

CONFERENCE PROCEEDINGS



Teaching and Education Research Association (TERA)

**2018 – 4th International Conference on Teaching, Education & Learning
(ICTEL), 11-12 April 2018, London, UK**

11-12 April 2018

Conference Venue

South Kensington Campus, Imperial College London | London SW7 2AZ,
United Kingdom

KEYNOTE SPEAKER



Dr. Simon Brownhill

Senior Teaching Associate, University of Cambridge, Cambridge, England

Dr. Simon Brownhill is a Senior Teaching Associate at the University of Cambridge, currently working as part of the Education Reform and Innovation team at the Faculty of Education. Between 2013 and 2015 he contributed significantly as a lead trainer on the Levelled courses as part of the Centre of Excellence (CoE) programme in Kazakhstan. He was previously a Senior Lecturer at the University of Derby where he set up and co-led the PGCE 3-7 teacher training route for a number of years whilst lecturing/supervising on a range of undergraduate and postgraduate education-based programmes. A former assistant Head teacher for the Early Years (3–6), Simon has experience of teaching across the full 3–11 age range in a range of educational contexts and capacities.

His varied research and writing interests include supporting adult learners in higher education, children’s story writing, and international perspectives on reflective practice, behaviour management, cultural diversity, children’s physical development, and the male role model (the focus of his doctoral research). Simon has presented his research at international research conferences across the globe including Indonesia and Portugal (both as a key note speaker) and Venice (as a Best Presentation award winner). He has published in high-impact peer-reviewed journals (*Gender and Education*; *European Early Childhood Education Research Journal*) and with quality professional publishers (Routledge; Sage).

The focus of Simon’s keynote is on the notion of research questions where he will ask ‘What questions are we asking and are they any ‘good’’. He will also share with delegates an innovative framing device which he developed to help international educators write a ‘good’ question to specifically drive a cycle of action research

 <p>Abir Ghaskil GICICTEL1802054</p>	<p>The Effects of Computer-Mediated Communications on EFL Learners' Face to Face Interactions The Case of: 2nd Year LMD Students of English Language at Batna 2 University, Algeria</p> <p>Abir Ghaskil Department of English, Faculty of Foreign Languages, University of Mostefa Benboulaïd Batna 2, Batna, Algeria</p> <p>Abstract Nowadays, technological inventions have changed every aspect of our daily lives especially those related to humanities. The introduction of new gadgets of communication has altered the nature of interaction from being interpersonal into becoming computer mediated. This study examines the effects of these communication outlets on EFL learners' face to face interactions. A study has been conducted at the department of English language in Batna 2 Mostefa Benboulaïd University, Algeria using both a questionnaire and field observations to gain a closer look on the phenomena. Results of the research have been analyzed and will be discussed the day of the conference. Keywords: Computer-mediated communications, face to face interactions, EFL learners.</p>
<p>Blessedy Cervantes GICICTEL1802058</p>	<p>Implementation of Campus Journalism Act among the Public Secondary Schools in Region III: An Evaluation</p> <p>Blessedy Cervantes English/Senior High School/Department of Education, Tarlac State University and Tarlac National High School, Tarlac City, Philippines</p> <p>Abstract This study utilized the Provus's Discrepancy Evaluation Model (DEM) to evaluate the Campus Journalism Act implementation among the public secondary schools in Region III. It determined the revised provisions of the CJA and provided strategies for the effective implementation of the said act and the implications of the study in the educational management. After a thorough analysis of the gathered data, it was found out that majority of the schools implemented the CJA provisions. However, mandates on editorial policies, editorial board selection procedure, publication adviser's selection procedure, duty as of technical guidance and workload, and posting and depositing the publication budget were revised by the schools. Thus, strategies were provided to execute completely the CJA. It was recommended that the proper orientation should be done in order for the school administrators, publication advisers, and other members of the editorial board to be equipped with the necessary information regarding the provisions stated on Campus Journalism Act of 1991. Keywords: Implementation, Campus Journalism Act, Evaluation, Educational Management, Strategies</p>
	<p>Language Loss: Is Bangladesh Out Of Risk?</p> <p>ABDUL AWAL IER (Institute of Education and Research), Dhaka University, Bangladesh</p> <p>MD PARVES SIKDER IER (Institute of Education and Research), Dhaka University, Bangladesh, Dhaka, Bangladesh</p>

MD Parves Sikder
GICICTEL1802060

Abstract

The paper reveals the socio-linguistic position of Bangladesh where numerous native varieties and ingenious or ethnic language are under the risk of 'Language Loss'. AT present day language loss has become a common phenomenon in different territories in the world, Bangladesh is in no difference. Language loss in Bangladesh is associated with several socio-political and cultural reasons as well as the unconsciousness of language planning and policy making. It is noted that due to the domination of one variety or language over another language or another variety has made the threat of language loss. Our study explores, the historical and political debates about language policy making in this land. We know that language loss is vividly accompanied with the loss of cultural, aboriginal and racial heritage. The paper also accumulates the picture of language loss of different countries with references. It is believed that the course of language loss is executed by oppression and suppression as well as the trap of power politics. The papers interlinks between linguisticism and language loss, which can be considered as a violation of Linguistic Human Rights of Bangladesh. We believe that language loss can be reversed and ceased some propositions are asserted in this study about how to eradicate the language loss in intra-national and international levels with due references.

Keywords: Language Loss, Linguicism, Language policy, Linguistic Human Rights, Language Death, Language Suicide



Sabria Ould Si Bouziane
GICICTEL1802061

**The Use of Language Learning Strategies to Improve Students' Pragmatic Competence
A Case Study of EFL Learners at the Intensive Language Teaching Center of Mostaganem**

Ould Si Bouziane Sabria

The Intensive Language Teaching Center, Faculty of Foreign Languages and Literatures, Abdelhamid Ibn Badis University, Mostaganem, Algeria

Abstract

The growth of English and its further implementation in various domains have become more and more vital in Algeria. Learners are highly interested in the English language and its use effectively and appropriately. Thus, the ability to use English adeptly is essential if language learners are to achieve communicative competence to develop pragmatic competence. Many researchers have tended to heed largely on the teaching of pragmatics rather than on how students acquire pragmatic competence. Its importance has been increasingly carried out, but few researches on how to achieve it have been done. For this reason, this study investigates students' use of language learning strategies (LLSs) to improve pragmatic competence and to enhance the learning of English as a foreign language as well. It aims also at raising learners' awareness of the importance of pragmatic knowledge and LLSs for classroom instruction. To carry out this investigation, a sample of 10 pre-intermediate, 10 intermediate and 10 advanced learners was taken. To collect data, a questionnaire was given to students in which, they are asked to fulfil the LLSs they think are necessary to improve their pragmatic competence. The results showed that applying LLSs, namely, direct strategies could help them achieve communicative competence and hence become pragmatically competent learners.

Keywords: language learning strategies, pragmatic competence, communicative competence

<p style="text-align: center;">Jay Cohen GICICTEL1802062</p>	<p style="text-align: center;">Evidence Based Learning Design: The Role Learning Analytics Plays In Online Learning Design</p> <p style="text-align: center;">Jay Cohen Higher Education Online Learning Design, Swinburne University Swinburne Online, Melbourne Australia</p> <p style="text-align: center;">Abstract As a means of better understanding student success, higher education institutions are considering the opportunities learning analytics affords. Simply put, learning analytics is about the collection, analysis and reporting of learner data, for the principle means of enhancing student learning. This paper explores the significant opportunities that learning analytics presents to online learning designers through the presentation of learning analytic data via a dashboard. Specifically, this paper explores the affordances offered to learning designers as a means of making informed learning design decisions via learning analytics in a single higher education undergraduate online business unit. It is argued that learning analytics data, when available in a consistent and digestible format, not only provides teachers with a clear view of the student ‘footprint’, it also allows learning designers the means of navigating the broad spectrum of possible learning design interventions using an evidence based approach, one in which student success is at the forefront.</p>
<p style="text-align: center;">Gianne Rensen Antonio GICICTEL1802063</p>	<p style="text-align: center;">Toward The Ideal Literary Pedagogy: Philosophies, Practices And Prophecies</p> <p style="text-align: center;">Gianne Rensen V. Antonio College Of Liberal Arts, University Of Cebu, Cebu, Philippines</p> <p style="text-align: center;">Abstract The methodologies and techniques in the teaching and learning of literature became a controversial topic in liberal arts schools since the implementation of the outcomes-based education in the Philippines. How to teach literature in a skill-based or competency-oriented curriculum has created a chasm among academicians and learners alike. Since literature looks at the classic, teaching it in a classical or futuristic way remains debatable. Hence, this study will examine the educational belief systems, actual classroom experiences and prospects of the future with regard to literary pedagogy of selected literature teachers and university students. It aims at theorizing the most effective approaches and techniques in the teaching and learning of literature in an empirical and methodical standard mindful of the contrasts in the paradigm shift of the educational landscape. Since the research is still in progress, it is expected that through the opinionnaires, interviews, observations and an analyses of documents, an acceptable instructional exemplar on literary studies can be created, tested and institutionalized.</p> <p>Keywords: literary pedagogy, teaching of literature, grounded theory</p>
	<p style="text-align: center;">The Impact Of Credit-Bearing And Mandatory Service Learning In Pakistan</p> <p style="text-align: center;">Maheen Mumtaz Community Service, School Of Mechanical & Manufacturing Engineering, National University Of Sciences & Technology, Islamabad, Pakistan</p> <p style="text-align: center;">Syed Irtiza Ali Shah Director Pgs & Hod Research, Cae,</p>

<p style="text-align: center;">Maheen Mumtaz GICICTEL1802065</p>	<p style="text-align: center;">National University Of Sciences & Technology (Nust),</p> <p style="text-align: center;">Abstract</p> <p>In the present study, the effect of credit-bearing and mandatory service learning on university students in Pakistan is being investigated. In the eastern world, the concept of community service is quite a contrast to the western world. In the West, community service is inculcated in a child's process of personality development at a very early age. However, in the East, community service is understood to be a form of charity. There is no perception of community engagement and mobilizing the youth to volunteer themselves and no notion of empowering the community. Thus, having a mandatory credit-bearing service learning course in higher education is necessary for inculcating the culture of community service in Pakistan. The paper sets out to see whether service learning causes young students to have that sense of responsibility to empathize with the society. This research will contribute to other institutions approach to service learning.</p> <p>Keywords: Service learning, civic engagement, community development, credit hours, Pakistan</p>
<div style="text-align: center;">  <p>Samah Souleh GICICTEL1802066</p> </div>	<p style="text-align: center;">Teaching and Learning Methods used in the Algerian Higher Education: The Case of Students and Teachers of the English Division from Literatures and Foreign Languages' Department at The University of Biskra.</p> <p style="text-align: center;">Souleh Samah Senior Lecturer, Economic Department, University Of Biskra-Algeria.</p> <p style="text-align: center;">Souleh Nour El Houda Phd Student, Faculty Of Arts And Humanities / School Of Language Studies And Applied Linguistics, Canterbury Chris Church University, Uk.</p> <p style="text-align: center;">Abstract</p> <p>This research aims to examine many questions: What is the effectiveness of various teaching methods used for teaching students at the English division from literatures and foreign languages department (in Biskra's university-Algeria)? How to create an appropriate learning environment? What are the best methods of teaching for teachers as well as students? What are the principles to promote excellence in learning and teaching practices? This study focused on the case of students (Bachelor' & Master' level) and teachers at English division from literatures and foreign languages department at Biskra's University, 129 students and 52 teachers were questioned. The data of the study were collected through questionnaire during 2013, and were analyzed using SPSS.v.0.18 to determine the interaction between the various factors. The study analyzed the methods used by teachers, and suggested some new methods to create an appropriate learning environment.</p> <p>Keywords: Teaching & Learning methods, Teachers, Students, University Of Biskra-Algeria.</p> <p>JEL Classifications: I2, O15, O31.</p>
<div style="text-align: center;">  <p>Abbas Muhammad Gumel</p> </div>	<p style="text-align: center;">Effect of cooperative learning strategy on mathematics academic achievement of senior secondary school students In jigawa state Nigeria</p> <p style="text-align: center;">Abbas Muhammad Gumel NCE, BSC ED, M.ED(MATHS EDU) Department Of Mathematics, Jigawa State College Of Education, P.M.B 1002, Gumel</p>

<p>GICICTEL1802067</p>	<p style="text-align: center;">Habu Galadima NCE,BSC ED(MATHS EDU),MED(EDU PLAN) Department Primary Education, Jigawa State College Of Education, P.M.B 1002, Gumel</p> <p style="text-align: center;">ABSTRACT</p> <p>This study investigated the effect of cooperative leaning strategy on mathematics academic achievement of senior secondary school students in Jigawa state, Nigeria. Two research questions and corresponding hypotheses were formulated. A quasi- experimental pretest post test control group design was used. 140 (70 male and 70 female) from four senior secondary were selected using stratified random sampling technique. The four schools were randomly assigned in to experimental and control groups and the subjects were pre-tested. The experimental group was taught some geometrical concepts using cooperative learning strategy while control group was also taught the same topics using Traditional method. The instrument for data collection was Mathematics Achievement Test (MAT). Data collected were analysed using t-test statistic. Findings statistically showed the existence of significant difference between experimental and control group, while such difference is not significant between male and female students in mathematics Achievement Test. Hence it was recommended that cooperative learning can promote learners' mathematics academic achievement. Also researchers can make further investigation on which among cooperative learning strategies will be more effective in bridging the gap between male and female mathematics achievement.</p> <p>Keywords: Cooperative learning; Traditional methods; Mathematics achievement; senior secondary school</p>
<p>Dr Asubiojo Rapheal Ojo GICICTEL1802069</p>	<p style="text-align: center;">Effects Of Problem-Solving And Concept-Mapping Instructional Strategies On Secondary School Students' Achievement In Physics In Ekiti State, Nigeria</p> <p style="text-align: center;">Asubiojo R.O. (Ph.D) Curriculum Studies & Instruction Department Educational Technology Unit, School of Education, College of Education, Ikere-Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;">Mr. Ogunseemi O. E. Curriculum Studies & Instruction Department, College of Education, Ikere- Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The study investigated the comparative effectiveness of the problem-solving and concept mapping instructional strategy on secondary school students' achievement in Physics in Ekiti State, Nigeria. It adopted the quasi-experimental design of pre-test, post-test non-randomized control group. One hundred and twenty senior secondary school II Physics students were identified and drawn from six secondary schools spread across the three senatorial district of Ekiti State using multistage sampling technique. Each of the groups was randomly selected to the two experimental groups and the control group. The instrument for data collection was a self-designed instrument titled Physics Achievement Test (PAT). The instrument was validated by test expert and experienced Physics teachers, the reliability of PAT was determined by test-retest method and a reliability coefficient ($r = 0.75$) was obtained. The groups were post-tested after six weeks of teaching for</p>

