically, these have been used for use-of-force police training, with the right type of scenario library, it is possible to shift the focus away from practicing use-of-force decision making and more towards practicing communicative de-escalation techniques.</p> <p>The current study used a focus group method of current Canadian criminal justice (CJ) professionals and Humber CJ student graduates to answer two key questions: (1) what are the most significant workplace conflicts that are taking place within a CJ field; (2) what are the most significant workplace conflicts new graduates entering into a profession. The focus groups were transcribed and analyzed using a qualitative approach and the following themes were observed: external conflicts with emotionally disturbed or unresponsive persons, internal power struggles based on age/gender, internal organizational hierarchy miscommunications; and personal work-life balance challenges. The results were used to guide future scenario development for the simulator to be able to support our students' learning of applied conflict management skills and prepare for a criminal justice career.</p> <p>Keywords:criminal justice; conflict management; simulation technology; applied skills</p>
 <p style="text-align: center;">Nergis Koparan GICICTEL1803125</p>	<p style="text-align: center;">The Effect Of The Keyword Method On Esp Vocabulary Learning And Retention</p> <p style="text-align: center;">Nergis Koparan Fatih Sultan Mehmet Vakif University, Istanbul</p> <p style="text-align: center;">Derin Atay Bahcesehir University, Istanbul</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study is to investigate the effect of the keyword method on ESP vocabulary learning and retention. The study also attempts to explore the perceptions of students toward the application of the keyword method in Aviation English learning. To achieve this purpose, a quasi-experimental research design was adopted. Thirty-two Turkish EFL students from two intact classes in Civil Aviation Cabin Services Program at a private university in Istanbul were assigned as the experimental and control groups. The experimental group was instructed through the keyword method while the control group was taught target vocabulary items by means of definitions and synonyms. The data was collected through vocabulary knowledge scales and structured interviews. The findings revealed that the keyword method had a positive impact on students' ESP vocabulary learning and retention along with their perceptions of the keyword strategy. The students in the experimental group recalled more target vocabulary than the control group did. On a basis of these findings, the study provides practical implications to integrate the keyword method into Aviation English classes.</p> <p>Keywords: Vocabulary Learning, the Keyword Method, ESP, Vocabulary Retention</p>
<p style="text-align: center;">Sara Fine-Meltzer GICICTEL1803132</p>	<p style="text-align: center;">Teaching Academic Vocabulary: Why, How, When?</p> <p style="text-align: center;">Sara Fine-Meltzer EFL, Ben-Gurion University of the Negev, Beer Sheva, Israel</p> <p style="text-align: center;">Abstract</p> <p>A major stumbling block to reading comprehension in English is poor</p>

	<p>vocabulary. While it is often thought that academic vocabulary can wait for university study, it is my contention that it ought to be actively taught much sooner, using distinctly “old-fashioned” methods.</p>
<p>Gökçe Ergin GICICTEL1803133</p>	<p>An Evaluation Of Childhood Trauma And Perceived Parenting Style Among Justice-Involved Youth: The Case Study In Maltepe Child And Youth Closed-Prison</p> <p>Ergin, Gökçe M.A., Clinical Psychology</p> <p>Abstract</p> <p>Childhood trauma, which is also labeled as complex trauma, includes various types of trauma and refers to being exposed to interpersonal and multiple traumatic events. It has been documented that traumatic stress among children and youth is associated with increased risk of involvement with the child welfare and juvenile justice systems. This study included five types of childhood trauma which are physical abuse, sexual abuse, emotional abuse, emotional, and physical neglect.</p> <p>Additionally, there exists a variety of criminological theories that attempt to explain the effects that the family has on delinquent and criminal behavior. Researchers using Baumrind’s conceptualization of parenting styles have demonstrated that the type of parenting had a crucial influence of a variety of child behavior outcomes. Many researchers believed that different parental styles and practices were best understood on the basis of two underlying dimensions; parental acceptance/ involvement and strict control/supervision and four types of parenting styles; authoritative, authoritarian, permissive and uninvolved.</p> <p>The main objective of the current thesis was to evaluate childhood trauma – abuse and neglect and perceived parenting style- authoritative, authoritarian, permissive and uninvolved among juvenile delinquents. Sample of the current study consisted of 64 justice-involved boys from in Maltepe Child and Youth Closed-Prison. The scales used in data collection were Childhood Trauma and Child Rearing Styles Questionnaires.</p> <p>The results showed that the mean score of childhood trauma among justice-involved youth was prevalent. Emotional neglect was respectively higher than psychical neglect, emotional abuse physical abuse and sexual abuse among delinquents. Importantly, 51.5% of all participants reported that they had childhood trauma. In detail, 50% of all participants reported physical neglect; 50% of all participants reported physical abuse; 39% of all participants reported emotional abuse; 26,5% of all participants reported emotional neglect and lastly 15,6 of all participants reported sexual abuse in their childhood.</p> <p>The produced four parenting styles (authoritative, permissive, authoritarian and uninvolved) were determined by crossing of the two dimensions (acceptance/involvement and strict control/supervision). The study established that the majority 20 (31.3%) of the respondents had authoritarian parenting styles, 17 (26.6%) had permissive parenting styles, 16 (25%) had authoritative parenting styles and the rest of the distribution 11 (17.2%) had uninvolved parenting styles. Additionally, total trauma scores of children were compared on perceived parenting styles and found statistically significant. Juvenile offenders having authoritarian parenting styles reported more trauma (M=52.25) than respectively, authoritative (M=39), uninvolved (38.90) and permissive (M=33.76) parenting styles.</p> <p>Furthermore, acceptance/involvement dimension is found significantly reverse associated with childhood trauma. The results of the study showed delinquents</p>

	<p>who perceive their mother as more in acceptance/involvement dimension respectively experienced less emotional neglect, emotional abuse, physical neglect and physical abuse. Additionally, delinquents who perceive their father as more in acceptance/involvement dimension respectively experienced less emotional and physical neglect. This thesis aimed to make its own contribution to the literature and in order to suggest applicable family-based preventions programs for justice-involved youth by scrutinizing the association between perceived parenting styles and childhood traumas on juvenile delinquency. Keywords: childhood traumas, perceived parental styles, juvenile delinquency</p>
<p>Sevgi ŞahiN GICICTEL1803134</p>	<p>Students' Language Learning Experience Through Augmented Reality</p> <p>Sevgi ŞahiN Instructor of English, Anadolu University School of Foreign Languages, Eskisehir, Turkey</p> <p>Abstract</p> <p>'Today's students are no longer the people our educational system was designed to teach' as Marc Prensky (2001) suggested. With the growing interest in the use of digital applications to enhance teaching and learning, the use of new technologies has become a key trend in language acquisition process. In this case, our challenge is to channel the natural enthusiasm our digital native students have for technology by implementing various digital applications in class.</p> <p>One of the emerging technologies is Augmented Reality (AR). Application of this technology promotes language learning by allowing students to experience auras (augmented reality scenarios created by the teachers) that extend from the real world to a virtual environment. AR is quite feasible to implement in class and greatly assists students in their journey of language acquisition. It not only gives learners the greatest opportunity to interact, but also contributes considerably to their motivation.</p> <p>Deriving from experiences, this study presents a demonstration of AR application in class, some implications for an effective execution and possible setbacks that practitioners and curriculum designers should be mindful of.</p> <p>Key words: augmented reality, digital natives, technology, language learning, digital applications</p>
<p>Halil Elibol GICICTEL1803135</p>	<p>Developing Intercultural Sensitivity: A Study with Prep School Students of French Language at Anadolu University</p> <p>Halil Elibol School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>In the last quarter of the 20th century and in the 21st century, Culture teaching has gained an utmost important. At the beginning of the 20th century only the target culture was being taught and cultural knowledge was in the heart of the teaching. The fact that communities and individuals interact with each other more and the immigration to Europe has increased in the second half of the 20th century has drastically changed the attitude towards integrating culture into language teaching process.</p> <p>The elements of individual's own culture and the ones of the target culture have both started to be integrated in culture teaching in foreign language classes. This concept called Intercultural competence has also taken a significant part in Common European Framework of Reference for Languages. The aim of this study is to analyse the effects of integrating extra cultural materials into</p>

	<p>language classes on Ss' intercultural sensitivity level. The study group consists of 30 (15 students of experimental group and 15 of control group) volunteer prep class beginner students of French as a foreign language. Intercultural sensitivity levels of teacher candidates were measured by Intercultural Sensitivity Scale developed by Chen and Starosta (2000). The scale has been applied twice at different times- at the beginning and at the end of the term. Extra cultural materials, adapted according to the curriculum, have been applied every week to the experimental group. Based on the scale, filled by 30 participants, the effects of extra cultural materials on Ss' intercultural sensitivity level were analyzed. Besides, with the collected data, relevant analyses were done and some discussions and suggestions on the issue were provided as well. Key words: Interculturality, Intercultural sensitivity, Prospective Foreign Language Teachers, Education</p>
<p>Şule Göl GICICTEL1803136</p>	<p>University Within School Model From The Perspectives Of Teacher Candidates</p> <p>Şule Göl Undergraduate Students, English Language Department, Mef University, Istanbul, Turkey</p> <p>Şule Güneş Undergraduate Students, English Language Department, Mef University, Istanbul, Turkey</p> <p>Melis Terzihan Undergraduate Students, English Language Department, Mef University, Istanbul, Turkey</p> <p>Sevgi Ekin Erdem Undergraduate Students, English Language Department, Mef University, Istanbul, Turkey</p> <p>Melike Kobalas Undergraduate Students, English Language Department, Mef University, Istanbul, Turkey</p> <p>Abstract Teaching is a very specialized profession (AFT, 2012; Ozcan, 2011) and in these globalization and information age teaching must be performed by professional teachers selected and educated for some special tasks including knowledge, skill and dispositions (Sahlberg, 2015; Darling-Hammond, 2006; YÖK, 2007). In Turkey, the Council of Higher Education (YÖK) decides upon the number and credit of courses that colleges of education have to teach in their teacher education programs. Education is largely theoretical (YÖK, 2007). The internship process and hours in faculties of education do not seem enough and do not give enough field experience to the teacher candidates. For instance, in the current Council-based teacher education curriculum, approximately 80% of the curriculum is theoretical and the rest is practice; however, this approach is hardly practiced (Ozcan, 2016). Therefore, all kinds of professions such as education, teacher education should be based on the experience as much as a science (Ozcan, 2011). University within School Model is designed as a model that combines traditional apprentice-intern-master relationship for teacher education with modern formal</p>

	<p>education based on consciousness and fuses theory and practice. In this model, the aim is to increase the student achievement in the schools where the teacher candidates of the universities have gained education and experience, and they are collaborating in the framework of the model.</p> <p>The University within School Model is expected to be the pioneer in teacher education. It needs to be transformed into an international model not only in the universities in Turkey but also in different countries.</p> <p>Key words: Community Service, Service Learning, Social Issues, Teacher Education, University within School</p>
 <p>Diana Ruth G. Caga-Anan GICICTEL1803140</p>	<p>Classroom Management Practices Of Hotel, Restaurant And Institution Management Instructors</p> <p>Diana Ruth G. Caga-Anan Mindanao State University- Iligan Institute Of Technology</p> <p>Abstract</p> <p>Classroom management is a critical skill but the styles are constantly evolving. It is constantly under pressure particularly in the college education level due to diversity in student profiles, modes of delivery, and marketization of higher education. This study sought to analyze the extent of implementation of classroom management practices (CMPs) of the college instructors of the Hotel, Restaurant and Institution Management of a premier university in the Philippines. It was also determined if their length of teaching affects their classroom management style. A questionnaire with sixteen “evidenced-based” CMPs grouped into five critical features of classroom management, adopted from the literature search of Simonsen, et. al (2008), was administered to 4 instructor-respondents and to their 88 students. Weighted mean scores of each of the CMPs revealed that there were differences between the instructors’ self-scores and their students’ ratings on their implementation of CMPs. The critical feature of classroom management “actively engage students in observable ways” got the highest mean score, corresponding to “always” from the instructors’ self-rating and “frequently” from their students’ ratings. However, “use a continuum of strategies to respond to inappropriate behaviors” got the lowest scores from both the instructors and their students corresponding only to “occasionally”. Analysis of variance showed that the only CMP affected by the length of teaching is the practice of “prompting students to respond”. Based on the findings, some recommendations for the instructors to improve on the critical feature where they scored low are discussed and suggestions are included for future research.</p> <p>Keywords: classroom management, critical features of classroom management, CMPs</p>
<p>Sevnur Basaran GICICTEL1803145</p>	<p>A Study Of Motivation In English Language Learning Of First Year University Students At School Of Foreign Languages At Anadolu University, Turkey</p> <p>Sevnur Basaran English Language Instructor at Anadolu University, School of Foreign Languages</p> <p>Abstract</p> <p>Motivation has been considered as one of the most important issues of learning a foreign language. This is a survey study which examines the type and level of English language learning motivation - like instrumental or integrative - of 160 university students from different language proficiency levels at School of Foreign Languages preparatory classes at Anadolu University in Turkey. A</p>

	<p>motivational survey of 30 items adapted from Gardner's Attitude/ Motivation Test Battery was conducted. The data were analyzed by means of frequency, percentage, arithmetic mean and standard deviation. The statistical results were found through IBM SPSS 18.0 for Windows statistics pack program. For gender differences, Independent Samples t-test, to define the differences between the proficiency levels, One-Way Anova test were used. Motivational factors were analyzed through these items in terms of gender, language proficiency levels, attitudes towards learning a foreign language, expectations like finding a job or understanding foreign culture, and also intrinsic –extrinsic and integrative factors of motivation were considered and classified as findings. The study can be significant to find out the positive and negative factors affecting learning English and the results can be useful to suggest solutions in practical class environment and inspire for further effective academic research.</p> <p>Keywords: Learning a foreign language, motivation, instrumental motivation, integrative motivation</p>
<p>Rola Khishfe GICICTEL1803150</p>	<p>Contexts for Explicit Teaching about Nature of Science: A Review of the Literature</p> <p>Rola Khishfe Department of Education, American University of Beirut, Beirut, Lebanon</p> <p>Abstract</p> <p>The goal of all reform documents in science education is to target scientific literacy. Toward that end, having students understand the nature of science (NOS) is a critical component. As it turns out, the development of NOS conceptions is a cognitive learning outcome and an explicit approach needs to be geared towards addressing learners' conceptions of NOS in the classroom. However, the development of NOS conceptions is context-dependent (Eastwood, et al., 2012). At the same time, different learning contexts influence NOS understandings in different ways. There are several ways of contextualizing NOS (Bell, Matkins, & Gansneder, 2011). NOS instruction is contextualized within three different frameworks: History of science (HOS), scientific inquiry and socioscientific issues (SSI). As such, the aim of this review is to examine the importance of contextualization of NOS within the three different frameworks: HOS, scientific inquiry, and SSI. Additionally, this paper presents a comprehensive review of the empirical literature that targets explicit instruction about NOS to improve students' and teachers' conceptions of NOS and categorize the reviewed attempts into three different frameworks: HOS, scientific inquiry, and SSI. Implication for future research and classroom applications related to the explicit teaching of NOS in these contexts are discussed.</p> <p>Keywords: nature of science, history of science, scientific inquiry, socioscientific issues.</p>
 <p>Dr. Alparslan Nas GICICTEL1803153</p>	<p>Reconsidering Advertising Literacy from a Semiotic Perspective</p> <p>Dr. Alparslan Nas Assistant Professor at Marmara University, Faculty of Communication, Department of Advertising Istanbul – TURKEY</p> <p>Abstract</p> <p>Since the 20th century, media literacy has been a very important area of scholarly inquiry particularly with regard to the deeper and more critical reading of media messages. Advertising is a specific form of media narrative that requires critical interpretation and careful attention. This has been one of</p>

	<p>the main reasons behind the emergence of a distinct media literacy perspective, namely, advertising literacy, which aims to provide the audience with the necessary skills for a critical reading of advertisements. According to the existing research in this subject, advertising literacy has four main components: “informational literacy”, which focusses on how individuals use and make sure of the correctness of information; “aesthetic literacy”, which the individuals understand the style and the visual expression of advertising; “rhetorical literacy”, which the individuals understand the persuasive strategies, and “promotional literacy”, which the audience the logic of product’s promotion processes. This paper aims to make a theoretical contribution to the studies in advertising literacy by suggesting that a fifth category based on “semiotic literacy” can be considered as a distinct component of advertising literacy, particularly for societies whose advertising narratives are inherently cultural. The ways in which advertising became imbued with cultural meanings necessitate this phenomenon to be considered as a semiotic narrative pointing out diverse cultural signs. In this regard, as this paper will draw attention by focusing on advertisements in Turkey, the audience relate themselves to advertisements based on cultural meanings attached to them, including lifestyles, gender, age, and other consumer cultures. Semiotic literacy becomes a tool for advertisers to reach out to their audiences, as it is also an important category for audiences who engage in advertisements semiotically to understand the message conveyed. In sum, this paper aims to contribute to the existing discussions on advertising literacy as an important tool by pointing at the semiotic dimensions from the perspectives of advertising creatives, audiences and researchers.</p> <p>Keywords: Advertising Literacy, Communication Studies, Media Education, Media Literacy, Media Studies.</p>
<p>Osaretin Florence Irene GICICTEL1803195</p>	<p>Strengthening education in rural communities of Developing Countries/Nations</p> <p style="text-align: center;">Osaretin Florence Irene Department of Education Foundation and Management Faculty of Education Ambrose Ali University, Epkoma Edo state, Nigeria</p> <p style="text-align: center;">Eneh E Afamefuna Department of information Technology Faculty of Science National open university of Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This Paper focuses on the problems and prospects of rural Community Education in Developing Countries/Nations. It examines the concept of non-formal community education as vital to individual and community development. It posits that, the formal provision of education cannot solve the problems of a rapidly changing society. Hence, education has to be redefined in the context of community to make it responsive to the yearning for better living conditions in the community. The work takes a rear-view mirror of the indigenous community education as a recipe for development and submits that if integrated with formal education indigenous community education can facilitate group and community betterment. Against this premise, suggests some measures that can foster community education for all-round development in Developing Countries/Nations. Community education, if fostered has many prospects for social transformation and sustainable development in Developing Countries/Nations.</p> <p>Key words: Community education; community development; non-formal education; poverty reduction; participation</p>

<p>Michel Lepage GICICTEL1803196</p>	<p>Student teacher practicums: Towards better collaboration between the academic supervisor and the cooperating teacher</p> <p>Michel Lepage Université de Montréal, Canada</p> <p>Colette Gervais Université de Montréal, Canada</p> <p>Annie Malo Université de Montréal, Canada</p> <p>Abstract</p> <p>Since 1994, initial teacher training in the province of Quebec (Canada) has been a four-year program that includes 700 hours of practicum in schools. Both the emphasis on practical training and the alternation between university and the teaching environment requires a true interdependence of these settings, itself dependent on an associated management and organization structure. Two stakeholders support and supervise the teaching trainees in their practicum: the cooperating teacher, who receives the trainee in his or her classroom and provides a day-to-day support, and the academic supervisor, whose multiple roles include that of a guide, resource, mediator and evaluator (Enz, Freeman & Wallin; Russell & Russell, 2011). This division of responsibilities is not always as simple as it may seem. A number of articles have explored the collaborative challenges encountered in this dyad, which are often a source of stress for trainees and an obstacle to their field experience. Following a presentation of the main characteristics of practical teacher training in Quebec, this communication will present the results of a reflection process on the requisite dialogue and collaboration between the cooperating teacher and the academic supervisor, a reflection inspired by the results of an online survey of 32 supervisors from various training programs regarding how they see their supervision practice, particularly the respective contributions of both stakeholders during the practicum. A preliminary analysis of the findings appears to indicate that representations vary based on previous experience as a cooperating teacher and supervisory experience.</p> <p>Keywords: student teacher; practicum; university supervisor; cooperating teacher</p>
<p>Azubuike Stephen Ifeanyi GICICTEL1803211</p>	<p>Understanding The Relevance Of Educational Psychology And Teachers Education For National Development In Developing Nations</p> <p>Azubuike Stephen Ifeanyi Department Of Philosophy Faculty Of Arts And Education University Of Uyo, Akwa-Ibom State, Nigeria Email: Eeneh@Ymail.Com</p> <p>Dr Anthonia Eneh University Of Benin, Ugbowo Campus, Benini City, Nigeria Email: Eneh.Barinuinstitute@Gmail.Com</p> <p>Abstract</p> <p>To explain how educational psychology can help prospective teachers prepare and facilitate the academic achievement and the social success of their future students. This paper offers a broad base of content focused on human learning</p>