	<p>any significant differences in their Physics achievement. Data collected were analyzed using analysis of covariance (ANOVA) at 0.05 level of significance. Analysis of post-test scores indicated that the group taught by problem-solving instructional strategy performed significantly ($P < 0.05$) better than their concept-mapping group. It is therefore recommended that physics teacher should endeavor to promote classroom teaching by incorporate the use of problem-solving instructional strategy to enhance learning achievement.</p> <p>KEYWORDS: Problem Solving, Concept Mapping, Achievement, Instructional Strategy, Location.</p>
<p style="text-align: center;">Rima SADEK GICICTEL1802070</p>	<p style="text-align: center;">Vocabulary Learning Strategies and Gender Differences A Case Study of EFL LMD Algerian Students</p> <p style="text-align: center;">Rima SADEK Assistant Lecturer (MAA) of Didactics and English for Specific Purpose University of Algiers 2, Algeria</p> <p style="text-align: center;">Abstract</p> <p>Vocabulary learning strategies are a subset of language learning strategies which in turn are part of general learning strategies (Nation, 2001). The main benefit of these learning strategies is enabling learners to be more autonomous and to take more responsibility in their studies (Nation, 2001; Scharle & Szabó, 2000). Students can acquire a large amount of vocabulary and simplify their learning process by using vocabulary learning strategies (Ranalli, 2003). Numerous studies have been conducted on that arena by Gu & Johnson (1996), Porte (1998), Nation (2001), yet a small number of studies have been encountered investigating the usage of vocabulary learning strategies by Algerian EFL learners. Consensus is lacking over issues such as the use and usefulness of vocabulary learning strategies for Algerian university students, and the approaches adopted to deal with vocabulary.</p> <p>The principal objective of the present study is, therefore, determining the most/least frequently exploited categories and strategies of vocabulary learning by EFL LMD university female and male students. It also aims at identifying the categories and strategies considered the most/least useful by EFL students, taking into consideration the gender factor. Furthermore, this research study will investigate and will elicit the approaches that EFL LMD female and male students adopt while dealing with the vocabulary learning task.</p> <p>However, it is important to point out that this study will target a specific population of EFL students and the results obtained cannot be generalized over all EFL learners. Besides, this research will look only at one factor that may affect students' vocabulary learning strategies choice, which is gender. It will not treat the way vocabulary should be taught in EFL classes.</p> <p>Key words: vocabulary learning, gender, approaches, categories, strategies.</p>
 <p style="text-align: center;">Dr. Lauren Birney GICICTEL1802071</p>	<p style="text-align: center;">“Curriculum and Community Enterprise for the Restoration of New York Harbor with New York City Public Schools”</p> <p style="text-align: center;">Dr. Lauren Birney School Of Education, Pace University, New York, USA</p> <p style="text-align: center;">Abstract</p> <p>Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. They gain skills, interests, knowledge,</p>

	<p>aspirations, and motivation to learn more. But how can we provide these rich opportunities in densely populated urban areas where resources and access to natural areas are limited? This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project builds on the existing Billion Oyster Project, and will be implemented by a broad partnership of institutions and community resources, including Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further assess the overall "curriculum plus community" model.</p> <p>Keywords: Environmental Restoration, Citizen Science, Inquiry based Learning, Educational Technology, Collaborative Learning Models</p>
<p>Jabulani Sibanda GICICTEL1802073</p>	<p>English Second Language Vocabulary Development Practices.</p> <p>Jabulani Sibanda Department Of Education, Sol Plaatje University, Bag X5008, Kimberley, 8300, South Africa</p> <p>Abstract</p> <p>Background: This paper investigated the potential of Grade 3 English Second Language (ESL) teachers' vocabulary development practices to equip learners in English deprived environments with English vocabulary requisite for transition to Grade 4 where English is the Language of Learning and Teaching and where learning to read gives way to reading to learn.</p> <p>Aim: The study sought to document and interrogate incidental and explicit Grade 3 ESL teachers' vocabulary development practices vis learners' vocabulary needs.</p> <p>Setting: Three classrooms from one township and two diverse rural schools in three different districts of the Eastern Cape province of South Africa were observed.</p> <p>Methods: The case study sourced qualitative data through video and field notes recorded classroom observations in ten English First Additional Language classes for each teacher. Quantitative data on teacher talk vocabulary exposure and recycling was generated using the AntConc 3.2.4 software concordance.</p>

	<p>Results: The study found that incidental vocabulary development was compromised by low English language exposure occasioned by teachers' frequent recourse to the Home Language, little word recycling in classroom talk, and lack of rich contexts in which words were encountered. Explicit vocabulary instructional practices mostly drew learners' attention to novel words and had a narrow range of strategies dealing with word meanings.</p> <p>Conclusion: In view of the manifest lack of a robust vocabulary development programme among ESL teachers, the study recommends planned and deliberate attention to vocabulary development on the teachers' part and a reconsideration of the learners' vocabulary needs and learner meaningful engagement in vocabulary development.</p>
 <p>Pir Suhail Ahmed Sarhandi GICICTEL1802074</p>	<p style="text-align: center;">Impact of CALL in-house Professional Development training on Teachers' Pedagogy: An Evaluative Study</p> <p style="text-align: center;">Pir Suhail Ahmed Sarhandi School Of Higher Education Studies, University Of Free State, Bloemfontein, South Africa</p> <p style="text-align: center;">Abstract</p> <p>This study examines the impact of Computer Assisted Language Learning (CALL) in-house professional development trainings based on Technological Pedagogical Content Knowledge in-Action (TPACK-In-Action) model on female teachers' pedagogy at a Saudi Arabian university. Data was collected using survey questionnaires to gather participants' pre-workshops and post-workshops responses followed by semi-structured interviews to understand aspects that determined the effect of the training workshops on teachers' pedagogy. The findings show that despite having sound pedagogy and teaching qualifications, participants could not successfully utilize their skills to incorporate technology effectively in their teaching. Institutional policies regarding technology integration and complex pacing guide which directed learning objectives and course materials could not give teachers the freedom to integrate learned skills in class, thus, the trainings provided to them became ineffective. The findings of the study suggest arranging training workshops according to the needs of the teachers who want to integrate technology in teaching. The study also recommends that an informed institutional policy regarding the use of technology is important which will ultimately result in effectiveness of the training workshops. Such decisions should be taken in accordance with the teaching syllabus and its pacing guide, and technology integration should be prescribed as a part of syllabus.</p>
<p>Eleri John GICICTEL1802077</p>	<p style="text-align: center;">Challenging ability groupings in the Welsh Foundation Phase: A case study of pupils' perceptions of their academic self-concept</p> <p style="text-align: center;">Eleri John University of South Wales, Treforest, Pontypridd, CF37 1DL</p> <p style="text-align: center;">Abstract</p> <p>One dominant narrative in educational policy and practice today is that of ability: its meaning, construction and assessment. This study evaluates the way young children perceive ability setting in a Foundation Phase classroom and how these perceptions shape their emerging academic self-concept. Viewed as a 'tyranny' by some (Hamilton and O'Hara, 2011) and a necessary evil by others (Gove, 2008) this paper explores some of the key debates around ability groupings and how children can be part of the dialogue. For the purposes of this study, academic self-concept refers specifically to an</p>

	<p>individual's self-concept and beliefs towards specific academic domains signifying perceptions about themselves and achievement in specific learning situations. The most common method of accessing this is self-report and narrative data (Bong and Skaalvik, 2003; Mercer, 2011a); the latter was used extensively given the complexities in understanding young children's beliefs and experiences.</p> <p>This study is set within the subjectivist paradigm and focuses on an often-marginalised group in this debate: very young children in the primary school, what their perceptions of ability groupings reveal, and how they influence their academic self-concept. The qualitative methodology included in-depth, semi-structured interviews with 24 children aged 5-6. A thematic analysis was conducted to create a phenomenological approach, followed by a cross-case analysis.</p> <p>The findings suggest that young children's perceptions of ability setting are strongly related to their academic self-concept. The meanings they attach to these perceptions are tied to their perceived capability in maths and literacy, often divergent in expression, and comparative to their peers. Their academic self-concept is framed around three dimensions: the intrapersonal, the interpersonal and the organisational. This dynamic self-concept is mediated by the classroom structures which are filtered through the school's policy framework. The study concludes with recommendations for practice and indications for further research.</p> <p>Keywords: Ability; early years; primary; foundation phase; self-concept; academic self-concept</p>
<p style="text-align: center;">Siti Salsiah GICICTEL1802079</p>	<p style="text-align: center;">Layar Desa (Ld) : Alternative Program For Improving Youth Quality In Developing Village-Based Education Through Film</p> <p style="text-align: center;">Siti Salsiah Communication and Community Development, Bogor Agricultural University, Bogor, Indonesia</p> <p style="text-align: center;">Muhammad Fikri Nurrachman Sharia Economic, Bogor Agricultural University, Bogor, Indonesia</p> <p style="text-align: center;">Citta Arietistya Hanifa Environmental Resource Economic, Bogor Agricultural University, Bogor, Indonesia</p> <p style="text-align: center;">Aditya Hafizh Darmawan Mechanical Engineering and Biosystem, Bogor Agricultural University, Bogor, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>Education is one of the most important pillar in development, especially for improve potency, productivity and quality of human resources. Unfortunately, education in Indonesia is still not evenly distributed especially to rural areas. Education in rural areas should be on the thrust. The potential of the village should be well understood. So, all the potential that exists in rural areas can be managed and utilized by the young generation who are ready and have a good quality as well as support. Given the current generation of the millennial generation, where the millennial generation's unique and stands out in terms of interest in the use of technology, culture, music and movies. Layar Desa (LD) is present as a medium of education for the younger generation of rural activities that are packed in the shape of the filming of the village, where the</p>

	<p>process of making the film was done by the people of the village itself. Layar Desa (LD) with all its uniqueness and strength, can be used as a tool for the process of the development of the village. Not only that, Layar Desa (LD) also formed to steer the youth in the rural area to be able to increase the skills, mindset, attitudes and values that are packaged in a variety of unique and exciting activities with self-improvement program. As for some of the activities program of self-improvement: camp, outbound, and other activities that can improve the morale to developing village. Based on the results of the implementation of the program, layar Desa (LD) can be role models for improving youth quality in an effort to develop the village for the best nation's future.</p> <p>Keywords: education, village, layar desa</p>
<p style="text-align: center;">Otiji Obiageli GICICTEL1802082</p>	<p style="text-align: center;">Principal Application Of Information Communication Technology (ICT) For Personnel Management Practices In Secondary Schools In Enugu State, Nigeria</p> <p style="text-align: center;">Otiji Obiageli Educational Foundations, Enugu State College Of Education(Technical), Enugu, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The main purpose of this study was to determine the extent to which principals of secondary schools in Enugu state of Nigeria applied Information Communication Technology for personal management practices. Design adopted for the study was descriptive survey design. Six research questions and six hypotheses guided the study. Area of study was Enugu state of Nigeria. Population for the study consisted of all the 698 secondary school principals in Enugu state. Proportionate and simple random sampling techniques were used to draw a sample of 529 principals for the study. The sample consisted 221 and 308 from public and private secondary schools respectively. 120-item structured questionnaires used for data collection. The questionnaire was validated by three research experts. The questionnaire yielded an overall reliability coefficient of .75 obtained through cronbach's alpha method. The researcher and five research assistant administered the instrument to the respondents hand to hand. Research questions were answered using mean and standard deviation. Hypotheses were tested with z-test statistics at .05 significant level. Major findings of the study revealed that principal applied ICT for personnel management practices to a high extent in secondary schools in Enugu state. Consequently, it was recommended among other things that secondary proprietors should encourage their principals to adopt ICT for personnel management practices.</p>
<p style="text-align: center;">Dr. Vivian Khamis GICICTEL1802083</p>	<p style="text-align: center;">Religiosity as a mediator and moderator between war atrocities and hyperactivity in children exposed to armed conflict</p> <p style="text-align: center;">Dr. Vivian Khamis Professor, American University of Beirut, Faculty of Arts & Sciences Department of Education, Bliss Street-P.O.Box 11-0236, Beirut, Lebanon</p> <p style="text-align: center;">Abstract</p> <p>This study was designed to assess whether religiosity mediates or moderates the relationship between war atrocities and hyperactivity in children from Gaza Strip and South Lebanon. It was hypothesized that a) religiosity mediates the effect of war atrocities on hyperactivity and that b) the relationship between war atrocities and hyperactivity should be attenuated for</p>