	<p>and understanding the relevance of educational psychology and teachers' education development even in developing nations, making it appropriate for students of education, psychology, or as an elective course for students in any field. Effective teachers recognize the importance of their influence and they prepare long before they arrive at school as they plan each lesson and they continue pre-paring after the school day ends as they consider teaching methodologies, methods of minimizing disruptive behavior, and design of future lesson plans to fit the diverse needs of their students In developing Nations, educational psychology is faced with the challenge of providing knowledge and services that contribute to national development. A teacher must know the growth and development of the child and his requirements at different levels. Educational psychology helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching for effective communication.</p> <p>Keywords: Education, Psychology, Teachers' Education, Development, Behaviour</p>
<p>Enabulele Stanley Omoregbe GICICTEL1803212</p>	<p style="text-align: center;">Early Child hood Education in Africa: Strengthening Teaching Psycho-social Skills by improving Kindergarten Curriculum</p> <p style="text-align: center;">Enabulele Stanley Omoregbe Faculty of Education Ambrose Ali University Ekpoma, Edo State,</p> <p style="text-align: center;">Patient I Edet Faculty of Physical Science University of Benin, Benin City</p> <p style="text-align: center;">Abstract</p> <p>The purpose of child education is to prepare the child for primary school education, which is universal, free and compulsory, and to offer every child the opportunity to go to school and receive education as a right. The study showed that Pre-service teachers had enough knowledge in achieving two goals of the KG curriculum and were also more familiar with the use of fieldtrips and demonstration. The paper emphasized that if pre-primary education is to serve its purposes amongst others for making the children to have an effective smooth transition from the home to the school and prepare the child for the primary level of education, then it should be well supervised. It has also established that the provision of early childhood education will have positive influence on the educational development of children in later life</p> <p>Key words used: Early Child Education, Teachers, Kindergarten, Government, Africa, Nigeria, Policy, Supervision, Institution, Skills and Fundamental</p>
<p>Asma Bashir GICICTEL1803214</p>	<p style="text-align: center;">Antibiogram Development of Pyogenic Bacteria and the Evaluation of their Multi-Drug Resistance</p> <p style="text-align: center;">Asma Bashir Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Karachi, Pakistan</p> <p style="text-align: center;">Kiran Fatima Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Karachi, Pakistan</p> <p style="text-align: center;">Neha Farid Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and</p>

	<p style="text-align: center;">Technology, Karachi, Pakistan</p> <p style="text-align: center;">Kashif Ali Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Karachi, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>Different studies show consistent predictable bacterial profiles in wound infections, antibiotic resistance and capacity to adapt to changing environment, which render the pathogens a matter of concern in hospital acquired infections. Therefore, periodical monitoring of bacterial profile and their antibiotic susceptibility pattern is important. The objective of the study is to determine the commonly encountered pathogens in pus samples along with their antibiotic susceptibility patterns. Pus samples received for diagnostic microbiology were processed, and identified by standard protocols. Antibiotic susceptibility testing was done by Kirby-Bauer Disc Diffusion method. Among the isolated organisms from pus specimens, Staphylococcus aureus was the most common followed by Escherichia coli, Klebsiella pneumoniae, Pseudomonas aeruginosa, Proteus species and Acinetobacter species. Quinolones, aminoglycosides and cephalosporins were found to be the most effective antimicrobials in vitro, whereas amoxicillin, minocycline and trimethoprim-sulphamethaxazole were least effective. The resistance of organisms to antibiotics is increasing steadily as they are becoming more resistant to newer antibiotics, such as quinolones. Doctors and nurses spread awareness of antibiotic resistance, and it is their duty to keep themselves updated with the latest anti biogram of commonly encountered pathogens, so that appropriate antibiotics may be provided for the treatment of infection</p>
<p style="text-align: center;">Kiran Fatima GICICTEL1803215</p>	<p style="text-align: center;">Assessment and Identification of Cholesterol-Degrading Probiotics</p> <p style="text-align: center;">Kiran Fatima Biosciences Laboratory, Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Karachi, Pakistan.</p> <p style="text-align: center;">Abstract</p> <p>Objective: This study aimed to isolate and identify probiotic lactobacillus and evaluate their effects on cholesterol levels. Methodology: Probiotic Lactobacillus was isolated from 3 samples butter milk, spinach and egg yolk. MRS agar and MRS broth were used for the growth of lactobacillus and identification of lactobacillus was confirmed by gram staining and various biochemical tests. Growth and survival of lactobacillus was evaluated by antibiotic resistance, acid tolerance in various pH (4, 7 & 9), Bile salt tolerance under different concentrations of bile salt (such as 0.1g, 0.2g, 0.3g, 0.4g & 0.5g) and in various temperatures such as (37°C, 50°C & 4°C). Cholesterol degradation capability of lactobacillus was determined under 3 different concentrations of cholesterol (200µg/ml, 400µg/ml, and 600µg/ml) Results: Results of cholesterol assimilation were recorded by the percentage of cholesterol degraded. Out of all 3 samples, Lactobacillus isolated from butter milk showed the highest cholesterol degradation (26.68%) at concentration 600µg/ml. Conclusion: The present study showed that the isolated probiotic. Key words: Probiotic, Lactobacillus, Antibiotic resistance, Bile tolerance, Acid tolerance, Cholesterol</p>
<p style="text-align: center;">Dr. Lyle Benson GICICTEL1803054</p>	<p style="text-align: center;">Permanency of Self- Confidence Development in a Leadership Training Program</p>

	<p style="text-align: center;">Dr. Lyle Benson MacEwan University, Edmonton, Alberta, Canada</p> <p style="text-align: center;">Dr. Rickard Enstroem MacEwan University, Edmonton, Alberta, Canada</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study was to determine if youths' self-confidence, once developed in a leadership training program, persisted over time. This research compared two studies on the same leadership training program: Benson (1991) and the Canadian Alberta Provincial Government (1995). Benson's (1991) study assessed youths' self-confidence 3 months after they attended the provincial leadership training program. The Alberta Provincial Government (1995) study assessed youths' and adults' self-confidence 1 to 8 years after they attended the same provincial leadership training program. Although this is not a true longitudinal study following the same subjects over time; it is a follow-up study measuring the impact of the provincial leadership training program on the permanency of self-confidence development and retention over time. This is one of the first leadership studies on self-efficacy and self-confidence to do this. In almost all of Benson and Enstroem's (2014) Leader Self-Confidence Indicator (LSCI) 4 dimensions, both studies (Benson, 1991 and the Alberta Provincial Government, 1995) and both data sets of both quantitative and qualitative data within those two studies showed that participants increased their leadership self-confidence in all 4 dimensions. Although the subscales are somewhat independent of each other, self-confidence in each subscale is related to overall general self-confidence. Each subscale significantly additively contributed to overall general self-confidence.</p> <p>The results showed that self-confidence was developed and retained 3 months after attending the provincial leadership training program. This is a significant finding because there is little research on the immediate impact of a leadership training program on the self-efficacy and self-confidence development of participants, especially on youth.</p> <p>The results also showed that self-confidence was developed and retained 1 to 8 years after attending the provincial leadership training program. This is a significant finding because there is little research on the long-term impact of a leadership training program on the self-efficacy and self-confidence permanency and retention of participants, especially on youth.</p>
<p>Dr Lorna M Dreyer GICICTEL1803062</p>	<p style="text-align: center;">Overcoming distance in a post graduate module presented in a blended learning mode.</p> <p style="text-align: center;">Dr Lorna M Dreyer Stellenbosch University South Africa</p> <p style="text-align: center;">Abstract</p> <p>The new "Minimum standards for teacher education" (Republic of South Africa, 2011) required Education Faculties at higher education institutions (HEI) in South Africa to re-assess their programmes. In line with these developments a Faculty of Education has gone through a re-curriculation process. This alignment with the minimum standards urged them to consider that technology is increasingly impacting on how students in the 21st century learn. Subsequently the new programme is presented in a Blended Teaching and Learning mode which allows for exploring ways of interfacing traditional pedagogies with computer technologies (CT). The blended model allows students</p>

	<p>to be physically situated across the country and abroad.</p> <p>The objective of this action research was to adapt learning activities to enhance social constructivist learning where students can co-construct knowledge and understanding while not in the same room. Based on socio-constructivist theory of learning, traditional classroom discussions can contribute significantly towards teacher professional development.</p> <p>Against this background students in the “Learning Support” module were introduced to an online conversation as “substitute” for the classroom discussions. This was done through a discussion FORUM as an activity on the university Moodle platform. The Integrative Learning Design (ILD) Framework of Dabbagh & Bannan-Ritland (2005) and Anderson (2008) guided this action research process.</p> <p>Data was collected through a collection of students’ online engagements, an online questionnaire and a focus group reflection. Data was analysed through content and thematic analysis.</p> <p>Preliminary findings indicate various opinions about an online virtual conversation as substitute for real life classroom discussions.</p> <p>The cycle presented in IDL will be repeated in the next few years taking account of the lessons learnt. As HEI’s we should embrace the demands technology brings on curriculum delivery if we want to “activate the next generation of creative, critical and imaginative learners and scholars.”</p> <p>Key words: blended learning; computer technologies; Integrative Learning Design; socio-constructivist theory; teacher professional development</p>
<p>Peter Serdyukov GICICTEL1803063</p>	<p style="text-align: center;">Innovating teaching and learning: Effective approaches in college education</p> <p style="text-align: center;">Peter Serdyukov National University, La Jolla, CA USA</p> <p style="text-align: center;">Nataliya Serdyukova National University, La Jolla, CA USA</p> <p style="text-align: center;">Mario Mota National University, La Jolla, CA USA</p> <p style="text-align: center;">Abstract</p> <p>Higher education is at crossroads globally: there is a growing disconnect between rigid university programs that are constantly trailing behind the new developments in science and technology, and rapidly growing demands of the 21st century jobs. To align preparation of specialists with life realities we, the educators, have to innovative more effectively in pedagogy, program curricula, content, structure, delivery formats, instructional methods and tools, and also in supporting students’ learning making it more flexible, convenient and adaptable to individual needs and circumstances. Additionally, societal attitudes towards education, educational institutions’ culture and individual learner’s skills have to be addressed as they also affect the quality of learning outcomes.</p> <p>This presentation addresses several critical areas of educational innovation based on the authors’ research, namely time efficiency of learning, accelerated learning approaches, online learning opportunities, and educational culture.</p> <p>Key words: higher education, time efficiency, accelerated learning, online learning, educational culture.</p>
<p>Alexis Adriana Lozano GICICTEL1803066</p>	<p>Exploring the experiences and perceptions of parents and students of a dual language program implemented in a charter school in El Cajon, California</p>

Alexis Adriana Lozano
University of Guanajuato

Abstract

The present paper is the summary of a Research conducted in a school in El Cajon, California, USA, which implements a dual language program. The aim of this study is to understand how the experiences of the learners and their parents have shaped their perception of bilingualism and biliteracy. The research was conducted through a qualitative paradigm, and it is an instrumental case study. The participants are 73 fifth-grade students and 20 parents. The data collection technique used to collect the data was semi-structured interview.