	<p>children with high levels of religiosity. Participants were 600 children aged 12 to 16 years. They were selected from the public school system in the highly war exposed areas. Questionnaires were administered in an interview format with children at school by two trained psychologists. As hypothesized, the results indicated that religiosity mediated and moderated the relationship between war atrocities and hyperactivity in children. As indicated by Baron and Kenney (1986), the four statistical criteria that are required to demonstrate a mediator effect were met. The standardized regression coefficient for the relationship between war atrocities and hyperactivity was significant (criterion 1), and religiosity was significantly related to hyperactivity (criterion 2). Also, the predictor variable war atrocities were related to hyperactivity (criterion 3). Furthermore, after controlling for the effects religiosity on hyperactivity, the relation between war atrocities and hyperactivity became nonsignificant. Thus the results indicated that there is full mediation: religiosity was found to mediate hyperactivity (criterion 4). Moderator effects. Hierarchical regression analyses was performed to examine the interactive effects of war atrocities and religiosity, in predicting hyperactivity in children.</p> <p>In the first step, war atrocities accounted for .009 of the variance in hyperactivity among children. Adding religiosity in the second step did produce a significant increase (10.8 %) in the amount of variance in hyperactivity. Religiosity did directly predict hyperactivity. However, when the second model was examined, the B weight for war atrocities was no longer statistically significant. In the third regression step, the addition of the war atrocities x religiosity interaction term to the additive model of war atrocities and religiosity did yield a significant change in R² (.016). Thus, religiosity did moderate the effect of war atrocities on hyperactivity in children. However, the nature of the interaction indicates that war atrocities itself was so intensely overwhelming that the religiosity variable was overshadowed. The clinical and research implications of these conclusions are discussed.</p> <p>Keywords: Hyperactivity; Palestinian and Lebanese children; War atrocities; Religiosity; Trauma.</p>
<p style="text-align: center;">Mustafa Altun GICICTEL1802084</p>	<p style="text-align: center;">Extra-Curricular Activities in Hizmet Movement Schools: A Case Study in Iraq</p> <p style="text-align: center;">Mustafa Altun Department of English Language Teaching, Ishik University, Erbil, Iraq Correspondence: Mustafa Altun, Ishik University, Erbil, Iraq</p> <p style="text-align: center;">Abstract</p> <p>It should be emphasized that the role of schools is not only to transmit the knowledge but also educate students morally as well. In Hizmet Movement schools, intellectual and spiritual development of students holds an important place. Teachers in Gulen schools are inspired to generate an ethical human with high morals and virtues. They are interested not only in improving intellectual capabilities of students but also give them some qualities such as trust, modesty, devotion, sincerity and loyalty. This article searches the dual role of teachers in Hizmet Movement schools: transmitter of knowledge and builder of character with good manners. This article particularly investigates the role of extra-curricular activities carried out by teachers in Hizmet movement schools in forming the ideal human character.</p> <p>Keywords: create, activity, parents, relationship, commitment, success</p>



Dr. Romel B. Gatila
GICICTEL1802085

Utilization Of Block Model Approach In Improving Skills In Solving Word Problems In Teaching Elementary Mathematics

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Abstract

Problem solvers and creative thinkers is the main goal of the K-12 mathematics curriculum in the Department of Education in the Philippines. This main goal made a researcher to try another heuristics in problem solving that can develop more on their problem solving skills (visualization and comprehension).

The study was conducted with the purpose of determining if solving word problem skills in elementary mathematics lesson will be improved using the Block Model Approach(BMA) among 6th grade pupils of Parada Elementary School in Valenzuela City. It was limited to 48 pairs of pupils grouped heterogeneously into two sections. One group was subjected to Block Model Approach(BMA) and the other group was taught in the conventional approach.

The quasi-experimental research design was utilized in this study through the pre-test and post test questionnaire as a main source of data to test the effectiveness of the study. The independent t-test was used in this investigation for the statistical analysis of data including the computation of the mean and testing of significance to answer the specific question “How is a significant difference between the performance in solving proportion problems of the control and experimental group in the pre-test and post test?”.

The result shows the utilization of Block Model Approach is significantly differs with the conventional approach in terms of improving solving word problems skills of the 6th grade pupils. Since, it was considered significant it will be the basis for the educators or teachers to use approaches in teaching in problem solving. The Block Model Approach (BMA) improve quality of teaching of the teachers and the problem solving skills of pupils. The proposed module using BMA as the output of the research are recommended to be utilized by the teacher in their math lesson specifically fraction, ratio and proportion lesson because it help pupils learn how to solve problems with proper visualization and comprehension.

Keywords: Block Model Approach (BMA), Problem Solving Skills, Academic Achievement.

Dr. Nouredine Mouhadjer
GICICTEL1802086

Social Media and Its Impact on Intercultural Communication

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Abstract

Today is more affordable than any time before to arrange for an intercultural communication. This is because Internet with its social media and its potential to bring learners into direct contact with the target culture, allow learners not only gain access to authentic publications from the target culture but they can also take part in online chat rooms, discussion boards and videoconferences, i.e., learners will develop intercultural competence. Becoming interculturally competent will allow the learner capture and understand, in interaction with people from foreign cultures, their specific concepts in perception, thinking, feeling and acting. This article is, therefore, about the impact of social media

	<p>on intercultural communication that could be seen either negatively or positively, especially that social media has taken a big role in our social interactions where we no longer have to speak to people to know what they are doing, while a mouse-click can do the job instead.</p> <p>Keywords: internet, social media, culture, intercultural communication.</p>
 <p>Mohamed S. Hamid Osman GICICTEL1802087</p>	<p style="text-align: center;">Student teachers' attitudes towards the inclusion of pupils with special needs in Qatar independent schools</p> <p style="text-align: center;">Mohamed S. Hamid Osman Psychological Sciences, College of Education, Qatar University, Doha, Qatar</p> <p style="text-align: center;">Abstract</p> <p>The study investigated the student teachers' attitudes towards the inclusion of pupils with special needs in Qatar independent schools and the willingness to teach them. The study sample was 46 male and female from students of College of Education at Qatar University from many concentrations (Arabic studies, social studies, science, mathematics, Islamic studies, English language) and from primary and secondary program. The participants responded on attitudes towards inclusion questionnaire (Prepared by researcher). Data were analyzed statistically using t-test and descriptive statistics. Results showed that (1)The general education student teachers' attitudes towards inclusion of pupils with special needs in regular classrooms was very positive and without any negative attitudes. (2) the attitudes toward teaching for pupils with special needs varied according to the nature and severity of the disability; where they preferred to dealing with groups of pupils with mild special needs, such as giftedness and learning Disabilities. (3)as well as the findings found that there were no statistically significant differences between males and females, and between the student teachers' from primary and secondary programs towards the inclusion. Finally the study recommended the importance of academic and psychological preparation for student teachers to be able to understand the nature of the disability and acceptance pupils with disability in the Qatar independent schools.</p> <p>Keywords: Attitudes, student teachers, Inclusion of Pupils with special needs</p>
<p>Aviv Grimberg GICICTEL1802088</p>	<p style="text-align: center;">Moving Pisa Test One Step Forward: From an Unjust to A More Egalitarian Curriculum/ work in progress</p> <p style="text-align: center;">Aviv Grimberg Department of Political Theory, University of Haifa, Israel</p> <p style="text-align: center;">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)</p> <p>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</p>

	<p>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 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,;</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>Keywords: PISA test, unique potential, John Rawls' Principle of Differences, Gardner's Theories of Multiple Intelligences.</p>
<p>Nastaran Khoshsabk GICICTEL1802089</p>	<p style="text-align: center;">Digital Performativity: Social Media Discourse and Education</p> <p style="text-align: center;">Nastaran Khoshsabk PhD Candidate, Monash University, Australia</p>

	<p style="text-align: center;">Abstract</p> <p>The evolution of communication through the Internet has influenced shaping and reshaping the self-presentation of social media users. Gender and location are two influential factors that continuously shape the ways people experience and express their identities through social media tools. This project investigates the importance of social media in the life of adult Iranians to explore the discourse through which they present themselves and construct their digital identities. The data in this qualitative case study have been collected through individual synchronous online interviews and through the analysis of the participants' Facebook profiles and activities over a period of six months. The driven codes and themes have been categorised considering the influence of gender, location, conservatism and culture on representation of self. Participants reported their thoughts about deciding which content to share on Facebook and which not to and their reasons behind these decisions to represent the 'idealised self'. The 'actual self' showed to be hidden in some cases by an individual for different reasons such as its influence on their social status and future careers. This study has implications for education contexts particularly in countries that are experiencing identity crisis and social conservatism which can provide an educational space to communicate and learn about social topics and to construct adults' identities in virtual environment and through their digital self-presentation. Keywords: Digital dramaturgy, identity formation, online communities, self-representation</p>
<p style="text-align: center;">Sidra Rizwan GICICTEL1802090</p>	<p style="text-align: center;">Standard Based Three Dimensional Capacity Development of In-Service Secondary School Teachers</p> <p style="text-align: center;">Sidra Rizwan Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>The article focuses on the professional development of in-service teachers on the basis of national standards as a step forward in the quality enhancement efforts in various fields of life. The effective and efficient teaching is not forthright rather it is a trio of knowledge, skills and attitudes, which are further loaded with multiple indicators. The teachers are trained not only to plan instruction and strategies but also to effectively use them in classroom teaching. After the introduction of National standards in Pakistan, the key question is that: 'How do the in-service teachers need to plan their instructions and choose suitable strategies?' A specific and practical approach was required to answer this question. Therefore, a three dimensional gap analyses were carried out by giving arbitrary values to the five levels of each indicator in all three dimensions. The fifth level was considered the highest and desired level. A quantitative data triangulation approach was used for the collection of data. Three dimensional (knowledge of the content, attitudes and skills) analyses according to indicators showed the gap between the desired and existing levels of various indicators of instructional planning and strategies. The findings revealed the areas which needed remedial actions. This will definitely enhance the quality of teaching learning process. Keywords: Attitudes, Skills, Content, Three dimensional gap analyses</p>
<p style="text-align: center;">Mohammad R. Ali Nosair GICICTEL1802092</p>	<p style="text-align: center;">Using the Virtual-I Cube Laboratory Applications to Teach Geography to Social Sciences-Female Students, Faculty of Education, Qatar University</p> <p style="text-align: center;">Mohammad R. Ali Nosair</p>

Assistant Professor, Department of Educational Sciences, College of Education, Qatar University, Doha

Abstract

The goal of the study is to identify the effectiveness of using the technological application of the virtual I cube laboratory in teaching subjects of general geography curriculum in Qatar University. The problem is that female student, specialized in social sciences at the Faculty of Education, has complained about the difficulty of such subjects. So, their achievement level is very low. The available applications of the Virtual-I Cube Lab, which are suitable for the content of the most difficult topics, have been delimited. Accordingly, the solar system application is selected and is planned to be used in teaching two topics: 'the global galaxy' and 'the components of the solar system' in three lectures. The experiment is administered to 48 student teachers divided into two groups: experimental and control. The experimental group consists of 23 students who have studied the subject in the virtual-I cube lab. The control group consists of 25 students who have studied the same subject in the normal lecture room. The main tool of the study is an achievement test designed to measure information and concepts included in the content of the experiment. This test is pre and post administered to the two groups. Data is analyzed using the T-Test for checking the differences between the two groups. The result is that there are statistical differences between the two groups, in favour of the experimental one, at the level of (0.01) between the average degrees of the two groups, concerning attaining information and geographical concepts. The value of the calculated T-Test is 6.09.

Keywords: Virtual-I Cube, to Teaching Geography,
Themes: Education and Teaching Geography.



**Dr. Suttiwan
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GICICTEL1802094**

Training Needs for Distance Training Packages via Social Media on Academic Leadership for the 21st Century of School Administrators under Nonthaburi Primary Education Service Area Office

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Abstract

The current world is Globalization which is changing rapidly due to the growing use of information technology to connect everything together, both regional and global economic data and investment, political stability, food security and energy, advances in science and innovation, changes in natural resources, population structure and society. Leading schools has become more complex than ever before due to increasing pressure to perform and the growing diversity of students. School principals are held accountable for achieving results in educating students. The role of the principal is an academic leader or incorporate the instructional leadership behaviors in the function of instructional leader, the teacher traits most often positively associated with student achievement Thus, training and development have played a crucial role in school leaders' effectiveness. Therefore, this study focused on analyzing the skills that instructional leadership need to possess by conducting a training needs analysis. The researcher found that Training Needs for distance training via social media networks of instructional Leadership were managing instructional resources ,developing academic climate, encouraging concern for achievement, and coordinate instructional

	<p>program. Keywords: Training Needs , Distance Training , Social Media Networks, Instructional Leadership, 21st Century</p>
<p>Dr. Chintan A. Joshi GICICTEL1802097</p>	<p>“Comparative Analysis on effectiveness of classroom teaching and web-based teaching: Teaching Quantitative methods & Techniques ”</p> <p style="text-align: center;">Dr. Chintan A. Joshi College of Banking and Financial Studies, Oman</p> <p style="text-align: center;">Abstract</p> <p>As Accounting, Business and Management programs in various B-schools extend their online education offerings to reach more time- and place-bound students, and as accredited institutions become interested in documenting teaching and learning effectiveness, the degree to which online students are successful as compared to their classroom counterparts is of interest to teaching faculty and others charged with assessment. By comparing student performance measures and assessments of learning experience from both online and traditional sections of a required Quantitative methods & techniques course taught by the same instructor, this paper provides evidence that student performance as measured by grade is independent of the mode of instruction. Persistence in an online environment may be more challenging in Quantitative methods classes than in other subject classes. Furthermore, participation may be less aggressive, and the quality and quantity of interaction may be affected in online classes.</p>
<div style="text-align: center;">  <p>Hanna Voronina GICICTEL1802101</p> </div>	<p style="text-align: center;">Career Perspective of High School Students: Study of English Experience for Implementation in Ukraine</p> <p style="text-align: center;">Hanna Voronina Department of Technical English 2, Faculty of Linguistics, National Technical University of Ukraine Igor Sikorsky, Kyiv Polytechnic Institute, Kyiv, Ukraine</p> <p style="text-align: center;">Abstract</p> <p>The paper analyses the different scientific approaches to conceptual definition of “career perspective” and highlights innovative techniques of career planning at high school. The research focuses on Ukrainian and English resources devoted to improving vocational education. The main objective of the study is to research theoretical conceptual foundations of the principles, organizational and pedagogical tools for the development of career perspective of high school students in England. Other supportive goals of the study are to analyze and generalize the forms and methods of teaching and learning, which positively influence on the development of career perspective of high school students in England and develop recommendations on the use of key elements of English experience in Ukraine.</p> <p>The research is based on the interrelated concepts that contribute to achieving the main objective. The methodological concept reflects the relationship and interaction of different approaches to general scientific and empirical methodology to the study of the educational process of high schools in England. The theoretical concept determines the system of conceptual and categorical apparatus of the research which relates to careers education as an effective pedagogical phenomenon. The technological concept involves generalization and systematization of resources available on careers education in different types of high schools in England to be researched.</p> <p>The scientific originality of the results is that holistic analysis of the scientific</p>