Dual language education is bilingual education and it has been defined as “an effective approach to developing language proficiency and literacy in English and a partner language” (CAL, 2017, para. 1). However, there are different types of dual language education, one of them is the two-way immersion programs, which integrates Native speaker of the target languages. In the case of the school where the research was conducted the target languages are English and Spanish. The topic of this research is relevant to the areas of language teaching, applied linguistics, and education because it explores the experiences and perceptions of two of the most important participants in education, the students and the parents. The investigation is also concerned with the languages that the students use and how they are being taught.

Keywords: dual language education, two-way immersion, bilingualism, biliteracy, target language.



Stephan Jüngling
GICICTEL1803069

Checking the student's aptitude for a Bachelor program: Experiences with a Web-based tool

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Abstract

Research Objectives:

In autumn 2014 the Bachelor program „Business Information Technology (BIT)” has been launched. BIT is about the application of information technology in business with the focus on building information systems. Since several terms, it can be observed that a considerable number of students faces difficulties in modules related to programming and mathematics at the beginning of the study. In order to monitor the aptitude of the program for beginners a project was launched with the aim to develop a method and a web-tool supporting the self-assessment related to indispensable competencies in the BIT program.

Methodology:

The aptitude test - built with Google Forms - currently consists of 31 predefined multiple choice questions and calculates an overall aptitude value and single

aptitude values for the main categories logical and analytical thinking, understanding algorithms, mathematics and abstract thinking. The questions (taken from well-established test systems like ELIGO-System, BOMAT, CASA etc.) can be solved within 40-50 minutes and have no relationship to the content of the BIT modules mathematics and programming in order to treat prospective students as equally as possible. Each student can check his suitability for the study by comparing the overall aptitude value with a given threshold. Additionally it is possible to inspect strengths and weaknesses for the single categories with various charts. The validity of the aptitude test is checked by separating students into five performance intervals and to compare the result of the aptitude test with the actual grading in programming / mathematics. During the experiment, students are identified with a control number.

Findings, Research Outcomes, Future Scope:

First test runs conducted with the tool in autumn 2017 confirm the validity of the aptitude test. The future scope will involve more students and deal with an analysis of concrete weaknesses that can be used as input to adapt the setting of programming and mathematics modules.

Keywords: IT-based Aptitude test, Bachelor program, Business Information Technology, Google Forms



Carla J. Thompson
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**STEAM (Science, Technology, Engineering, Art, And Mathematics) Education
And Teachers' Pedagogical Discontentment Levels**

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ABSTRACT

Literature focused on the emerging implementation of STEAM (Science, Technology, Engineering, Art, and Mathematics) education within K-12 education programs within the USA has emphasized the need for researchers to address the potential for disrupting the pedagogical contentment of teachers who have no backgrounds in the fields represented by STEAM or who have no prior teaching experience in the areas of STEAM (Eger & Deerlin, 2015; Fishman, Penuel, Allen, Cheng, & Sabelli, 2013; Ge, Ifenthaler, & Spector, 2015; Maeda, 2012; and Rieder, Knestis, & Malyn-Smith, 2016). The major research question for the study included the following: "What factors introduced into the implementation of STEAM education into the K-12 education system impact teachers' pedagogical discontentment levels?" Specific research objectives focused on examining the influence of intensive professional development and peer coaching on K-12 teachers' pedagogical discontentment levels relative to the implementation of STEAM education in all classrooms within a rural school district in the southeast region of the United States. Research methodology included: (a) pre-post assessments of teachers' pedagogical discontentment levels (Southerland, Nadelson, Sowell, Sake, Kahveci, & Granger, 2012) over two years of STEAM coaching; (b) classroom observation data collected by external observers; and (c) coaching reflections/perceptions of teachers. Data retrieved from these three sources were analyzed using quantitative and

	<p>qualitative research procedures. Findings indicated the need for coaching to be “just-in-time” for teachers new to STEAM and the need for teachers to reinforce STEAM activities through student trial and error occurrences for teachers’ pedagogical discontentment levels to maintain or decrease while integrating STEAM education programs. Future research focused on STEAM education must include specific supports for teachers new to STEAM activities. Study findings indicate the future scope of STEAM education integration into existing curriculum planning efforts within K-12 schools provides a positive outlook for encouraging teachers’ pedagogical contentment levels.</p>
<p style="text-align: center;">Lani Freeborn GICICTEL1803072</p>	<p style="text-align: center;">Designing language teaching materials from a cognitive-interactionist perspective</p> <p style="text-align: center;">Lani Freeborn The Chinese University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>The British Council estimates that the number of people learning English around the world will exceed 1.9 billion by 2020. To meet these learners’ demands, English language teaching (ELT) publishers produce a multitude of teaching materials designed and sold for mass market consumption. However, it has been suggested that ELT publishers are more concerned with the quantity of materials they sell, rather than the quality of the materials’ design. For several decades, linguists have criticized ELT publishers for not incorporating the findings of second language acquisition (SLA) research into the design of their teaching materials. This ‘gap’ between theory and practice is a cause of both frustration and concern.</p> <p>With this in mind, the first aim of this presentation is to inform teachers and educators of key research findings from the cognitive-interactionist approach to SLA by discussing five environmental ingredients that contribute to optimal second language learning. The second aim of this presentation is to demonstrate how these research findings can be practically applied to the selection and adaptation of teaching materials. It is the presenter’s hope that teachers will be encouraged to apply this knowledge to their teaching contexts, and be motivated to keep themselves informed of SLA research findings.</p> <p>Key words:Materials development, second language acquisition, cognitive-interactionism</p>
<p style="text-align: center;">Wang Qi GICICTEL1803075</p>	<p style="text-align: center;">Toward a Postmethod Teacher / Student of Chinese as a Foreign Language</p> <p style="text-align: center;">Wang Qi The Chinese University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>Each language has its own idiosyncrasies. Modern Standard Chinese (Mandarin) is well-known as its unique system of the pronunciation and writing, which are the hardest parts for the foreign learners to be subjugated. During two decades of teaching, I have seen many foreign learners to quit their Chinese study due to these difficulties, and this makes me keep seeking and practicing how to assist them to study Chinese easily and more effectively, and trying to build my personal pedagogical knowledge, especially on the level of beginner’s and intermediate courses, Reading & Writing, Speaking and Listening. Based on the theory of Postmethod Pedagogy (although in which most of the researches are on TESOL), I discuss in this practical report that how the advocates of the Postmethod Pedagogy work on the teaching and learning Chinese as a foreign language, and how both teacher and students could become autonomous</p>

	<p>individuals during the teaching/learning process. Part 1, Construct the mind of context-sensation, based on a true understanding of local linguistic, socio-cultural particularities (by teacher). Part 2, Structure the minds, both teacher and students coexplore the unlimited possibilities in the reality by giving an open topic, based on the textbook. Part 3, Visualize the minds to form the knowledge, both teacher and students become more active and motivated in the language classroom. Part 4, Training the students' metacognitive mind to engage in and collaborate with other peers and maximize their learning potential. By the four steps of teaching and learning, in which process they interweave and interact with each other, I am glad to see all the students are willing to participate in the social and cultural events and share their opinions/thoughts about the topic, and make the goal of teaching/learning enable to achieve.</p> <p>Keywords: Postmethod, Autonomous study, Mind mapping</p>
 <p>Hairong Mu GICICTEL1803083</p>	<p>Flipped classroom in practice: how technology can facilitate the flipping model?</p> <p>Hairong Mu Department of Land, Farm and Agribusiness Management, Harper Adams University, Newport, TF10 8NB, UK</p> <p>Abstract</p> <p>The flipped classroom is an innovative educational model that has attracted more attention recently. In the flipped classroom, course content is delivered via online videos and/or pre-recorded lectures that can be watched by students at home. It can free up the class time that lecturers are able to devote for learner-centered activities such as problem solving and active learning. This research is motivated by the flipping model with an aim to engage students' learning outside of the classroom as well as respond to the challenges of teaching economics to non-economics majors, which reflect difficulties in delivering all the materials given the limited time period of a class. In this study, an online tool called "EDpuzzle" was introduced to facilitate flipping the class. After four-week trial of partially flipping the classroom, we surveyed 170 students from three economics modules to gather their feedback in order to explore the possibility and potential to adopt the flipped classroom strategy at a wider scale. Our pilot analysis indicates that technologies, like EDpuzzle, can help lecturers to deliver the course content through videos and monitor the class, but more effort is needed to motivate and encourage students to participate and prepare. In addition, flipping a class also involves design of various types of activities, including in-class and out-of-class, which are all vital for an effective flipped classroom. Therefore, our study calls for further research on how to design, implement and evaluate the flipped classroom in economics teaching.</p> <p>Keywords: Flipped classroom, online videos, EDpuzzle, active learning, economics teaching</p>
 <p>Juan A. Gomez-Pulido GICICTEL1803087</p>	<p>Including Machine Learning Tools in On-Line Campus Environments for Predicting Student Performance</p> <p>Arturo Duran-Dominguez On-Line Campus University of Extremadura, Spain</p> <p>Juan A. Gomez-Pulido Department of Technologies of Computers and Communications, School of Technology University of Extremadura, Spain</p> <p>Abstract</p> <p>Nowadays, on-line campus environments constitute a key aspect in the learning</p>

	<p>process of the students at university levels, since they can access to materials, resources and teacher's instructions in an easy, comfortable way. On the other hand, the on-line campus provide tools very useful to the teacher in order to build evaluation processes for the students, not only for continuous evaluation, but also for partial and final exams. Under this point of view, knowing the personalized strengths and weakness of a student before his evaluation could be very useful in order to plan better his learning effort and time. This knowledge in advance is possible analysing the history of the student and his colleagues, in the same of related tasks of the subject. Moreover, the instructor can predict the difficulty level of his task for determined students, allowing him to adjust better the evaluation tasks. Predicting the student performance can be obtained from Machine Learning tools, specifically Collaborative Filtering techniques based on Recommender Systems. In this paper, we explain how we are using and including these techniques in the Moodle's based on-line campus environment of the University of Extremadura, Spain, in order to provide several useful resources for both students and teachers.</p> <p>Keywords: Prediction. On-Line Campus. Moodle. Collaborative Filtering. Machine Learning.</p>
<p>Prof. Dr. Julia Milner GICICTEL1803088</p>	<p style="text-align: center;">Do Snapchat and WhatsApp produce better students?</p> <p style="text-align: center;">Prof. Dr. Julia Milner EDHEC Business School</p> <p style="text-align: center;">Dr. Trenton Milner International Centre for Leadership Coaching</p> <p style="text-align: center;">Dr. Sharleen O'Reilly University College Dublin</p> <p style="text-align: center;">Abstract</p> <p>It is almost like a reflex: We are checking our Smartphones constantly. This does not stop at the University classroom door, with higher education students using their Smartphones in class for both teaching and non-teaching related activities. The assumption is often that students are 'on Facebook' and not following class content. With Smartphones being prominent co-habitants in today's University classroom, we wanted to further explore this coexistent phenomenon. We implemented a survey instrument with students from Australia, China and France to find out what students are actually doing with their Smartphones in class. Our findings show that some Smartphone applications can actually lead to better student performance. For example, students who were using Snapchat and WhatsApp in class had higher grades. However, playing online games and using University based platforms in-class (eg Blackboard) was synonymous with lower grades. These findings can be explained with group based platforms helping to exchange information quickly amongst engaged students. Whilst playing games and preparing in-class for the class at hand, exhibits a level of purposeful distraction and disorganisation. Our research outcomes could help University teachers find new strategies with how to handle 'unguided' Smartphones use in class because the simple assumption that students are engaging in non-related classroom activities does not hold up to scrutiny.</p> <p>Research Outcomes & Future Scope:</p> <p>Keywords: Smartphones, Higher Education, Classroom, Technology Usage</p>
<p>Eralda XHAFKA GICICTEL1803093</p>	<p style="text-align: center;">The Quality Control in the textile industry. The most common quality issues in this sector</p>

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Abstract

Albania has a strong and vibrant manufacturing sector, which is driven by highly successful enterprises in the textile and footwear industry. This success has been achieved through establishing close relationships with leading Italian brands over the past 20 years. There are many textile companies in Albania, and many of them have implemented quality management initiatives for reducing costs and improving both products and customer satisfaction. This article presents various important aspects of quality control in the textile industry. The study aims to evaluate and investigate the practices used in process control and measure the instruments to ensure process improvement. These procedures have a direct impact on the results of productivity and product quality. The research was conducted through a case study analyzing an Albanian enterprise operating in the textile sector. We had tried to clarify a number of issues about quality development in the textile industry by verifying the possible types of inefficiency or improvement points unexplored.

Verification of the quality control was carried out through evaluation, test and analysis methods of the monitoring procedures and business practices. This study had considered, also, the company's control strategies.

Quality assurance systems have been developed in the aim of providing to the client a high level of trust in the producer's capacity to maintain permanently the product specifications according to standards and original technical design.

Automatic production control is an important step to ensure quality and the main reason is to prevent the delivery of defective products to the customer. In the textile industry, due to the fact that all operations are hand-made, high productivity and quality can be achieved only by intensive quality inspection before and between the manufacturing stages. The high production speed and the large flexibility required by customers induces to the automated defect detection for the quality assurance system. In the traditional textile industry, this task is carried out by human visual inspection.

Manual inspection is usually a difficult task due to the small scale of detects and the large scale of inspected surface. In the case of the weaving sector, inspection is performed at the end of the manufacturing stage. Large batches of fabric rolls are manually inspected and actions are performed off-line from the production system. Employing automation through computer vision directly in the production phase will improve the on-line response of the production staff and will reduce the number of defects. Besides the high processing speed, computer vision systems can offer robust detection and large flexibility. Automation based on image processing do not admit the human limitations and could entirely replace traditional methods. Automated visual inspection relies on textile material properties. The structural analysis techniques for fabric defect detection allows determining the properties' of material textile and the segment defects statistically.

Only high added value, high tech and customized specialty products have survived. Quality assurance is increasingly important.

The history of quality control in the textile industry may be traced back to 11th to 8th centuries B.C. in China. In the modern context, the first application of statistical quality control concepts appeared to be in yarn manufacturing

	<p>products during the late 1940s and 1950s. In 1981, one of the largest textile companies in the world, Milliken & Company, launched its total quality management efforts specifically directed to make a commitment to customer satisfaction pervading all company levels and locations. There are many textile companies in Albania, and many of them have implemented quality management initiatives for reducing costs and improving both products and customer satisfaction. This article presents various important aspects of quality control in the textile industry. Some of the quality-related issues directly or indirectly associated with textiles are: poor understanding of the customer needs and satisfaction, inadequate training of operators in their jobs and in quality issues etc. Management appears to sacrifice quality when costs are in conflict with program planning. The main quality problems experienced in apparel are material failure, construction/stitching failure, customer misuse, and faulty trimmings.</p> <p>2. General objective The general objective is to investigate the defects in the sewing section and propose a solution how to minimize the defects.</p> <p>3. Specific objective To identify and measure the frequency of occurrence of the critical defects. To assess the contributing factors for each defect types. To maintain improvements using appropriate control charts.</p> <p>4. Scope of the study The scope of this study is to focus on minimizing the defects in the sewing section so that the overall operations of the company affecting the rework and at the same time the product qualities are under control.</p> <p>5. Methodology The research methodology adopted in this study is case study and brain storming. The case study conducted on a garment factory named “DBS Group Sh.p.k ” located in Tirana, Albania. At first preliminary investigation was carried out at cutting, printing, sewing, finishing and packing section to identify the area where most of the defects are occurred.</p> <p>Keywords: System, Quality control, Tools, Textile, Quality Strategy.</p>
<p style="text-align: center;">Jonida TETA GICICTEL1803094</p>	<p style="text-align: center;">Post-merger integration success: Knowledge sharing barriers in New Product Development multilingual environment (Case studies from Albanian SME-s)</p> <p style="text-align: center;">Jonida TETA PhD Polytechnic University of Tirana, Albania; Faculty of Mechanical Engineering, Department of Production and Management</p> <p style="text-align: center;">Eralda Xhafka PhD Polytechnic University of Tirana, Albania; Faculty of Mechanical Engineering, Department of Production and Management</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this research is to analyze the factors influencing the success or failure of the integration between two organizations after a corporate merger or acquisition. The success for the acquiring firm and its stakeholders depends a lot on the efficiency of the integration process. This research presents an exploratory case study conducted at 8 Albanian merged companies and provides more insight in the factors relating to the organizational integration between two NPD departments. This investigation also reveals a discontinuity in knowledge sharing and uncovers three, empirically derived and theoretically informed, barriers to knowledge sharing in a multilingual post-merger environment. Many</p>

	<p>organizations consider effective knowledge sharing to be a source of competitive advantage after the mergers occur. However, the sharing of knowledge is often inhibited in various ways. They have been articulated as the lack of an explicit definition of information about the knowledge used and generated in the product development process, and the absence of mechanisms to make this information accessible in a multilingual environment and to disseminate it to NPD project team members. Collectively, these barriers inhibit a shared understanding of product development process knowledge. Existing knowledge management methodologies have focused on the capture of knowledge, rather than providing information about the knowledge and have not explicitly addressed issues regarding knowledge sharing in a multilingual environment after mergers occur in a developing country setting.</p> <p>The methodology to analyze the factors relating to the organizational integration between the two New Product Development departments, the new ways to measure the integration between them that affect the post-merger integration and the barriers to knowledge sharing in a post-merger multilingual environment between the NPD project team members consist of 8 case studies conducted in Albanian companies. On the basis of the existing research on the organizational post-merger integration, in the first part the organizational factors impacting the integration between two New Product Development departments are identified. The integration objectives, critical success factors and change management interventions are collected from the management of the departments using interviews and questionnaires. In the second part the barriers to knowledge sharing that affect the post-merger integration in a post-merger multilingual environment between the NPD project team members are uncovered through other interviews.</p> <p>Many studies have examined post-merger integration focusing on single variables, perspectives or behavior patterns of employees. Given the importance of knowledge sharing process in the integration process the identification of knowledge sharing barriers in a multilingual environment among the NPD project teams this research will provide more insights in the post-merger environment.</p> <p>The results and discussion related to the results offer the opportunity to develop a number of implications and recommendations for managers dealing with post-merger environment in a developing country setting in NPD process. Such analysis could provide more Insight on how the employees mix after the integration, if acculturation happens and to what extent this interferes with change management efforts.</p> <p>Keywords: New Product Development, Knowledge Management, Knowledge Sharing</p>
<p>Ekaterina V. Krekhovets GICICTEL1803116</p>	<p>Learning trajectories of students: qualitative analysis</p> <p>Ekaterina V. Krekhovets Senior Lecturer of the Economic Department, Higher School of Economics in Nizhny Novgorod</p> <p>Dmitriy A. Shpilev Doctor of Sociology, Associate Professor, Professor of the Chair of Criminology, Nizhniy Novgorod Academy of the Russian Ministry of Internal Affairs</p> <p>Abstract</p> <p>During the university studying students have form the basic level of human capital, which contributes their competitiveness on the labor market. At the same time this is the important period of professional self-determination of</p>

youth. Reform of Russian high education system which was conducted within the frameworks of the Bologna Process and the concept of continual education, leads to new opportunity for building individual learning trajectory. Due to this reform graduates have received the chance to choose between continuing studying in Master program and starting professional career.

The article is devoted to the analysis of results of semi-formalized interview of students and graduates of the Higher School of Economics in Nizhny Novgorod. The purpose of the interview was to identify factors that determine the formation of learning strategies for university students. At the first stage when youth make their choice after school, the individual preferences, high results in professional subjects and university prestige have played significant role. Moreover youth have often influenced by their social ties, relying to the choice of relatives and friends in their own behavior. It can be noted that for many respondents the choice of university and faculty seems to be unconscious, highly determined by the results of unify state exam (USE). Bachelor's choice between studying on the Master program and working seems to be more deliberate. Significant factors for the continuing studying in the university are the opportunity to receive higher professional competitions and formal status of Master. Employment is seems to be either enforced or is associated with a higher self-evaluation of work experience as a competitive advantage of the employee.

Key words: High education, learning trajectory, bachelor's program, master's program, labor market, social ties



Jorge Calero
GICICTEL1803121

Analyzing the relations between teacher quality and reading competences

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Abstract

This article examines the question of teacher quality and its effects on the skills acquisition of primary school students in Spain. To do so, we use an education production function in which we incorporate teachers' fixed effects, estimated by means of a multiple regression model. In this way, we can determine the extent to which teachers are important in the acquisition of skills. Specifically we examine the acquisition of reading skills by drawing on data from the Progress in International Reading Literacy Study (PIRLS-2011). The results obtained allow us to conclude that teachers constitute an important input in the acquisition of reading skills. Additionally, we analyze which observed teachers' characteristics can be related to teacher quality.

By identifying the quality of each teacher in the sample, we are also able to determine where the 'best' and 'worst' teachers work. The results indicate that there is a greater probability of finding high quality teachers in privately owned schools and in schools where the students come from families with higher levels of economic and socio-cultural resources.



Nur Balkir
GICICTEL1803122

Redesigning curriculum: Should Student Voices Matter?

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Abstract

The foundational level courses are cornerstones of art and design education in helping students to learn how to use their skills in further steps of their majors. And also to equip them with necessary skills and abilities that will assist them to excel in their professional career. Therefore, it is essential for higher education institutions to periodically renew and redesign their study programs and curriculum.