	<p>and theoretical aspects of career perspectives of high school students in England is introduced, the concepts of “perspective” and “career perspective” are determined and specified, the effective methods of career perspective development of high school students in England are considered. The increased attention is paid to personal characteristics of young people in order to shape their vocational values and career expectations. Keywords: career perspective, high school, career learning and development, careers education.</p>
<p style="text-align: center;">Usha Mistry GICICTEL1802104</p>	<p style="text-align: center;">Social Networking and Enhancing employability skills of undergraduate Accounting Degree students</p> <p style="text-align: center;">Usha Mistry London School of Business and Management</p> <p style="text-align: center;">Abstract</p> <p>Social Networking theory highlights importance of social structure in terms of connection and how they influence each other. The common modern day social networking includes Facebook, Twitter, LinkedIn, but no other researcher has carried out on how usage of Professional Statutory Regulatory Bodies’ student membership social networking has proven to be a great way to educate students about their profession. Students get an opportunity to engage and connect with the audience through sharing of blogs, discussion forum, news, articles, webinars, videos, podcasts, job postings, CV uploading with their unique student membership number, actual networking opportunities, etc. with other students nationally, globally as well as with fully qualified professional accountants and employers. It gives students a platform to effectively promote themselves increasing their personal brand.</p> <p>As part of students BA (Hons) Accounting and Financial Management degree, the London School of Business and Management offers free student membership to two leading global Professional Statutory Regulatory Bodies (PSRB) for accountants, Association of Chartered and Certified Accountants (ACCA) and Chartered Institute of Management Accountants (CIMA).</p> <p>Whilst there has been enormous amount of research carried out on importance of employability skills and role of various stakeholders from higher education providers, employers, government etc., there is little evidence on the importance role that PSRB student membership plays in terms of services it provides in developing students employability skills from the outset of their degree.</p> <p>The project aim is to explore what students gained from both leading professional accounting bodies, ACCA and CIMA membership in terms of developing their employability skills.</p> <p>The research is an action based one using questionnaires, focus group meetings with all levels of accounting degree students. It will evaluate both qualitative and quantitative aspect their questionnaire.</p> <p>The findings reveal what employability skills students were made aware of from job postings at various stages from internships, graduate posts to fully qualified accountants, webinars, videos, blogs and articles from professionally qualified members sharing their experiences.</p> <p>The paper seeks to fill in gaps which have not yet been explored in terms of employability skills development by using both ACCA and CIMA student membership.</p> <p>Keywords: PSRB student membership, social network theory, accounting employability skills</p>



Abdulrahman Essa Al Lily
GICICTEL1802107

**Why Not Breach the Centre–Periphery Wall?
164 Academics’ Attempt to Re-Politicise the Academy of Education and
Technology**

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Abstract

The scholarship of education and technology is experiencing a ‘Centre–Periphery’ dichotomy. The Centre signifies ‘well-respected’ departments, ‘top-ranked’ journals, ‘best’ editors, ‘critical’ reviewers and ‘leading’ authors. The Periphery denotes anyone else. Influence flows from the Centre to the Periphery. The Centre–Periphery ‘wall’ is unbreachable, because of empirically uninspected factors, which are unearthed here through two interventions wherein 164 authors collaborated to ‘invade’ the Centre (e.g. to publish a manuscript in its journals) and counter-resist the Centre’s resistance. The Centre’s resistance involved rejecting the manuscript 51 times, whereas the Periphery’s counter-resistance involved sending rebuttals. The found factors concerning the Periphery were technical (inability to speak the Centre’s language); cultural (inability to rely on peripheral literature to enrich the Centre); political (unwillingness to tolerate the Centre’s politics); psychological (unwillingness to meet the Centre’s standards); and/or social (inability to take collective action against the Centre). Other factors that concerned the Centre were technical (tendency not to take the Periphery seriously); cultural (tendency to discriminate against the Periphery); political (tendency to lobby against the Periphery); psychological (tendency to ignore the Periphery’s needs); and/or social (tendency to feel superior to the Periphery). These factors constitute these 164 authors’ story, which is made sense of via auto-ethnography.

Abigail Jackson
GICICTEL1802108

**Technology In Denial: Promoting Adaptation through Embodied Experiences
of Mimicry, Empathy, Touch & Technology**

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Abstract

This paper will reflect on my PhD research by introducing the placement of autism, and will make specific comments regarding the education of autistic children, to contextualise the argument. To accompany this, there will be acknowledgement of particular Technology Enhanced Learning techniques, offering knowledge of the current climate, as well as to support the developing, innovative, approach. To support this section I present a brief historical overview of the placement of Information Computer Technologies in the UK school system, highlighting the impact this may have had on those promoting their use with autistic children and bringing to light the extent of those in denial about the effect this is having as a contemporary issue in education. This will reinforce the conclusion of the paper, by presenting detail of my Practice-as-Research experience throughout, presenting the process used to counteract such problems by promoting adaptation through Mimicry, Empathy, Touch & Technology in movement sessions with autistic children. There is also a desire to create a paper that highlights and inspires the adaptations through more generic ways in which technologies could, and

	<p>should, be approached creatively to reduce the adverse effect. This information aims to assist in the professional development of teachers to reassess the ways they are applying conventional, solo, use, technologies in the classroom and how they have impacted on the plateau of social interaction, for autistic children, to support innovative ways that technology could be used to help combat isolation through adulthood.</p> <p>Keywords: Autism, SEN Education, Technology, Social Interaction</p>
<p style="text-align: center;">Zach Hurdle GICICTEL1802109</p>	<p style="text-align: center;">Aspects That Arise In The Transition From The Montessori Method To A Traditional Method: A Fourth Grade Mathematics View</p> <p style="text-align: center;">Zach Hurdle Department Of Mathematics And Computer Science Within The College Of Science And Engineering, Southern Arkansas University, Magnolia, Arkansas, USA</p> <p style="text-align: center;">Abstract</p> <p>The purpose of the dissertation is to investigate three particular aspects that may affect the transition between a third grade Montessori system and a fourth grade non-Montessori system, specifically within the context of teaching and learning mathematics. These aspects are 1) the change in pacing and structure of the classroom, 2) the removal of manipulatives from the learning experience in favor of handwriting methods, and 3) the reversal of roles that teachers and students occupy. The effect of this transition on problem-solving skills is analyzed through a series of problem-solving exercises to determine mathematical understanding about key concepts within the curriculum. Results show that students identify alternative strategies when uncertain how to proceed in a problem. Students revert to previous object-centered methods when a problem is perceived as too difficult. Students also need more exposure with materials for difficult topics during the Montessori ages. The use of manipulatives is one of the most influential aspects of the transition, followed by the shift in student and teacher roles. The pacing and structure of the classroom has minimal effect on the transition.</p> <p>KEYWORDS: Montessori, math, pedagogy, CGI, cognition</p>
<p style="text-align: center;">ADEDEJI, Isiaka Adetokunbo GICICTEL1802111</p>	<p style="text-align: center;">The Nexus Of Mathematical Basics And Semantics</p> <p style="text-align: center;">ADEDEJI, Isiaka Adetokunbo Department of English, School of Languages, Emmanuel Alayande College of Education, Oyo State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This paper attempts to rationalize the nexus of core linguistics with Mathematics, that is, the convergence of Humanity and Science as it manifests in discourse. “Discourse” is a category used by both social theorists and analysts to refer primarily to spoken or written language use which the writer of this paper wishes to extend to include semiotic practice. This informed the choice of Critical Discourse Analysis as the theoretical framework with particular reference to interdiscursivity (the constitution of a text from diverse discourses and genres). Works on interdiscursivity abound, but this is yet an extension of the frontiers of knowledge with respect to issues relating the notion of insignificant figures in Mathematics to a significant rule of Syntax, coupled with semantic implication of other Mathematics basics. It is discovered that the processes of text production and interpretation are shaped by insights from core language, and that the interpretative processes operate upon cues drawn from a variety of disciplines in the text as well as situational</p>

	<p>context. Keywords: Mathematics basics, semiotic, semantics, interdiscursivity</p>
<p>ASELEBE, Kamorudeen Oladapo GICICTEL1802112</p>	<p style="text-align: center;">Enhancing Academic Quality In Teacher Education Programme In Nigeria Through Training And Development Of Teacher Trainers</p> <p style="text-align: center;">ASELEBE, Kamorudeen Oladapo Department of Curriculum and Instruction, School of Education, Emmanuel Alayande College of Education, Oyo State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The goals of wealth creation, employment creation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional educational system. A functional educational system can only be built on a solid foundation, featuring qualitative values which are supposed to be stock- in- trade of quality teachers. In recent times, it has been observed that the quality of graduates being churned out of teacher education programme in Nigeria has become a pathetic issue to stakeholders. A close look at their programme indicates that most of the certified products lack acceptable level of competence in their areas of specialization. Besides, the responses of employers of labour on the performances of their graduates reveal that those characteristics such as analytical skills, good communication skills, good personal and social skills, technical and managerial skills among others are lacking in the graduates which are turned out on yearly basis into the labour market. Against this background, the need to enhance academic quality in the teacher education programme in Nigeria becomes imperative, which is the focus of this paper and this can be achieved through the adoption of re-training and development as critical tools for improving the intellectual capabilities of teacher trainers so as to impart quality education to the students. It is recommended that management in all teacher education programmes in Nigeria should embrace regular organising of academic seminars, conferences and workshops for teacher trainers to update their knowledge.</p> <p>Keywords: Academic quality, teacher education, training and development</p>
<p>Solomon Iheonunekwu GICICTEL1802116</p>	<p style="text-align: center;">Effects Of Information And Communication Technology (Ict) Application On Academic Achievement Of Students In Business Studies In Junior Secondary Schools In Abia State-Nigeria</p> <p style="text-align: center;">Associate Professor Iheonunekwu, Solomon Ph.D Business Education, Abia State College Of Education (Technical, P.M.B1000), Arochukwu-Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study investigated effects of Information and Communication Technology (ICT application on academic achievement of students in Business Studies. This was necessitated by the fact that so much has been said about the use of ICT in Science based subjects but little has been known about the role of ICT in the teaching and learning of Business Studies. The research design adopted for the study is a quasi-experimental, pre-test-post-test experimental design. Eight (8) public secondary schools and eighty (80) junior secondary School three (JSS111) students in Abia State were selected through stratified random sampling technique. Three research questions were posed and three null hypotheses were formulated and tested at 0.05 level of significance. The research instruments used for the study is Sample Selection Pre-test 1 and 2 (SSPT1&2), Projected Video Package (PVP) and ICT Facility Observation</p>

	<p>Checklist (ICT-FOC). The gathered data were analyzed according to research questions and research hypotheses using mean, percentage, standard deviation and Analysis of Covariance (ANCOVA). The findings of the study indicate that students taught using the Projected Video Package (PVP) performed better than those taught using the Conventional Instructional Strategy (CIS) in Business Studies; the male students revealed higher level of achievement compared to the female students; urban students that were taught using PVP performed better than those taught using CIS. Based on the findings, the paper recommended that educational authorities should train Business Studies teachers on the use of ICT in the classroom to enhance students understanding of the basic tenets of Business Studies and the world of work.</p> <p>Keywords: Information and Communication Technology, Academic Achievement, Media Availability</p>
<p style="text-align: center;">Souad Benguega GICICTEL1802118</p>	<p style="text-align: center;">Tropes-Based Difficulties Encountering Algerian EFL Students in Interpreting Literary Text</p> <p style="text-align: center;">Souad Benguega (doctorate student) Supervisor, Abd el Azize Bousbai Department of English Language, Faculty of Letters and Foreign Languages, Kasdi Merbah University of Ouargla- Algeria</p> <p style="text-align: center;">Abstract</p> <p>The aim of English Language Teaching (ELT) is to develop the students' communicative competence which requires not only the mastery of English language forms, but also the ability to interpret a discourse in its socio-cultural context. For this reason, there is a tendency to teach EFL students literature. However, Algerian EFL students lack enthusiasm toward learning literature because they are unable to interpret the meaning of literary text due to the use of figurative forms affecting language form (schemes) or meaning (tropes). This study aims at investigating tropes- related difficulties that Algerian EFL students encounter when interpreting the meaning of literary text. To achieve this goal, a questionnaire involving three parts administered to 30 students studying literature at English department- Kasdi Merbah University. The findings of this research show that Algerian EFL students encounter tropes based difficulties when trying to interpret the meaning of literary text. These encouraging results provide us with a viable starting-point for teaching EFL students tropes in order to increase their interpretation of literary text.</p> <p>Keywords: EFL students, Literary text, Interpretation, Tropes- based difficulties</p>
 <p style="text-align: center;">Johnson Ajiboye GICICTEL1802119</p>	<p style="text-align: center;">Leadership For School Reform: Prospects And Challenges</p> <p style="text-align: center;">Ajiboye, Johnson Tunde Department of Curriculum and Instruction, School of Education</p> <p style="text-align: center;">Abstract</p> <p>Leadership implies the ability to influence other people to work willingly without necessarily forcing them. Schools are organised as necessary training centres for mankind. The degree at which goals of schools are achieved is a reflection of the effectiveness in school administration. In some schools, the atmosphere is lively and happy, the teachers and head teachers are warm and enthusiastic, and they are interested in what they are doing. There should be cordial and social interactions, cooperation and joy in working with one</p>

	<p>another. However, some teachers and head teachers' relationships are disgruntling. They are in camps or cliques, which deteriorates school activities and progress. The extent to which teachers are willing to cooperate and work effectively with their school heads, depends to a large extent on the administrative behaviour of the school administration. There is communication gap between the principal and teachers in some secondary schools as well as non-involvement of teachers in decision making. This study examined leadership for school reform. Specifically, it assessed the leadership styles, effect of strained relationship among members of staff, prospect and challenges in some secondary schools in Oyo State. This is with the view to enhancing effective teaching and learning for educational goals achievement. There must be free flow of information. Members of staff should be actively involved in the affairs in which they are most concerned. The paper concluded that one reaches a state of happiness and satisfaction when one is involved in an activity whenever one is functioning at the peak of his abilities. The paper recommended that the principal should carry his subordinates along in his administration to ensure success.</p> <p>Keywords: Efficiency, Leadership, Maladministration, Reformation</p>
 <p>Mussie Sultan Teweldemedhin GICICTEL1802125</p>	<p>The role of Eritrean Society in empowering of women to participate in education</p> <p>Mussie Sultan Teweldemedhin Department of Sociology of Education, Faculty of Public Administration, University of Hohai, Nanjing, China</p> <p>Abstract</p> <p>Eritrea is found in East Africa population about 5 million with nine recognized ethnic groups having multi-cultural belief and cultural traits. In general term, Human capital is one of the vital factor affecting development and social progress. Education is the core of knowledge to enhance the attitude, unique potential and desire of people their natural skills and ingenuity. From this perspective, the government of Eritrea has invested huge of capital to education for the purpose externalities under the aim of education for all. Since the independence of Eritrea 1993 up to 2000, more than 340,000 students enrolled in schools. The rate of women participating in education was less than 30%. The primitive view in rural areas and minority ethnic groups women are still considered as a weak person only performs to domestic duties and agriculture labor.</p> <p>The reason that inspired the researcher to carry out present research is that educating women is much more effective and significant in creating social profit by producing affluent society. For instance, educated women have good knowledge of children's health, morality as well as their own fertility and reproductive health.</p> <p>The paper has focused on marking the foundation of Eritrean education in respective of Eritrean women participating in education for personal and national development. Historically, traditional formal education was established for religious purposes, secular education was given to formal and nonformal education. The first formal education was targeting only to boys. Women were not permitted to attend school until the day of independence of Eritrea. Even then, based on the cultural attitude and perceptions the schools taught women only domestic skills and reinforced their household and spousal roles. After independence, the government has made strides in improving the status of women with the positive attitude in society by opening conducive educational environment for women. Now the current statistical data shows</p>

that women participating in school are 34% which is a great change as compared to the situation before independence. However, Eritrean societies evolve slowly. It takes constant, durable pressure to change deep-rooted beliefs about education for women. The main challenges that prevent female enrolment in school are religious assumption including early marriage, pregnancy and families' expectation of their daughter. Lower payment, limited job opportunities, gender bias in school and lack of female teachers in the country have a great impact on women not enrolling in schools.

Eventually, this paper based on the collected data with detail analysis and interpretation has been drawn the main strategies which are helpful to the society participating in school as the strong pillar to change the wrong attitude and create awareness in motivating women to be beneficiaries from school. As recommendation the paper has been listed the following main strategies; first, enhancing society/families awareness of the benefits of women's education by mobilization process including concerning bodies both governmental and nongovernmental organizations. The second strategy is direct effect to provide such educational system and educational related activities like improving access to schooling for women to reduce the direct expenditure of education. Modified the overall quality of schooling particularly the curriculum should have the school-based development program for girls students. Increasing female teachers also has the strong positive impact in motivating women marching toward school. The contribution of National Union of Eritrean Women Organization is limitless to empower Eritrean girls to get an education at all parts in all ethnic groups.



Dr Olusola Thomas
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Students' Perceptions Of Social Networking Technologies For Collaborative Learning In South West Nigerian Universities

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Abstract

The advent of new technologies has ushered in innovative practices into the teaching and learning process. Social networking technologies have often been utilised in the classroom to expand the frontiers of knowledge sharing among students. The purpose of this study therefore, is to investigate students' perceptions of social networking technologies for collaborative learning in South West Nigerian universities. Four research questions guided this study and the descriptive survey research design was used. The population of the study comprised undergraduate full time students in the ten public conventional universities in the South West Nigeria. The sample consisted of six randomly selected universities. The stratified random sampling technique was used to select 2400 students from five faculties in the selected universities. Data collected through the use of questionnaire from the participants were analysed using frequency scores and percentage, and also represented with tables and charts. The study identified various categories of social networking technologies and their functions in collaborative learning among students. The findings of the study reveal that students perceived social networking technologies to have contributed immensely to their learning capacity despite its challenges. The study offers students' perspective in different categories of social networking technologies but their perceptions differs based on

	<p>characteristics. However, improvement on the social networking technologies is required to encourage its proper utilization for collaborative learning among students. Keywords: Social Networking Technologies, Collaborative Learning, South West Nigerian Universities.</p>
<p>A.S. Thomas Olufuwa GICICTEL1802128</p>	<p style="text-align: center;">Effect Of Occupational Stress On Teachers Job Performance In Lagos State</p> <p style="text-align: center;">A.S. Thomas – Olufuwa Ph.D Lagos State Ministry of Education, Alausa, Ikeja</p> <p style="text-align: center;">Abstract</p> <p>The primary purpose of the study was to examine the effect of occupational stress on teachers’ job performance in public, rural and urban secondary schools in Lagos State. The study was guided by two research questions and hypothesis respectively. The study adopted the descriptive survey research design and was based on the Teacher- Performance-Motivation Theory (TP-M theory), a data-based grounded theory developed by Blasé (1982) in his study of public school teachers, as a social psychological (transactional) model of teacher performance variables and cycles of teacher-student interactions that develop over time. The target population of the study was the 14,428 teachers in the 316 senior public secondary schools in Lagos State. The sample which consist of 1500 respondents for statewide investigation was selected through stratified random sampling technique and was drawn from the five local education districts (LED) having both rural/riverine and urban public schools located within the same LED, and ascertained to be representative of the target population. Two instruments were used for collation of data namely: Teaching Stress Inventory (TSI) and Job Performance Questionnaire (JPQ). Data analysis sheet was prepared and used in collating data extracted from filled and returned questionnaires. Factor Analysis was applied on data to test the reliability and validity of the testing instruments and to produce measurement subscales used in testing the various hypotheses in the study. Descriptive Statistics were used where applicable, to clarify description of results. Inferential statistics were also used to draw inferences on possible relationship, contribution, dependence or otherwise between the variables in the study. Test of significance was at 0.05 levels. Findings indicate that almost one third of Lagos State public secondary teachers are highly stressed, urban teachers reported higher level of stress than their rural counterparts and occupational stress has negative bearing on teachers’ job performance.</p>
 <p style="text-align: center;">Okafor, Ogechi GICICTEL1802131</p>	<p style="text-align: center;">Internal School Regulations and Instructional Leadership Capability of Basic School Teachers in Anambra State Nigeria.</p> <p style="text-align: center;">Okafor, Ogechi Department of Educational Administration, University of Lagos</p> <p style="text-align: center;">Abstract</p> <p>Policy provisions such as internal school regulation are a critical factor in the management of schools to achieve desired outcomes. Organisations are realising the need to create an environment conducive to promote mutual understanding and harmony among the stake holders to achieve the stated objectives. This study therefore examined the influence of internal school regulations on instructional leadership capability of basic school teachers in Anambra State Nigeria. The descriptive research design was adopted to assess 1,150 respondents selected from South Eastern Nigeria schools using purposive random sampling technique. A 36 item questionnaire titled Internal</p>

	<p>School Regulations and Instructional Leadership Capability {ISRILC} was used to elicit data from respondents. Research questions were answered using descriptive statistics. The findings of the study includes; that the goals and objectives of the school programmes are not clearly defined to teachers; teachers need to be involved in decision making of the school and there is a significant relationship between internal school regulations and instructional leadership capability of basic school teachers. It is therefore recommended that policy makers should recognize the need to involve a broad range of interest groups and all those who would be affected by the policy to help decide what form the policies will take to improve performance.</p> <p>Keywords: Regulations, Instruction, Leadership, Capability and decision making.</p>
<p style="text-align: center;">Amina Omrani GICICTEL1802132</p>	<p style="text-align: center;">Managing Students' Writing Errors through Cooperative Learning</p> <p style="text-align: center;">Amina Omrani Department of Letters and English Language, University of Kasdi Merbah- Ouargla-</p> <p style="text-align: center;">Abstract</p> <p>Though the use of cooperative learning has proved its efficiency in different educational fields, it has not been incorporated in FL didactics until recently. After its introduction into EFL class, cooperative learning was limited to oral class since writing was usually regarded as individual activity. Hence, the purpose of the current paper is to investigate the effectiveness of using cooperative learning in enhancing EFL students' writing performance and eliminating their writing errors. The present study involves 30 second year EFL students at Kasdi Merbah University- Ouargla. The participants are divided into two equal groups: experimental and control. While the control group's written errors are corrected within the traditional teacher correction method, the corrective feedback on the experimental group's written errors is provided in a peer correction method within a cooperative learning instruction. The study shows that the application of cooperative learning minimizes EFL students' written errors and enhances their writing competency.</p> <p>Keywords: cooperative learning - writing errors- corrective feedback.</p>
<div style="text-align: center;">  <p>Adelowo Thomas Olufuwa GICICTEL1802133</p> </div>	<p style="text-align: center;">Effect Of Occupational Stress On Teachers' Job Performance In Lagos State, Nigeria</p> <p style="text-align: center;">A.S. Thomas – Olufuwa Ph.D Lagos State Ministry of Education, Alausa, Ikeja</p> <p style="text-align: center;">Abstract</p> <p>The primary purpose of the study was to examine the effect of occupational stress on teachers' job performance in public, rural and urban secondary schools in Lagos State. The study was guided by two research questions and hypothesis respectively. The study adopted the descriptive survey research design and was based on the Teacher- Performance-Motivation Theory (TP-M theory), a data-based grounded theory developed by Blasé (1982) in his study of public school teachers, as a social psychological (transactional) model of teacher performance variables and cycles of teacher-student interactions that develop over time. The target population of the study was the 14,428 teachers in the 316 senior public secondary schools in Lagos State. The sample which consist of 1500 respondents for statewide investigation was selected through stratified random sampling technique and was drawn from the five local</p>

	<p>education districts (LED) having both rural/riverine and urban public schools located within the same LED, and ascertained to be representative of the target population. Two instruments were used for collation of data namely: Teaching Stress Inventory (TSI) and Job Performance Questionnaire (JPQ). Data analysis sheet was prepared and used in collating data extracted from filled and returned questionnaires. Factor Analysis was applied on data to test the reliability and validity of the testing instruments and to produce measurement subscales used in testing the various hypotheses in the study. Descriptive Statistics were used where applicable, to clarify description of results. Inferential statistics were also used to draw inferences on possible relationship, contribution, dependence or otherwise between the variables in the study. Test of significance was at 0.05 levels. Findings indicate that almost one third of Lagos State public secondary teachers are highly stressed, urban teachers reported higher level of stress than their rural counterparts and occupational stress has negative bearing on teachers' job performance.</p>
 <p>Eragbai Jerome Isuku GICICTEL1802134</p>	<p style="text-align: center;">Challenges and Prospects of ICT Facilities in Improving Access to the Open Distance Learning Programme of African Universities: Research Evidence from Nigeria</p> <p style="text-align: center;">Isuku, E. J. Department of Educational Management, University of Ibadan, Ibadan, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Information and Communication Technology (ICT) has been playing a vital role in the Open and Distance Learning (ODL) programmes of Universities in both developed and developing countries. Thus its operation has enhanced the provision of educational services to a greater portion of potential learners who are unable to attend the traditional face-to-face residential schooling system. Information and Communication Technology (ICT) uses various tools and technologies to meet the needs of learners at any point in time. However, despite the potential prospects and benefits of ICT in the ODL programme, several challenges still limit the full realisation of the expected benefits in most African universities. This study used a total of 500 students purposively sampled from year three to year five across the four university centres which operate the ODL programme in South West Nigeria, namely: the National Open University of Nigeria; Universities of Ibadan, OAU Ife, and Lagos, out of which four hundred and eighty-three (483) distributed questionnaire, were returned. The data were analyzed with descriptive statistics of percentages, mean and standard deviation. The result showed the most serious challenges facing access to ODL programme as: unstable and epileptic power supply (28.57%), high cost of purchase of ICT facilities (24.4%), poor internet connectivity (21.95%), and poor mobile phone network signal (23.4%). Moreover, the analyzed data on the benefit derived from the use of ICT revealed a mean of 2.71. The study therefore recommends adequate provision of the relevant ICT facilities for effective ODL programme delivery in Nigerian Universities</p> <p>Keywords: teaching; learning; ict; university demand; university access</p>
<p>Jerry-Alagbaoso Kelechi Solace GICICTEL1802135</p>	<p style="text-align: center;">School Administration and the Implementation of Inclusive Education in Nigerian Primary School</p> <p style="text-align: center;">Jerry-Alagbaoso Kelechi Solace Imo State University, Owerri, Nigeria</p>

	<p style="text-align: center;">Abstract</p> <p>This study investigated school administration and the implementation of inclusive education in Nigerian primary schools. The study adopted a descriptive survey research design, with 1456 head teachers from five states in south-east geo-political zone in Nigeria who were sampled using purposive sampling technique. Four research questions and three hypotheses were postulated at the significant level of 0.05. The instrument, a 27 questionnaire items titled “School Administration and the Implementation of Inclusive Education Questionnaire” (SAIEQ) was used to collect data for the study. Mean score statistic was used to answer the research questions while z-test method of analysis was the main statistical method used to test the five generated hypotheses. The findings revealed among others that the school administrators are expected to ensure that teachers are retrained to embrace inclusive education and change their negative attitude to the children and make room for organization of workshops/seminars and conferences on inclusive education for teachers. Based on the findings, it was recommended among others that there is need to provide regular and adequate teacher training programmes for teachers and support services by the head teachers and government. There is need to motivate regular teachers by providing extra allowance tagged ‘special education allowance’.</p> <p>Keywords: School Administration, Inclusive Education, Primary School</p>
<p>Fausat Abisoye Adenaike GICICTEL1802136</p>	<p style="text-align: center;">Influence Of Social Media On Undergraduate Students’ Research Skills In Tai Solarin University Of Education, Ijagun, Ogun State</p> <p style="text-align: center;">Adenaike Fausat Abisoye PhD Department of Educational Management/College of Specialised and Professional Education, Tai Solarin University of Education, Ijagun, Ijebuode, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study examines the influence of social media on undergraduate students’ research skills in Tai Solarin University of Education, Ijagun, Ogun State. Using a descriptive correlational design. 1000 undergraduate students participated in the study. Four hypotheses were formulated while a researcher’s developed questionnaire; tagged: ‘Social Media and Undergraduate Students’ Research Skills Questionnaire (SMUSRSQ)’ was used to gather relevant data. Analysis of Variance (ANOVA) was used to test all the hypotheses at .05 level of significance. The study revealed that there is significant impact of social media on undergraduate students’ ability to generate ideas about areas of research interest, source for quality research materials, source appropriate research analytical tools for their result presentation and develop creative writing research skills. It was recommended that universities should build and integrate interactive learning tools as well as links to research databases to make the use of social media relevant to students’ research needs. The study thus further recommends the sensitization of students on the effective utilization of social networks for more academic oriented activities.</p> <p>Keywords: Social Media, Undergraduate Students’, Research Skills, Research Interest, Research Materials, Research Analytical Tools and Creative Writing Research Skills.</p>



**Folasade Rasidat Professor
Sulaiman
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**Evolving Value Education for a Sustainable Universal Basic Education
Scheme (UBE) in Nigeria**

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Abstract

The Universal Basic Education (UBE) Scheme like any other educational reform(s) in Nigeria addresses a lot of issues in the area of human development and manpower improvement for national development and survival. However, it is too silent on the development of the mind of the citizens who will put into use all the plans on the various white papers issued by the government on such schemes or programmes. The UBE scheme is an integral part of the much wider efforts to REBUILD the Nigerian nation through her education system. This paper made a case for Value Education being one major tool for rebuilding the Nigerian nation, for effecting national development. The main focus of this paper is that for any capital investment to yield a substantive profit, those managing it must be well endowed with qualities such that are emphasized in the philosophy of the Nigerian education which is based on moral consciousness. The paper emphasized the status, relevance and significance of morals as the major ingredients for the achievement of national goals and all other positive goal-oriented projects. Emphasis was also strongly laid on the effects of a value-free education which does not give adequate moral values and principles to learners for a better civic competence. Some challenges were identified in the course of implementing the curricula content of the UBE programme in Nigeria, these include poor teacher education for the proper interpretation of the goals of UBE, low level sensitization and mobilization of the citizenry etc. Some recommendations were made in the paper, some of which include but not limited to curricular review of the whole UBE scheme to address the need of the people, proper funding of education etc.