Kadir Has University (KHAS), a private university in Istanbul, Turkey, has undertaken major program renewals aiming to enhance the applied educational programs. The curricular changes at Art and Design Faculty of the university have been designed to emphasize on teaching students the fundamental concepts underlying the design related disciplines considering the departments of the faculty, industrial design, Interior Architecture, and Architecture.

During the modifications, the question of what is the best way to teach students these underlying concepts that they can apply to their fields has been a major concern. This paper presents the results of a longitudinal study employing semi-structured interviews and questionnaires to explore students' experience and their perceptions of the foundational level courses at the Faculty of Art and Design.

The study aims to record periodical data and investigate the value of these changes in educational systems improvement and how to employ the outcomes of these studies within the educational fields.

Keywords: Foundational, Art, Design, Education, Curriculum

Dandy George Dampson
GICICTEL1803151

Professional Development needs of Stakeholders in Education: A comparative study of Basic schools in the Central Region of Ghana

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Abstract

The study employed the descriptive survey design. The simple random sampling technique was used to sample 209 teachers whilst the purposive sampling technique was also used to sample 29 head teachers and 11 circuit supervisors for the study. Data collected from the respondents was analysed into frequency counts and percentages. The findings of the study established that teachers, head teachers, and circuit supervisors across both geographical locations of the study participate in staff development programmes. Nevertheless, the respondents in urban schools experience more participation than their colleagues in rural-urban schools. It was further revealed that the professional development needs of teachers, head teachers and Circuit Supervisors (CS) varies across the two sites of the study. The study, therefore, recommended that the types of professional development programmes organised should be tailored to meet the needs of stakeholders in education (i.e. teachers, head teachers, and circuit supervisors).

Keywords: Teachers, Head teachers, Circuit supervisors, Professional

<p>Prof. Mirjana Šagud GICICTEL1803152</p>	<p>development</p> <p>Restructuring The Role Of Teachers In The Pre-School Context</p> <p>Prof. Mirjana Šagud, PhD The Universty of Zagreb Faculty of Humanities and Social Sciences Department of Pedagogy</p> <p>Abstract</p> <p>The intensity and modality of child's interaction with his or her social and material surroundings determines the quality of learning and development. In this dynamic and nonlinear transaction process, there is a synthesis of child's individual patterns and the level of understanding of the educational process by the pre-school teachers. Interpersonal social dialog creates a dynamic and unpredictable curriculum and is in a great measure defined by the value orientation of the teacher.</p> <p>Adultcentric orientation which can be seen in often inefficient and longterm unproductive positions of the teachers (controller, teacher and similar) is gradually being replaced with child-oriented actions. Interpersonal relations between a child and a pre-school teacher gain a new quality, and the suppleness in its guidance, directing and usage becomes a significant domain of reflexive thinking of the pre-school teacher. The lack of a unified approach in defining its positions during child's activities and developmental wellbeing represents a special challenge for the modern pre-school teacher. Consequently, by focusing on the child and by entering into his or her understanding of the world and seeing his or her perspective, we secure a significant motivation as mobilizer of child's activities. The level of reciprocity in initiating, leading and directing children's activities will determine their level of learning and the complexity of social and cognitive actions of children.</p> <p>There is real danger (noticed in an actual educational practice) in ignoring or complete minorization of certain roles or activities of the teacher. Questioning their image of a child and the expectation they have of him or her, the pre-school teacher should at the same time critically analyze the actual positioning in a pedagogical practice, all for the purpose of supporting and encouraging child's development and securing his or her social and material conditions which will ensure the achieving of child's wellbeing. Instead of discarding or even prescribing certain roles which are necessary in the educational work, it is more pedagogically justified to document, analyze and raise awareness of their justification and viability. The social context of the pedagogical surroundings presupposes the acknowledgment of children, flexibility in behavior towards them, accurate monitoring and understanding of child's activities, trust in child's creative capabilities and creating the conditions for interpersonal interaction between children and adults.</p> <p>In this work we shall discuss some contradictions and unacceptable tendencies which arise in interpreting and implementing a modern paradigm of early and pre-school education and education in the field of pedagogical practice. The analysis will especially refer to the position of pre-school teachers in the process of child's activities from the aspect of learning and development.</p> <p>Key words: early and pre-school education, pre-school teacher, roles of teachers, contemporary paradigm of early and pre-school education</p>
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Annika Bush
GICICTEL1803197

Professionalization through Collaboration in Teacher Education – Identifying the Status Quo

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Abstract

Teacher collaboration is together with (self-)reflection a key factor to improve teacher professionalism. Also, it's being said to improve the school quality and teacher's health. Nonetheless, collaboration is not being performed sufficiently. One approach to change this is to implement cooperational behaviours early, in the university-based teacher-training. To develop eligible methods, the status quo must be defined first. Therefore, I research how, with whom and why education students and teachers-in-training collaborate. The study is based on a mixed methods design: At first qualitative interviews were held to define the structures of collaboration. Main results were, that especially students in internships don't collaborate at all with fellow students but only with teachers. Also, collaboration happens spontaneously and we only scarcely find planned cooperation structures between teachers and trainees. All in all, the main collaboration form is exchange (of materials and information) and higher forms of collaboration are hardly realized. To gain more profound numbers, the results were transformed into a standardized questionnaire. In this second, quantitative study, 1600 education students and teachers-in-training participated. The statistic results are the base for a third study. This one will be qualitative again in form of episodic interviews. The aim is to explain the quantitative results and point out structures, where universities and schools can start to act and improve the teacher collaboration at an early point of their career to improve teacher professionalization through teacher education. At the conference, the results of the first two studies will be presented as well as the leading questions for the interviews that will take place in July and August.

Keywords: Collaboration, professionalism, teacher education, mixed methods

Paucar S. Mayra
GICICTEL1803239

Competences Of Graduation For The Curricular Redesign Of Mechanical Engineering Based On Local And National Development Agendas

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Abstract


This article proposes the implementation of CDIO (Conceive, Design, Implement and Operate) in the curricular redesign of the career of Mechanical Engineering. It presents a binding scheme of shared learning between the industry and academia to obtain graduate competencies, as a basis for curricular redesign. A new educational model is designed which allows the

	<p>transition from know what to know how; interlacing the disciplines that intervene with skills and abilities to solve projects focused on local and national realities. It was defined that of the CDIO, standards 2, 3, 5 and 7 apply. This generates a student-centered curriculum with complementary disciplines, interlaced with inter and intra-personal skills, product manufacturing, processes and systems. This proposal considers specific knowledge, skills, values and attitudes that must be applied in the integral formation of Mechanical Engineers, in order to respond to the socio-productive needs of the country. Finally, the curricular redesign determines the areas of professional academic impact in Design, Energy, Materials and Production Management, taking into account the graduate competences and in a complementary way the learning results of the subjects of the career.</p> <p>Keywords : Curricular Design, Learning Achievements, CDIO.</p>
<p>A. Naraghi zadeh GICICTEL1803240</p>	<p style="text-align: center;">Promoting Emotional Intelligence and Non-Violent Communication as Skills for Parenting of Teenagers with Behavioral Difficulties</p> <p style="text-align: center;">A. Naraghi zadeh, PH. D Associate Professor, Alzahra University, Tehran, Iran</p> <p style="text-align: center;">Abstract</p> <p>Introduction: The goal of this research was to train and promote parents of Teenagers with behavioral difficulties by Emotional Intelligence and Non-Violent Communication skills. Puberty changes the communication between Teenagers and their Parents. Untrained parents have not learned to confront the problems and this Disability has caused some parents to look for behavioral counseling.</p> <p>Method: This research was semi- Experimental and based on semi-structured Interviews; pre- Interview, post- Interview and self-report. The total purposeful sample consisted of 12 volunteer Parents of Teenagers with behavioral difficulties in a counseling Clinic. After pre-Interview the parents were trained in 8 session in 4 weeks. A post- interview and self-report indicated the process of communication development between Parents and their Teenagers.</p> <p>Finding: The parenting Model by (EI) emotional Intelligence (Elias, M. J., Tobias, S. E., & Friedlander, B. S., (2000) and communication Pattern (NVC) Non-Violent communication (Rosenberg, M. B. (2005) were used as Material for training for parents.</p> <p>Results: Parents indicated in post- Interview and Self-report promoting Empathy in communication with their Teenagers and parenting skills: per emotional Intelligence (EI); Identifying, describing and managing the emotions, to use love, Laughter and Limits for parenting. In Addition training the Parents per Non- Violence Communication (NVC) also supports the parenting skills; observing the Problem without Evaluation, Describing the Feeling, explain the Values and Needs and clear request.</p> <p>Conclusion: the Results showed that promoting communication skills can increase Empathy and can use as coping to prevent confrontation between Parents and Teenagers with behavioral difficulties. It is recommended as a training Program for families with Teenagers.</p> <p>Key words: Emotional Intelligence (EI), Non-Violent Communication (NVC), Communication skills, Parenting, Teenagers with Behavioral difficulties.</p>
<p>Cynthia Choi GICICTEL1803224</p>	<p style="text-align: center;">Assessing Making: Strategies Towards Meaningful Learning, Participation, and Engagement</p> <p style="text-align: center;">Cynthia Choi Le Moyne College United States</p>

	<p style="text-align: center;">Abstract</p> <p>With the enthusiasm of the maker movement embraced by the education community, scholars and practitioners continue to grapple with ways to assess the quality of learning, participation, and engagement that takes place as a result. While the advantage of maker education is to allow students to create personally relevant projects, reliable and efficient ways to capture student learning remain a challenge for educators. In this paper, strategies, tools, and methods that have been used to document student learning is explored. First by examining makerspace pedagogies, a compilation of assessment strategies and evaluation tools are studied. Finally, suggested elements of measurable learning benefits of maker education are proposed.</p> <p>Keywords: makerspaces, makerspace pedagogies, assessment strategies</p>
<p>Maria Helena Esteves GICICTEL1803244</p>	<p style="text-align: center;">Gender Equality in Education: a challenge for policy makers</p> <p style="text-align: center;">Maria Helena Esteves Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa</p> <p style="text-align: center;">Abstract</p> <p>This research addresses the importance of introducing a gender approach in educational curricula. The 2030 Agenda for Sustainable Development has defined in its 4th goal the need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This means that educational systems should have in mind the need to introduce gender debate in different areas of educations, from teacher training to subject knowledge definition, in order to challenge traditional gender roles and stereotypes. Some European countries have been developing efforts to include gender and gender equality as a topic or an interdisciplinary theme in school curricula. The research focus on how these efforts are happening in Portugal and how school subjects are not involved in it – and this is an important challenge to be met by policy makers.</p> <p>Keywords – Gender Equality, Education, Policy makers, Curricula</p>
<p style="text-align: center;">Shinji Fukuda GICICTEL1803250</p>	<p style="text-align: center;">The Effects of Speech-making for Japanese EFL Learners</p> <p style="text-align: center;">Shinji Fukuda Fukuoka University, Japan</p> <p style="text-align: center;">Abstract</p> <p>The main method of instruction in Japan for helping students become accustomed to making a speech in English has been having them memorize famous speeches by the native speakers of English. The first aim of this study is to explore some speeches of famous non-native speakers of English and find the art of rhetoric in their speeches. The second aim is to see whether Japanese students become good public speakers with their art of rhetoric or not. To achieve those aims, first, the author investigates the style, in terms of rhetoric and disposition, of several famous speeches by non-native speakers. After that, the author teaches students what kind of rhetoric strongly impacts the audience through exploring and analyzing those speeches. Then, using some of the techniques they have just learned, students make their own speeches. This study finds some rhetorical factors; 1) choice of words, 2) sentence structure, 3) parallelism, and 4) antithesis, and that students gained a new understanding of how to entertain listeners with the learned rhetoric, and improvement in their speeches via this procedure was evident.</p> <p>Keywords: Speech-making, non-native speakers, rhetoric</p>