Keywords: Value Education, Sustainable UBE Scheme, Rebuilding, Moral Consciousness, National Philosophy of Education.



**Okafor, Ogechi
GICICTEL1802139**

**Internal School Regulations and Instructional Leadership Capability of Basic
School Teachers in Anambra State Nigeria.**

**Okafor, Ogechi
Department of Educational Administration, University of Lagos**

Abstract

Policy provisions such as internal school regulation are a critical factor in the management of schools to achieve desired outcomes. Organisations are realising the need to create an environment conducive to promote mutual understanding and harmony among the stake holders to achieve the stated objectives. This study therefore examined the influence of internal school regulations on instructional leadership capability of basic school teachers in Anambra State Nigeria. The descriptive research design was adopted to assess 1,150 respondents selected from South Eastern Nigeria schools using purposive random sampling technique. A 36 item questionnaire titled Internal School Regulations and Instructional Leadership Capability {ISRILC} was used to elicit data from respondents. Research questions were answered using descriptive statistics. The findings of the study includes; that the goals and

	<p>objectives of the school programmes are not clearly defined to teachers; teachers need to be involved in decision making of the school and there is a significant relationship between internal school regulations and instructional leadership capability of basic school teachers. It is therefore recommended that policy makers should recognize the need to involve a broad range of interest groups and all those who would be affected by the policy to help decide what form the policies will take to improve performance.</p> <p>Keywords: Regulations, Instruction, Leadership, Capability and decision making.</p>
 <p>Paul Ugochukwu Okonkwo GICICTEL1802140</p>	<p style="text-align: center;">Effects of Class Size in the Teaching of Oral English Among Junior Secondary School Students in Nsukka Education Zone, Enugu, Nigeria</p> <p style="text-align: center;">Paul Ugochukwu Okonkwo Department of English Education/ Faculty of Humanities and Social Sciences, The University of Tsukuba, Tsukuba, Ibaraki, Japan</p> <p style="text-align: center;">Abstract</p> <p>This study is geared towards finding the effects class size might have on the teaching of Oral English. Using a descriptive survey design, and a sample size of 130 students and 20 teachers, from the four selected junior secondary schools in Nsukka education zone, the researcher conducted his survey. Four research questions were used and a 25-itemed questionnaire was analyzed using mean and standard deviation. Results showed effects of other variables such as mother tongue interference, home environment and unavailability of instructional materials among other factors in the teaching and learning of Oral English. Based on findings, some educational implications, which were proposed, includes; that mother tongue interference kills the zeal of learning Oral English, unavailability of instructional materials lead to low achievement in Oral English. Some of the recommendations put forth, entails; teachers should use diverse activities in the teaching of Oral English, and Government should provide language laboratory and other instructional materials that are needed for teaching Oral English.</p> <p>Keywords: Oral English, Mother tongue interference, Language laboratory</p>
<p>Tagans Yohanna GICICTEL1802142</p>	<p style="text-align: center;">Effects Of Cooperative Strategy, Class Size And School Location On Students' Achievement In Basic Science In Akwanga Nasarawa State</p> <p style="text-align: center;">Tagans Yohanna Department of Integrated Science, Federal College of Education (Technical) Potiskum Yobe State Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study investigated the effects of cooperative strategy class size and school location on students achievement in Basic Science in AkwangaNasarawa State. A true experimental research design was used for this study. The study also employed the use of proportionate stratified sampling technique to draw 256 students of JSSII basic science, from 14 junior secondary schools in Akwanga educational zones. The sample was drawn from urban and rural dichotomy and gender wise to ensure uniformity. One instrument consisting of Basic Science Achievement Test (BSAT) were administered to students' to ascertain the effects of cooperative strategy class size and school location and the achievement of basic science students'. The Basic Science Achievement Test (BSAT) consisted of 20 multiple choice questions drawn from two basic science concepts. The questions were adopted from placement examinations in basic science from 2010-2014, of Nasarawa State Ministry of Education. T-test</p>

	<p>of independent sample was used to test the Null hypotheses at 0.05 level of significance. The result indicated that there was significant difference in the mean scores of students' exposed to cooperative strategy than those exposed to lecture method. There was no significance in the mean scores of the male and female students exposed to cooperative strategy; there was a significant difference on the school location on students' achievement in basic science in favor of urban schools. And there was no significant difference on the class size in urban and rural school the study therefore recommended that teachers should employ cooperative strategy method so as to help or assist students' to improve their achievement in basic science, Curriculum planners should examine the effectiveness of cooperative strategy and consider its suitability for the teaching of basic science concepts since it has the potential of bringing about meaningful learning and improved students' achievement, Professionals and research organizations like the science teachers association of Nigeria (STAN) and the Nigerian Educational and research Development Council (NERDC) that carry out seminars, workshops and conferences should incorporate cooperative strategy in their curricula at the lower basic secondary level.</p>
<p>Dr. Khan Zeenat Muzaffar GICICTEL1802150</p>	<p style="text-align: center;">A Study Of Intelligence Quotient Of Premature Born Children</p> <p style="text-align: center;">Dr. Khan Zeenat Muzaffar Assistant Professor, Marathwada College of Education Aurangabad</p> <p style="text-align: center;">Abstract</p> <p>Premature children are those children who are born before the a gestation period of 37 weeks. They are physically and mentally week as compare to normal 44 or 45 weeks born children. This research was an attempt to study the I.Q level of Premature born children, by giving a questionnaire to the a parent's the Premature born children was identified and segregated . Verbal Intelligence test by Abuja was administered to a sample of V standard students and their I.Q was measured .The findings showed the percentage of Premature born children in every classroom is 9.39 and the I .Q level of the Majority Premature born children is Average .</p>
<div style="text-align: center;">  <p>Joshua Olusegun Peleyeju GICICTEL1802151</p> </div>	<p style="text-align: center;">Teacher Preparation As Predictive Factor Of Professional Job Attitudinal Skills Of University Graduate Teachers In Nigeria Secondary Schools</p> <p style="text-align: center;">PELEYEJU Joshua O. PhD Department of Educational Management, Tai Solarin University of Education, Ijebu-Ode, Nigeria</p> <p style="text-align: center;">Onabajo Morenike Abisola Michael Otedola College of Primary Education, Noforija, Epe, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study examined teacher preparation as a predictive factor of professional job attitudinal skills of graduate teachers in Nigeria. This is to be able to determine the need for or otherwise of teacher training programme in Nigeria.The Study was conducted in Lagos State, Nigeria. Descriptive research design was adopted. 510 graduate teachers out of the existing 1277 in Lagos educational district III were sampled for the study using a multi-stage sampling technique involving randomness and stratification techniques whereby 40% of the total secondary school population was selected from each of its three zones with 40% of relative proportions of male and female graduate teachers. Six hypotheses were formulated while a 50- item</p>

	<p>researcher designed scale titled Teacher Preparation Experience and Professional Job Attitudinal Skills Scale (TPEPJASS) was used to collect relevant data for the study. T-test was used to test all the hypotheses at .05 significance level. Result revealed that, although there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools, there exists a significant difference between the professional attitudinal skills acquired during teaching practice and those displayed on the job. The study concludes that teaching practice exercise is still desirable in teacher preparation. It recommends that Governments and other employers of teachers should provide conducive work environment that would motivate the teachers to have more interest in the job as well as put in their best at work. This will include the provision of facilities, well ventilated and furnished classrooms, rest rooms, staff relaxation office and good lightening. They must ensure that teachers are given salaries, allowances and compensations that are comparable with those of their colleagues in other industries. Importantly, teachers' salaries should be paid promptly to avoid the incessant search for means of survival in lieu of delayed salaries.</p> <p>Keywords: Teacher Training, Professional Attitudinal Skills, Teaching Practice, Graduate Teachers, Secondary School</p>
<p style="text-align: center;">Abubakar Siddiq Mohameed GICICTEL1802152</p>	<p style="text-align: center;">Impact of Indigenous Language in Teaching and Learning of Mathematics in Junior Secondary Schools in Nigeria</p> <p style="text-align: center;">Abubakar Siddiq Mohameed College of Pure and Applied Sciences, Statistical and mathematical sciences department, Kwara state university, Malete Ilorin- Kwara Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The indigenous language refers to the child's mother tongue, which is a very crucial language in the child's developmental stage of skill and language acquisitions. Mathematics is one of the basic and compulsory subject taught in primary and post primary schools in Nigeria. The purpose of this research is to determine the effect of indigenous language on junior secondary school student's academic performance in mathematics. To archive this, a Demonstrative Teaching Techniques (DTT) and Mathematics Test of Assimilation (MTA) are used for the study mainly to assess the effect of treatment on the two groups (Control and Experimental groups). This study used Quasi-Experimental research design and the sample consist of 120 students randomly selected from three schools in each of the six Geo-political zones in Nigeria, leaving the total population sample to 2160 students. Three (3) research questions and three (3) null hypotheses guided the study. The statistical analysis, using z-test showed that there was a significant difference before and after the teaching using indigenous language on students' performance in mathematics ($p \leq 0.05$). Based on the findings, it is recommended among other things that indigenous language (mother tongue) should be encouraged in our school system, particularly at junior secondary school level in Nigeria. This will in turn improve the student academic performance in mathematics.</p> <p>Keywords: Indigenous Language, Mathematics, and Performance.</p>
<p style="text-align: center;">Igbineweka Victor GICICTEL1802156</p>	<p style="text-align: center;">Appraising the Cost of Teaching Academic Programmes Across Disciplines in Nigerian Federal Universities</p> <p style="text-align: center;">Dr. V. O Igbineweka Department of Educational Management, University of Benin, Nigeria,</p>

	<p style="text-align: center;">Dr. (Mrs) Ogechi Okafor Department of Educational Management University of Lagos, Nigeria</p> <p style="text-align: center;">Dr. (Mrs) Ann. P. Baba Faculty of Education, Kogi State University Anyigba, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The characteristic problem of under-funding in Nigerian universities prompted the study that appraised the cost of teaching academic programmes across disciplines. Two research questions were raised to guide the study that is expected to provide useful insights and information to university management agencies and administrators in formulating policies for the management of university funds. All the 32 federal universities comprised the population of study out of which Universities of Benin and Lagos were purposively selected to constitute the study sample. The two universities were chosen because they have been the most subscribed universities in the country in the recent past (JAMB). There are 108 accredited academic programmes across disciplines in the two universities out of which 6 representing 5 percent were selected using the stratified sampling technique. From each stratum, 5 percent of the academic programmes were randomly chosen for study. A checklist titled: Cost of Teaching Academic Programmes in Nigerian Universities Checklist (COTECAP) was designed, validated and used for the study. Section “A” of the checklist contained demographic information about the universities while section “B” contained 10 direct teaching activities in the National Universities Commission (NUC) Benchmark for minimum academic standards (BMAS). All the available salary structures for university staff and quality assurance document, the BMAS were used alongside with the research instrument as supporting documents. The data collected were descriptively analysed with means and percentages. The results of analysis show that actual direct teaching cost of academic programmes across disciplines was higher than the expected cost in the universities. The situation that suggests ineffectiveness or waste in the system is worse in the discipline of Social sciences followed by Arts. Based on the findings, it was recommended among others that the actual cost of teaching academic programmes in the universities should be reduced to mitigate ineffectiveness and waste in the system.</p> <p>Keywords: Cost, Teaching, University, Academic, Programme, Disciplines.</p>
<p>Dr. Dandy George Dampson GICICTEL1802162</p>	<p style="text-align: center;">Teacher participation in school decision-making in Ghanaian basic schools: views and expectations from stakeholders</p> <p style="text-align: center;">Dr. Dandy George Dampson Department of Psychology and Education, University of Education, Winneba, Ghana</p> <p style="text-align: center;">Abstract</p> <p>The study explored the current levels, views, and expectations of stakeholders with regards to teacher participation in school decision-making in the Cape Coast Metropolitan area and Mfantseman Municipality in the Central Region of Ghana. The study employed the explanatory sequential mixed method design involving semi-structured interviews with 11 teachers, 4 head-teachers and 4 circuit supervisors. Furthermore, questionnaires were administered to 209 teachers, 26 head teachers and 11 circuit supervisors. In a micro-ethnographic study, teachers and head teachers from 2 schools that recorded</p>

	<p>the highest and lowest teacher participation in school decision-making were subsequently observed during staff and Parent Teacher Association (PTA) meetings. In addition, their documents such as staff and PTA minutes books were also scrutinized. Classroom, committee/group and school levels emerged as the levels of teacher participation in school decision-making. However, few teachers were found participating at the school level, while the majority participated at the classroom level, with some at the committee/group level. Nevertheless, almost all the teachers, head teachers and circuit supervisors agreed (stakeholders) that there should be regular training for head teachers with regard to the tenets of school decision-making and leadership to enable them fully involve teachers in all issues concerning the school.</p> <p>Keywords: Stakeholders, decision-making, Parent Teacher Association, Circuit supervisors</p>
<p style="text-align: center;">Hope Neji GICICTEL1802166</p>	<p style="text-align: center;">Effective Teaching And Learning Of Difficult Chemistry/Physics Concepts And Students' Academic Performance/ Retention Through Flip-Cards Approach</p> <p style="text-align: center;">NEJI, HOPE AMBA Department of Science Education Faculty of Education, University of Calabar, Nigeria</p> <p style="text-align: center;">NTIBI, JOSEPH E. Department of Science Education Faculty of Education, University of Calabar, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The study investigated the teaching and learning of difficult Chemistry concepts and students' academic performance and retention through Flip-Cards approach in Cross River State, Nigeria. The sample of the study was 200 Chemistry students selected by purposive sampling technique in Calabar Education Zone, Cross River State. The design adopted was Quasi-experimental research design involving non-randomized and non-equivalent groups. The experimental groups were taught using flip-cards approach while the control group was taught with the conventional method. A pretest was administered before the treatment, after which a posttest and retention test were also given to both experimental and control groups. Reliability of the instruments, Chemistry Achievement Test(CAT) and Chemistry Retention Test (CRT) were ascertained using Kudar-Richardson formula (KR-20) which yielded a reliability coefficient of (0.92 and 0.89) respectively. Data gathered was analyzed using Analysis of Covariance (ANCOVA). Finding revealed that experimental group taught Chemistry with flip-cards had higher mean scores than their control counterparts taught with conventional method. On retention, experimental group had higher retention ability than their control subjects. Based on the findings, the researcher therefore recommends that Chemistry teachers should adopt the use of flip-cards as innovative way to enhance student' academic performance and retention Chemistry.</p> <p>Keywords: Teaching, Learning and Flip-Cards.</p>
<p style="text-align: center;">Joseph Johnson GICICTEL1802168</p>	<p style="text-align: center;">Statistical Exploration Of Academic Performance Of Students In Some Selected Programmes Of The University Of Cape Coast</p> <p style="text-align: center;">Joseph Kwabina Arhinful Johnson Department of Mathematics, Statistics & Actuarial Science, Takoradi Technical University –Ghana</p>

	<p style="text-align: center;">Abstract</p> <p>Education is a basic human right to which every individual should have access to. Every country designs education that will be suitable for its citizens so as to achieve as a whole the country's educational aims and objectives. Academic performance is a subject of great concern in Ghanaian education and is the main criterion that is used to admit students into both Senior High and University education.</p> <p>The main objective of the study was to investigate whether there exists a relationship between academic performance at the Senior High School (SHS) and that of university. The study answered the following research questions: Which variables significantly contribute to academic performance of the students at University level? ; Are the variables stated reliable to predict the results of students in future?</p> <p>The data for the study were secondary data obtained from the Data Processing Unit, University of Cape Coast. In all, result of thousand one hundred and fifty three (1153) students were collected. Convenience sampling was used for data collection. Statistical analyses were done using Minitab. Regression analysis was the main statistical tool for this study.</p> <p>The study revealed that students' Grade Point Average (GPA) at the university has little to do with their previous academic performance at the Senior High School. Programme offered contributes significantly to academic performance at the University. Although, there was a weak relationship between the explanatory variables, there were some variables that contribute or determine students' academic performance.</p> <p>The study recommends that students' performance at the University should not solely be based on entry aggregate. Other factors can also be considered such as programme, academic environment, the availability of academic resources, teaching empowerment, student attitude, and finance.</p>
 <p>Flavia Schechtman Belham GICICTEL1802174</p>	<p style="text-align: center;">New research-based software improves independent learning outcomes at scale: RCT and Neuroscience implications</p> <p style="text-align: center;">Lukas Feddern Flavia Schechtman Belham Seneca, Seneca, London, UK</p> <p style="text-align: center;">Stephen Wilks Seneca, London, UK</p> <p style="text-align: center;">Abstract</p> <p>Neuroscience studies have shown that spacing, interleaving, active retrieval and visual cues significantly enhance memory. However, such active learning techniques are not frequently used as independent learning strategies in schools. We have developed learning software that applies these four techniques. Our research objectives were to test the software's effectiveness in a randomised control trial with 1,120 Year Nine students covering material from the GSCE Biology syllabus. During the trial, students completed a pretest, one or two learning sessions, and a post-test. The learning sessions differed according to the group to which the student had been assigned. The first group studied the content using the learning software in two 20-minute sessions, the second group used a .pdf version of the content on a tablet also in two 20-minute sessions, and the last group used a printed version of the content in a single 40-minute session. No differences in the pretest scores were found between the groups (8.25%, 8.00%, 7.88%, respectively). Crucially, our findings indicate that students who used the learning software scored</p>

	<p>significantly better ($p < .0001$) in the post-test compared with the other two groups (39.95%, 24.52%, 19.43%, respectively). The beneficial effect of using the software was seen at both selective and non-selective schools. The research outcomes are discussed in light of how to accelerate the rate of learning and performance at scale, and regarding the advantages of coupling up teaching with research-based software. This presentation also explores the more fundamental issues around measurement in neuroscience and how we can ensure that students understand material, as well as remember it. A future scope is to test the software across the syllabus and investigate how each of its components contributes to enhanced learning.</p> <p>Key words: technology, memory, active learning, neuroscience, spacing</p>
 <p style="text-align: center;">Eka Pitra GICICTEL1802186</p>	<p style="text-align: center;">Reading Comprehension (Classroom Action Research)</p> <p style="text-align: center;">Eka Pitra English Education Department, Prof. Dr. Hamka University (Uhamka) / Muhammadiyah Students Association, Jakarta, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>This research aims to improve the reading comprehension of the eleventh grade students of SMA Negeri 77 Jakarta in academic year of 2016/2-17 using Directed Reading Thinking Activity (DRTA) Strategy. This was an action research design. The researcher conducted the research in collaboration with Dra. Hj. Rivalti, M.Pd as the English teacher of SMA Negeri 77 Jakarta. The research was conducted in two cycles following the cyclical action research model consisting planning, acting, observing, and reflecting. The subjects of this research were 36 students from class XI.MIA.II.</p> <p>In this research, there were two types of data, i.e. qualitative data and quantitative data. The qualitative data consisted the field notes obtained from observations and the interview transcripts obtained from interviews with the students and research collaborator. Meanwhile, the quantitative data is in the forms of students' reading comprehension scores were obtained from reading comprehension test (a pre-test and post-test). Finally, the qualitative data were analyzed by comparing the student's average value.</p> <p>The findings of this research suggest improvement in the students' reading comprehension ability. Improvements in students' reading comprehension ability occurred particularly in the ability to find out the main idea, the identified important information, the deduction the meaning of unfamiliar lexical items, understanding references, and making inferences. In cycle 1, the students' first post-test mean score was 71.22, higher than their pre-test mean score, which were 60.33. Likewise, in cycle 2, the students' second post-test mean score was 85, also higher than their first post-test mean score, which were 71.22. In addition, there were also improvements in the teaching and learning process of reading. The students participated actively in the teaching and learning activities of reading, especially during DRTA activities.</p> <p>Keywords: Raading Comprehension, DRTA, Classroom Action Research</p>
	<p style="text-align: center;">Factors Affecting the Reading Ability in English at the Secondary School Level</p> <p style="text-align: center;">Nadeem Khan Lecturer, Institute of Education and Research, University of Peshawar, Pakistan</p> <p style="text-align: center;">Amjad Reba Asstt. Professor, Institute of Education and Research, University of Peshawar,</p>

<p>Nadeem Khan GICICTEL1802201</p>	<p>Pakistan</p> <p>Nousheen Begum M.Phil Education, Abasyn University Peshawar, Pakistan</p> <p>Altaf-ur-Rehman M.Ed Scholar, Institute of Education and Research, University of Peshawar, Pakistan</p> <p>Abstract</p> <p>The present study is about factors affecting the reading ability in English at the secondary school level in government schools for boys in district Peshawar, Pakistan. The main focus of the study is to find out the factors affecting the reading ability of the teachers and particularly that of the students. The study is descriptive in nature. The researchers took data from eight government high schools for boys in district Peshawar, Pakistan. Five teachers and ten students each were selected randomly for the collection of data from these schools. So, a total of 40 teachers and 80 students were selected. Two questionnaires were prepared for the collection of data from teachers and students. The questionnaires were prepared by a thorough study of the review of the related literature and mutual discussion among the researchers. The collected data were tabulated and then analyzed through percentages. The main conclusions of the study are: Students were having problems in identifying transitional words, poor vocabulary, maintaining attention, reading with comprehension and abstract concepts. The teachers and students were also had problems in the skills of skimming and scanning. The key recommendations of the study are: To control the problem in reading ability, students need proper guidance and also need to know the importance of reading. Proper time is required to be provided for the promotion of reading ability. Teachers are responsible to develop the reading habits in their students and to introduce modern and interesting techniques of reading. The most attractive books should be arranged in library corner where any student may go to read for pleasure and academic purposes. Keywords: Reading Ability, Teachers, Students, English, Secondary School Level</p>
<p>Dr. Shahbaz Ahmad GICICTEL1802202</p>	<p>The Relationships Between Ict Utilization In Instruction Among Lecturers And The Characteristics Of Selected Universities In Pakistan</p> <p>Dr. Shahbaz Ahmad Department of Education, University of Lahore, Sargodha Campus, Sargodha, Pakistan</p> <p>Abstract</p> <p>The ICT (Information & Communications Technology) utilization in instruction among university and college lecturers is gaining in prominence in many countries in the world, including Pakistan, for the purpose of globalization and enhancing the quality of instruction and learning. The purpose of the study was to examine the benefits of ICT utilization, the extent of success factors, problems and constraints encountered in ICT utilization in instruction among lecturers in universities of Islamabad. A cross-sectional questionnaire survey was used to find out the level and extent of ICT utilization in universities of Islamabad. The sample from the study consisted of 260 lecturers drawn from the 14 universities of Islamabad. The data were analyzed using descriptive statistics and inferential statistics such as Pearson</p>

	<p>correlation, and chi square. Results of the study showed that there were significant relationships among the 14 areas of ICT utilization, significant relationships between ICT utilization and lecturers' characteristics, and significant relationships between ICT utilization and university demography. There were positive correlations between ICT utilization and some demographics such as lecturers' age, working experience, experience in computer use, frequency of ICT use, computer use at home, ICT training duration, extent of ICT knowledge, awareness of ICT and ICT written / published in university. The findings of this study could be used for improving instruction among lecturers and for designing a training model for instruction among lecturers in the pursuit of enhancing excellence and quality of education in universities. This study was subjected to several limitations that include online assessment, incorporating audio video conferencing tools, giving more sophistication to educational management software.</p>
 <p>Koralai Arachchige Vidyanjalie Abeygunawardena GICICTEL1802204</p>	<p style="text-align: center;">Influential Factors in Selecting a Bachelor's Degree from Private Higher Educational Institutes in Sri Lanka: A Study based on Undergraduates of International Degree Programmes</p> <p style="text-align: center;">Koralai Arachchige Vidyanjalie Abeygunawardena MPhil student, Faculty of Education, University of Colombo, Sri Lanka</p> <p style="text-align: center;">Abstract</p> <p>National University intake in Sri Lanka has become progressively competitive over the years and a small percentage of the student population is eligible for state-funded higher education. Therefore, majority of the students who fail to enter National Universities and students who complete advanced level in British curriculum at International schools have been increasingly seeking alternative educational options in the domestic market due to the high cost in overseas education. As a result, International degree programmes (IDPs) have emerged through private higher educational institutes (PHEIs) to cater to the demand for university level education in Sri Lanka. The main objective of this study is to uncover the influential factors in selecting a Bachelor's degree (BD) from IDPs. Due to the flexibility and optionality in IDPs offered in Sri Lanka, the decision making process in selecting a BD has become complex and multifactorial, which is evident through research studies carried out by critics including, Sia (2011), Kusumawati, Yanamandram and Perera (2010), and Briggs (2006). Data were collected from 420 first year students of IDPs at randomly selected 7 PHEIs and administered a questionnaire with 59 predefined variables. Of those, 39 variables were identified as most influential variables by factor analysis and those were further grouped into 7 main factors namely, university characteristics, source of information, programme evaluation, cost, marketing strategy, infrastructure facilities and peer influence. The infrastructure facilities of the PHEIs were rated as the most influential factor which consists of 9 different variables. The contribution by the marketing strategy, university characteristics, cost, programme evaluation and source of information were rated as more influential than 'peer' influence. However, the variables categorised under peer influence is with the highest factor loadings. The results of this study can be beneficial in optimising the enrollment strategies of PHEIs in Sri Lanka and guiding prospective students on their choices in higher education.</p> <p>Keywords: University Level Education, Students' choice, Bachelor's Degree, International Degree Programmes</p>
<p>Sehrish Hamid Butt GICICTEL1802206</p>	<p style="text-align: center;">Incorporation of Service Learning into curriculum of Higher education Institutions in Pakistan</p>

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Abstract

The paper attempts to explain the need of incorporation of service learning as part of universities curriculum and discusses its importance to students, faculty and institutions of higher education. Dewey (cited in Davis, Maher, and Noddings 1990) believed that “all curriculums should be generated out of social situations”. In the past few years the practice of involving youth in community service is adopted by various universities but still the trend of community service is quiet rare, especially teaching it as part of curriculum. National University of Science and technology (NUST) is one of the pioneer university and trend setters in the region where service learning is incorporated as part of curriculum. Community Service is offered at NUST from two platforms i-e through a very active student body supported by administration, faculty and staff, NUST Community Service Club (NCSC) and the introduction of community service learning course (CSL-401) since Spring 2013 into the University curriculum. CSL-401 is a non GPA but mandatory course for all under graduate students and from spring 2015, is now being offered to MS students also on voluntary basis. For successful completion of the course, the students have to attend 6 workshops (18hrs) and to accomplish 30 hours of field work. Students can pick field work projects from the list of proposed activities (from various ongoing Community Service club’s projects) or they can suggest their own projects, which are to be approved by their respective faculty project advisers. NUST community service club (NCSC) has various well defined focus areas and CSL-401 participants may choose their field activities from these focus areas. These focus areas include leadership & patriotism, basic human values, human rights & religious moderation, first aid, fire safety & fire fighting, free tutoring and education, disaster response and recovery, working for orphanages, special children and old homes, blood donations and eye donation wills, renovation of schools, hospitals or other community centers, neighborhood development and enhancement, environment protection and improvement, community awareness for social health and hygiene issues or any other proposed by the students and approved by the faculty adviser. In past ten semesters approximately 75, 600 service hours have been carried out by the course participants.