<p>Dr. Sylwia Ejmont GICICTEL1803251</p>	<p style="text-align: center;">e-Portfolios as a Constructionist Laboratory in the Teaching of Academic Writing</p> <p style="text-align: center;">Dr. Sylwia Ejmont Lecturer at the English Language Teaching Unit, Chinese University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>This presentation will have two goals: to lay out the theoretical underpinnings justifying the use of e-portfolios in the teaching of academic writing, and to discuss the implementation of these principles in an EAP writing course. The constructionist theory of learning, first championed by Jean Piaget within epistemology in the middle of the last century and subsequently applied within many other knowledge-building fields, privileges experiential and learner-centered acquisition of knowledge by positing that the most effective learning occurs through active ‘doing’ instead of passive reception of information. E-portfolios offer a good illustration of practical applications of this theory by offering learners a visual representation of the process and evidence of learning, along with opportunities to reflect on their understanding of the subject and on the ways of building disciplinary expertise. E-portfolios allow learners to become more active “knowledge workers” (Cope and Kalantzins 2015, 359) by providing them with a virtual workspace in which they can plan, accrue, modify, share, and present what they have learned over time through a number of independent and semi-directed activities focused around constructing a multifaceted product. Having laid out the theoretical rationale for incorporating e-portfolios into the EAP curriculum, the presentation will shift attention to the practical aspects of implementation by using the example of a second-year writing course designed for students in the interdisciplinary Contemporary China Studies Program at the Chinese University of Hong Kong. Topics covered in this section will include: modification of learning objectives necessitated by the use of technology; practical details of implementation; evaluation of the innovation based on a mid-course survey, post-course questionnaire, and personal reflection; insights for future improvements. Keywords: e-portfolios; blended learning; process writing; constructionist learning</p>
<p>Helen Lavender GICICTEL1803258</p>	<p style="text-align: center;">Preparing for the Workplace: The role of language assessment</p> <p style="text-align: center;">Helen Lavender The Chinese University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>Assessment, as a key component of the learning and teaching cycle, can be used to measure performance, motivate learners and develop metacognition. When used formatively within tertiary settings, assessment tasks can help learners to understand the gap between their current proficiency / skill level and the communicative needs of their future workplaces. This paper reports on assessment design for an English for Medicine course delivered at a Hong Kong university. Task design, links to learning outcomes and assessment validity will be explored.</p>
<p>Miss Maggie Lau GICICTEL1803262</p>	<p style="text-align: center;">Increasing autonomy and flexibility in learning and teaching through the use of micro-modules inside and outside classroom</p> <p style="text-align: center;">Miss Maggie Lau Assistant Lecturer at the English Language Teaching Unit, Chinese University</p>


	<p style="text-align: center;">of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>Increasing students' motivation and fostering more active engagement with learning are often two big challenges for ESL teachers in Hong Kong. In view of this, in a foundational English course that we teach to our first-year undergraduate students, we have explored different ways to fully engage students according to their learning needs and interests. Among them is the adoption of micro-modules as supplementary materials used alongside a set of core materials to enrich the content of the course as well as introduce a wider range of topics and activities to students.</p> <p>This presentation will explore the strategies and effectiveness of using micro-modules for flipped classroom teaching, with focus on the perspective of both the materials writer who considers what to include in those micro-modules and the individual teacher who makes decisions based on the educational strategies he or she deems appropriate. Through making intelligent decisions and adopting flexibility in using micro modules inside and outside classroom, teachers can strengthen their interaction with students and students can enjoy a wider array of topics that motivates their learning, which will provide them with better control over their own learning pace and preferences.</p> <p>Keywords: micro-modules; blended learning; flipped learning; interactive learning and teaching</p>
 <p style="text-align: center;">Ruhong Chen GICICTEL1803263</p>	<p style="text-align: center;">Using Effective Exposure Time (Eet) As A Measurement Of Efl Students' Learning</p> <p style="text-align: center;">Antony Chen Protostar Education</p> <p style="text-align: center;">Jeanne Lam School of Professional And Continuing Education, The University of Hong</p> <p style="text-align: center;">Abstract</p> <p>English literacy of the English as a Foreign Language (EFL) learner is usually measured by formal assessments which are inefficient and unnecessary for most of the learners. With huge amount of learners of EFL, especially in China, it is important to identify an efficient and effective measurement of English literacy in EFL. In this paper, 'Effective Exposure Time' (EET) is proposed as a measurement of EFL students' learning from the social learning aspect. The EET is defined under the social learning theory as the exposure time in the formal and informal learning environments on learning comprehension (reading and listening) and production (writing and speaking) of EFL from the more knowledgeable others (teachers and non-teachers) in the Zone of Proximal Development (ZPD). By using the EET, EFL learning can be assessed efficiently and effectively.</p> <p>Keywords: EFL, Social learning theories, EET</p>
<p style="text-align: center;">Isabel Ribau GICICTEL1803243</p>	<p style="text-align: center;">Doctoral supervision in a TOP 10 Young European University</p> <p style="text-align: center;">Isabel Ribau UIED, Departamento de Ciências Sociais Aplicadas, Faculdade de Ciências e Tecnologia, Universidade Nova de Lisboa, Campus da Caparica, 2829-516 Caparica, Portugal</p> <p style="text-align: center;">Abstract</p>

	<p>The research development is nowadays very important to the higher education institutions, once is one of the indicators that some higher education's rankings used to classify the institutions. Related to the research field in each institution are teachers and researchers and, usually doctoral students who are initiating is career in the research area.</p> <p>As important as the students' attitudes and perceptions towards the research and the supervision process, is the supervisor's perception about the research process and how he handled with the student, and manage the process. It is known from the literature that the supervisor is crucial to the development of the doctoral research process. It is also known that doctoral education is usually the trigger of the research development, as one of the aims of it, is to produce original and meaning knowledge.</p> <p>UNL is a Portuguese University that plays an important role in the internationalization of the Portuguese higher education, being well positioned in the QS World University Rankings 2017/2018 as one of the TOP 10 Young European Universities.</p> <p>To learn more about doctoral supervision in UNL, research has been carried out in this Portuguese University, during the last year. A survey was applied to doctoral supervisors and doctoral students at UNL regard to the supervision. Some results as already being attained: the ideal supervisor characteristics, from the doctorate point of view, obtained from the survey are similar to the profiles described in the literature; the supervision practices from the student's point of view and supervisor point of view was also possible to characterize. It is interesting to see that in some points both refer the same practices, but the perception of them sometimes doesn't fit /converge.</p> <p>With this research, it will be possible to see a first glimpse of what is doctoral supervision in UNL.</p> <p>Keywords: supervision, ideal supervisor, practices</p>
 <p>Chiou Ling Shih GICICTEL1803265</p>	<p style="text-align: center;">A Survey of Spontaneity, Communicative Style and Innovative Behavior of college students</p> <p style="text-align: center;">Chiou Ling Shih Department of Applied Foreign Languages, National Yunlin University of Science & Technology, Yunlin, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study was to examine the relationships among Spontaneity, Communicative Style and Innovative Behavior of college students. The research received 445 questionnaires for analysis. The instruments included (a) Background Information Questionnaire (BIQ), (b) Chinese Happiness Inventory (CHI), (c) Kirton Adaption-Innovation Inventory(KAI), (d) Communicative Style Scale (CSS), (e) Spontaneity Inventory (SI), and (f) Chinese Health Questionnaire (CHQ-12). The analysis used (a) Descriptive Statistics, (b) Reliability and Validity, (c) T TEST, (d) Confirmatory Factor Analysis, and (e) Structural Equation Modeling. The study used Structural Equation Modeling (SEM) to test the purposed research model. The results showed that Spontaneity and Innovative Behavior have significant influence on Communicative Style of college students. Finally, the limitations and recommendations of the study were discussed for future research.</p>
<p>Lela Iosava GICICTEL1803268</p>	<p style="text-align: center;">The Role of the Academic Staff in Internationalization of the University</p> <p style="text-align: center;">Lela Iosava Ilia State University, Georgia</p>

	<p style="text-align: center;">Abstract</p> <p>Internationalization is often cited as one of the key strategies for higher education institutions in Europe. Academic staffs, who are the key agents of executing these strategies at the program level inadvertently play a central role in advancing institutional agendas. The purpose of this article is to explore the meaning academics ascribe to internationalization and the extent to which they themselves are the facilitators of the process. Preliminary findings suggest that both understanding and engagement in internationalization may vary not only across the cultures and institutions, but also within a single institution and even an academic department. Findings also indicate that the scope and quality of participation in internationalization activities largely rests upon the resources an institution offers to the academics.</p> <p>Keywords: academic staff, internationalization, Europe</p>
<p style="text-align: center;">Onotor Marvin Chukwudi GICICTEL1803220</p>	<p style="text-align: center;">Challenges Of Human Resource Management In West Africa Under Developed Economy</p> <p style="text-align: center;">Onotor Marvin Chukwudi Department of Sociology, Faculty of Social Sciences Imo State University, Owerri</p> <p style="text-align: center;">Emmanuel E.A Faculty of Social Sciences Enugu State University of Science and Technology</p> <p style="text-align: center;">Abstract</p> <p>Human Resource Management is complex and problematic because the individuals as workers hardly adapt or voluntarily embrace the objectives of the organization. As individuals, the employees have needs, aspirations, motivations, desires and interests which influence their behaviour at work but unfortunately these objectives are sometimes in conflict with the corporate objectives of the enterprise. In reconciling these conflicting interests Human Resources Management and Planning are useful tools employed in harmonizing the needs of the employees with the goals and objectives Human resources are the life blood of an organization. Despite the application of technology in modern business management, human resources are still relevant and most adaptive resources of the organization. The strategic values of HR stem from the fact that apart from other resources employed in the course of production (land, capital, technology etc) which are passive, human resources are endowed with discretionary decision-making power and thus have competitive advantage over the other resources. Besides, HR combines other resources in the right mix to formulate appropriate strategies for the accomplishment of the desired objectives of the enterprise. This essential attribute of HR assist the enterprise to make rightful decisions and respond effectively to the threats and opportunities within the environment of the organization. Thus the enterprise depends highly on its HR for success and survival. This dependence continuously is increasing considering the complex and turbulent nature of the business environment of this century of the organization on a continuous basis.</p>
<p style="text-align: center;">Abigail Sunday GICICTEL1803221</p>	<p style="text-align: center;">The Rural To Urban Migration Tendency In West Africa</p> <p style="text-align: center;">Abigail Sunday Faculty of Social Sciences University Of Uyo, Akwa Ibom State</p> <p style="text-align: center;">Imeh E I Department Of Management And Tourism</p>

	<p style="text-align: center;">University Of Uyo, Akwaibom State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The challenges of urbanization inevitably challenge the rural question. Thus, as urban settlements and associated problems expand, rural conditions correspondingly worsen since urban areas pull out rural residents to migrate for the seeming better opportunities. With the state policies provoking the ruralities to uproot their places they no doubt raise the problems of security in both the rural settlements in all its manifestations. In other words, the tackling of the issue of sustainable development, infrastructural distributions are crucial in ameliorating the urban drift. The myth, reality and hope of a sustainable human settlement pattern seem to have been unraveled by the two UN Habitat Conferences of 1976 and 1996. It must be stressed that any design and strategy to improve the urban condition must correspond with similar design and strategy to improve the rural areas in order to stamp out the prevalence of rural-urban migration. Over time however, human beings have moved and established settlements in dual albeit with stratified socio-economic and geo-political compositions called either 'rural' or 'urban'. This paper analyzes the general problems of development of urban and rural settlements in West Africa as well as various shifts in policies and strategies contained therein.</p> <p>Keywords: Rural-urban migration, West Africa</p>
<p>Osunde Adesuwa Mary GICICTEL1803222</p>	<p style="text-align: center;">Population Rapid Growth And Environment: The Case Of Nigeria In West Africa</p> <p style="text-align: center;">Osunde Adesuwa Mary Department of sociology, Faculty of Social Siences Ambrose Ali University Ekpoma, Nigeria</p> <p style="text-align: center;">Chekwube Eneh A Department of Library Science University of Benin</p> <p style="text-align: center;">Abstract</p> <p>According to Rev. Thomas Malthus an increasing population without corresponding increase in the means of subsistence will breed poverty, diseases, unemployment and other social ills. The Nigerian population situation in West Africa is examined with specific reference to its history and growth by reviewing the available literature and documents. It discussed efforts made by different governments as regard population policies to influence demographic variables, increase welfare and standard of living of people and why these policies were ineffective. The paper also discussed the possible consequences of an unchecked rapidly growing Nigerian population and suggested ways of reducing its growth to pave way for rapid socio-economic development and achievement of the Millennium Development Goals.</p> <p>Keywords: Nigerian, West Africa, population, Population policies, Population growth, Population census and Environment</p>
<p>Kateriina Rannula GICICTEL1803226</p>	<p style="text-align: center;">Generation Z Enters the Higher Education - Are We Prepared?</p> <p style="text-align: center;">Elle Sõrmus Tallinn Health Care College</p> <p style="text-align: center;">Kateriina Rannula Tallinn Health Care College Siret Piirsalu Tallinn Health Care College</p>

	<p style="text-align: center;">Abstract</p> <p>The representatives of generation Z are born between 1997 to 2003 and in 2018 they are about to enter the higher education. Being accustomed to a world where internet and smart devices are main means of communication making it possible for every question to be answered immediately, representatives of generation Z perceive the acquiring of education not as a stage in their lives but a lifelong process which starts as early as they gain access to their first smart device. They communicate in a post-literature society where texts have become short summaries of events and visual media has the most substantial impact.</p> <p>In a pilot study conducted in Tallinn Health Care College, the main focus is on investigating and describing the generations strategies on working with speciality texts using qualitative content analysis. Questionnaire was conducted among the representatives of generation Z with an aim to retrieve information about the medium of texts read in the learning process. Question offered a range of possible answers to mark the level of one's preferences: 0-20%, 21-40%, 41-60%, 61-80%, 81-100%. The range 41-60% was most often marked to demonstrate paper to be the most preferred medium of text by 44% of the respondents. The range 21-40% was most often marked to be the preferred medium by 37%. Smart devices were marked to be slightly less important with the range 0-20% being marked by 29% of the respondents.</p> <p>The analysis reveals that most of the reading materials at school are on paper whereas students show similar interest and habits in reading from computer. The results direct the authors toward further research of the field to investigate the strategies of working with texts keeping in mind the characteristics of Generation Z in order to use the mediums and strategies to create effective learning possibilities.</p> <p>Key words: generation Z, reading, smart devices</p>
<p style="text-align: center;">Neha Farid GICICTEL1803227</p>	<p style="text-align: center;">Antimicrobial Susceptibility Testing of Leaves Extracts of Moringa oleifera</p> <p style="text-align: center;">Neha Farid Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST),Karachi, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>Native to the Sub-Himalayan tracks of Pakistan and India, and widely cultivated in the Philippines, South Africa, Sudan and Latin America; Moringa oleifera is a fast-growing perennial tree, with a history of traditional medicine and culinary uses. Almost all parts of Moringa tree are edible and useful to humans. Seeds can be eaten raw green, powdered or roasted, or steeped for use in curries or tea. The impressive range of medicinal uses and high nutrition makes it a plant of interest for the international pharmaceutical and agricultural community. It is highly nutritious for humans and animals, especially in life stock to increase their milk production. The leaves are rich in nutrients, vitamins and minerals. The plant has certain metabolites, which have hypotensive activity, anti-tumor activity, hepatoprotective activity. Moringa has tremendous opportunities for sustainable agriculture and development as a cash crop. Thus, preservation of this plant is of great importance for dietary and pharmacological perspectives.</p>
<p style="text-align: center;">Vorotyntseva T.M., Saurenko T.N. GICICTEL1803246</p>	<p style="text-align: center;">Directions Of Improving The Quality Of Education Vorotyntseva T.M., Saurenko T.N. Peoples' Friendship University of Russia (RUDN University) Moscow, Russia</p> <p style="text-align: center;">Abstract</p>

	<p>The article suggests using innovative educational technologies as one of the elements of the methodology of education quality assurance. To strengthen the competitive advantages of education, the most effective can be used innovative technology - business game. The business game is aimed at developing students' professional skills, which gives advantages to the graduate with the further device for work.</p> <p>Key words: The Bologna system, criteria of competitiveness, interactive (activity-based) approach, motivation, participants in the game.</p>
<p>Moshoula Capous-Desyllas GICICTEL1803247</p>	<p style="text-align: center;">The Use Of Arts-Informed Journaling In The Social Work Field Seminar Course</p> <p style="text-align: center;">Moshoula Capous-Desyllas, Associate Professor Department Of Sociology, California State University Northridge 18111 Nordhoff Street Northridge, CA 91330</p> <p style="text-align: center;">Abstract</p> <p>This presentation explores using art and creativity in social work field education classroom as an innovative pedagogical method. Although the use of art in social work education and practice has been previously discussed in the professional literature, the use of art in field education classes has not received adequate consideration. This article highlights the value of incorporating the arts in field instruction courses, such as field seminar, in order to illuminate both students' and clients' experiences, explore ethics and professionalism, and navigate social work practice tensions. In this presentation, I provide examples of students' work utilizing arts-based journaling of field experiences, including photo-essays, collage making, and the use of poetry. These art forms were used to facilitate students with processing internship experiences, engaging in self-reflection, assessing ethical issues in the field, identifying client strengths and barriers, creating awareness of important social issues, and building practice skills.</p> <p>Key words: arts-informed pedagogy; field education classroom; social work students; arts & creativity</p>
 <p style="text-align: center;">Aliyu Musa GICICTEL1803249</p>	<p style="text-align: center;">Civic Education Curriculum for Effective Citizenship, Peace and National Unity in Nigeria</p> <p style="text-align: center;">Aliyu Musa, PhD Faculty of Education, Yusuf Maitama Sule University, Kano</p> <p style="text-align: center;">Abstract</p> <p>Peace and national unity will be achieved when citizens of the society understand societal problems and have the skills to resolve conflicts constructively, live by national standards for justice and equality and appreciate peoples' diversity in a heterogeneous Nigeria. Nigeria is confronted with several problems which various formal and informal citizenship advocacy programmes have been unable to resolve due to implementation gaps. These failures led to the severing of citizenship issues from social studies to form a new subject called civic education and applied as a core subject at all levels of secondary education in Nigeria. This paper employed a systematic documents analysis of existing data in discussing implementation of Civic Education Curriculum for the attainment of peace and national unity in Nigeria. Specifically, the paper explores the concept of Civic Education, Civic Education as a School subject and the implementation of the Civic Education Curriculum components in relation to peace and national unity. Similarly, the paper discusses the implementation strategies including resources and personnel as well as the pedagogical skills to teach the subject and the evident implementation lapses. Finally, in</p>

	<p>consideration of the urgent need for Peace and national unity in Nigeria, the paper proffered some suggestions and highlighted strategies that may be used in the successful implementation of the Civic Education Curriculum by all stake holders towards the attainment of sustainable peace and unity in Nigeria. Keywords: Civic Education, Curriculum, Peace and National Unity, Nigeria.</p>
<p>Bintou Noumousso Bissan GICICTEL1803203</p>	<p style="text-align: center;">Importance Of Professional Training</p> <p style="text-align: center;">Bintou Noumousso Bissan Education ,IMOFOS (Vocational School),Bamako, Mali</p> <p style="text-align: center;">Abstract</p> <p>IMOFOS is a technical and professional training center created by decision N ° 11155MESG of 18 June 2001 and opened by opening order N ° 01-3342ME-SG of 11 December 2001.</p> <p>Nowadays, with the increasing of the unemployment rate of academics, we think that vocational training is the best solution for having access to the key to employment.</p> <p>It is for this reason that our Center, IMOFOS, a vocational School works to promote training of middle-level managers who are quick to respond to employers' expectations. The Center trains through the cycles of BT, CAP, Sewing, BTP (Masonry, floor tile, plumber, paving, electricity building, agro-food processing, and painting.)</p>

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