At NUST service-learning has proven to be an effective means both for education and for community development. It seems logical to assume that service- learning would be similarly effective if other higher education institutions also involve young students. However, universities located in the same region operate quite differently in academic and administrative terms. The present study will be descriptive in nature. Based on convenient sampling professors/ administrative persons from various universities were personally interviewed and a list of obstacles to transferring service-learning into other universities curriculum is produced. In the light of Community service learning course (CSL-401) implementation strategies the paper also suggested some ways to reduce the obstacles. As service-learning is implemented in universities curriculum around the world even in developing countries, universities will probably change their methods of operation to permit the use of this effective teaching method.

Keywords: Social work, Volunteering, NUST Community Service Club, NCSC, Community service learning course, civic engagement.



Paul Loisulie
GICICTEL1802208

Politics of ICT Adoption Journey in Universities: How Far are we?

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Abstract

A journey is commonly known as an act of traveling/moving from one place to another. In the context of this paper, the journey being referred to is the process of ICT adoption to facilitate different functions in universities. The process is viewed as the journey as it involves moving from paper work (traditional means) to paperless (electronic means). Technology adoption in organizations is interactive based activities in a sense that, it involves various elements intermingling together to accomplish adoption. Universities are composed of elements such as legal frameworks, guidelines, rules, organizational structures, governance systems, staff, students and other stakeholders. Each of these elements has a role to play in technology adoption. The process of bringing together these elements in technology adoption is termed as political journey. This paper investigated how political organization influence ICT adoption in HLIs. The focus was on the process of interaction among people in different capacities and levels. More specifically, it looked at the role played by the interaction of key dimensions in universities such as; Management, Technology, Software developers and software users. This study proposes an interactive political model of ICT adoption in universities. The model consists of four interactive elements namely the management, technology features, software developers and software users. The methodology of this study involved questionnaires, interviews, system walkthrough and documentary review. This study concludes that, despite of the fact that there are four interacting elements in ICT adoption in universities; management remains the strongest dominant element to influence adoption.

SEMIU, Sogbaike Azeez
GICICTEL1802209

**Managing The Dysfunctional Influence Of Western-Oriented Home Video On
Secondary School Students' Academic Performance For Better Tomorrow**

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Department of Educational Management

Abstract

The study examined the impact of Western-oriented home video on the academic performance of youths in secondary schools in Ogun State, Nigeria and suggested how it could be managed for enhanced outcome. Three research questions were raised to guide the study. A questionnaire titled "Home Video and Students' Academic Performance Questionnaire" (HVASPQ) was used to collect required data. 150 students from five (5) secondary schools were randomly selected from 14 public secondary schools as subjects of study. The result showed that home video has positive and dysfunctional influences on the academic performance of the students. It revealed that there is a significant positive influence of home video on the students' academic performance ($r = 0.823, P > 0.05$) as well as significant dysfunctional influence ($r = 0.916, P > 0.05$). Lastly, there is a significant difference in the impact of home video on male and female senior secondary school students in Ogun State, Nigeria ($t = 1.976, P > 0.05$). The study recommends among other things that parents need to monitor their children's home video watching habit. This will help them in maintaining balance between leisure and study time thereby developing a

	<p>discipline personality. Keywords: Academic Performance; Dysfunctional, Home video, Influence, Senior secondary school.</p>
 <p>Mohammed Sani Ibrahim GICICTEL1802214</p>	<p style="text-align: center;">The Opinion of Practicing Teachers and Student Teachers on Teaching Problems In Nigeria [a Challenge to Sustainable Development]</p> <p style="text-align: center;">Mohammed Sani Ibrahim Department of Curriculum And Instruction College of Education Argungu, Adamu Augie College of Education, Pmb 1012, Argungu, Kebbi State Nigeria, Birnin Kebbi, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The survival and smooth running of any development depends upon the quality of education of the citizenry. The quality of education depends on the quality of the services rendered by the teachers. However, teachers in Nigeria and in fact in most of the west African nations are handicapped by serious problems ranging from professionalization, condition of service and operational difficulties. Among others, the government must be willing to continuously better the lot of teachers. The Nigerian Union of Teachers [N.U.T.] must live up to it's unifying and defending expectations while the teachers themselves must constantly struggle for excellence and genuine service to the nation and humanity in general</p>
<p>Oluwakemi R. Agbajela GICICTEL1802216</p>	<p style="text-align: center;">Teachers' Ethical Standards and Organisational Climate as Determinants of Students Achievement in Secondary Schools in Ogun State.</p> <p style="text-align: center;">Agbajeola, R.Oluwakemi. Ph.D Tai Solarin University of Education, Ijagun , Ogun State (Department of Educational Management)</p> <p style="text-align: center;">Abstract</p> <p>Achievement of students academically in recent time has come under severe questioning. When students underachieve, teachers are blamed as well as organizational climate under which students learn. Hence, this study investigated the extent to which teachers' ethical standards and organisational climate determines students' achievement in secondary schools in Ogun State. Three research questions were raised and answered.</p> <p>The study adopted descriptive survey research design, with all the secondary schools in Yewa Local Government as population consisting of teachers and students scores. Simple random sampling was used to select seventy-five teachers and student's scores were obtained. Teachers' Ethical Standards Questionnaire (TESQ) and Organisational Climate Survey Questionnaire (OCSQ) were used to collect data from the teachers.</p> <p>Data analysis was done using Multiple Regression Analysis (MRA) at the 0.05 level of significance. The results revealed significant outcome of teachers ethical standards on secondary schools' students academic achievement ($F = 2.306, p < .05$). While organisational climate was also found to be significant on students academic achievement ($F = .558, p < .05$).</p> <p>The study recommends that school administrators should encourage positive relationship between and among teachers and students as it adds to a positive school climate which has positive effect on achievement of students. Also, schools should encourage higher ethical standards among the teachers as well as the students. Finally, schools should create climate that encourages students to learn without barrier.</p> <p>Keywords: Ethical Standard, Organisational climate, Academic Achievement.</p>



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Nutation position on the progressive and emotional development of general-education students

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Abstract

The infinite changes in the foundations of societies, which arose from the transition from transition to machine and industrial life, have led to the emergence of gaps that have made today's humans to adapt to the new conditions. In such a space, there are emerging crises for people, that if they do not stop, the psychological world will make them mistrust. Social, mental and psychological injuries such as divorce, addiction, suicide, educational problems, family disputes, occupational dissatisfaction, anxiety, depression are the product of industrial life changes. The question here is that besides the amazing development of science and technology What knowledge today should be able to respond to mental and psychological crises of humans? Crises that have occurred in the aftermath of the advancement of science and technology. In response to this question, the science of "counseling and psychology" grows up. The discussion consists of all ethical activities in which the committed advisor tries to help the authorities to deal with those behaviors that can solve problems and problems. Come on. Through advice and guidance, the individual not only understands the current situation, but also knows what is going on in it. Rogers believes that the goal of most helping businesses, including counseling and counseling, is to increase individual and person's growth in The path to social development. Also, through "guidance and counseling services" one can identify the abilities and limitations of students and maximize the use of existing facilities. Educational counseling by recognizing students in different fields can lead them to academic disciplines It's a good idea to help them solve problems. The goals of education will be realized when the curricula and content are prepared and implemented in accordance with the needs and requirements of the students. In the present article, following the introduction of several aspects of the analysis of the content, the usefulness and importance of counseling, guidance and counseling history, guidance definitions and counseling, counseling and counseling goals, the need for counseling in schools, counseling and education in the education system, The role of counselors in schools, academic affairs, mental health, students, and the most important duties of the educational staff has been addressed to counseling and guidance programs.



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GICICTEL1802218

Assessment Of Cost Indicators For The Achivement Of Education For All Agenda In Akwa Ibom State, Nigeria

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Abstract

This study assessed cost indicators in Akwa Ibom State Basic Education System. The purpose of this study was to determine the percentage of budgetary allocation for Universal Basic Education (UBE) by assessing the total and unit costs between 2009 and 2015 academic sessions. The background of this study is free and compulsory education policy analysis based on cost indicators to ascertain if; the outcome has been in line with the

	<p>United Nation’s benchmarks for Education for All (EFA) agenda of 2015. Two specific objectives were stated and two research questions were raised to guide the study. Population of the study was 5,866,009 pupils and students that enrolled in Akwa Ibom State Basic Education system in the six academic sessions under study. No sampling was done. The entire population was used for the study. The research design was the survey design, specifically the longitudinal time series survey was used. Data were collected from inventories of past documents using a researcher-made pro forma in the form of a checklist, since the study involved the use of secondary data. Data analysis was done using descriptive statistics (percentages, means and bar charts). Findings of the study revealed an average unit cost of N 69,319.83 and an average total cost of N 823, 761,973.33, with a constant 0.2% of budgetary allocation for Universal Basic Education between 2009/2010 and 2014/2015 academic sessions. From findings of the study, the researcher recommends among others: increase in the percentage of budgetary allocation for UBE to suit UNESCO’S suggestion of 16.6%; to help reduce the challenges of Basic Education System in Akwa Ibom State to its barest minimum. Keywords: Unit costs, Total costs, Universal Basic Education</p>
 <p>Collins Aribamikan GICICTEL1802221</p>	<p style="text-align: center;">Utilization of Information and Communication Technology by Sports Administrators in Nigeria for Effective Job Performance</p> <p style="text-align: center;">Aribamikan, Collins Gboyega (Ph.D) Department of Physical and Health Education, School of Sciences College of Education, P. M. B. 250, Ikere Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;">Prof. Obiyemi, Oluwole Olatunbosun and 2Dominic, Olufunmilayo Leah (Ph.D) Department of Human Kinetics Education, Faculty of Education, University of Ilorin, Kwara State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The study investigated the Utilization of Information and Communication Technology (ICT) by Sports Administrators in Nigeria for Effective Job Performance. The population for this study consisted of one thousand one hundred and forty four staff of the National Sports Commission, Nigeria. A sample of 780 respondents were selected using simple random sampling technique. A structured questionnaire developed and validated by the researchers were used to collect data for the study. Descriptive statistics and Pearson Product Moment Correlation (PPMC) were used to describe the demographic data as well as test the hypotheses at 0.05 level of significance. The results revealed sports administrators have knowledge of ICT. However, there was no significant relationship between ICT skills acquisition and utilization of ICT by sports administrators in National Sports Commission (NSC). Based on the findings of this study, it was recommended that recruitment into sports organizations and NSC should take cognizance of personnel with knowledge of ICT before being offered employment. Also, SAs of NSC should acquire ICT skills in order not to be left behind in this information age and for effective job performance. Keywords: Utilization, ICT knowledge, ICT Skills acquisition, NSC, ICT</p>
<p>Akuma, Odionyenfe Osim GICICTEL1802222</p>	<p style="text-align: center;">A Linguistic Study of the Copywriting Language of HIV/AIDS</p> <p style="text-align: center;">Akuma, Odionyenfe Osim Department of General Studies, Akanu Ibiam Federal Polytechnic, Unwana, P.M.B. 1007, Afikpo, Ebonyi State</p>

	<p style="text-align: center;">Abstract</p> <p>This work attempts to examine the language use in advertising. It explores the dynamics of affective use of language in the advert of product copies. The study reveals the relationship between syntax and semantics to create an intended meaning. The thrust, therefore, is the appeal to the conscience of the target audience. The subject is discussed through the definition of terms such as language, communication, marketing communication, and copywriting. The data herein analysed are drawn from HIV/AIDS advert samples on billboards, print and electronic media. Through the use of Halliday’s Systemic Functional Grammar (SFG) and the meta-functional analysis, a well detailed exposition of the language manipulations and their implications is equally explored in the study. It stresses the huge dependence of a successful advert on the effectiveness of copywriting language.</p>
<p>Ngoc-Trang (Anna) Hoang GICICTEL1802224</p>	<p style="text-align: center;">The development of critical thinking in student teachers' transition to the practice of teaching</p> <p style="text-align: center;">Ngoc-Trang (Anna), Hoang Victoria University of Wellington, Wellington, New Zealand Theme: Teacher education</p> <p style="text-align: center;">Abstract</p> <p>As a teacher educator of novice teachers, I am motivated to gain a deeper understanding of their developing cognition about teaching. Like all education, teacher education requires a deep understanding, both by teachers and learners, of learning processes.</p> <p>Studies in teacher cognition have focused mainly on teachers’ beliefs and practice about particular aspects of teaching. Little attention has been paid to how teachers develop critical thinking and what that means during the process of learning to teach. This research aims to explore how student teachers develop criticality in their thinking during an important transition period in professional development – the teaching practicum and the first year of teaching.</p> <p>The research involved working closely with 5 student teachers during 4 months of their English language teaching practicum in Vietnam. I was engaged in all their practicum activities plus intense weekly group discussions, individual talks, online diaries, and individual end-of-practicum interviews. I also continued following two of them into their first 16 months of teaching through Skype talks, Facebook, and Google-docs chats. The investigation was conducted within a constructivist epistemology, “becoming” ontology, and a spirit of grounded theory.</p> <p>The close longitudinal interaction with the student teachers incrementally constructed a picture of the complexity and dynamics of their thinking. The study uncovered what the novice teachers focused on (“focus of attention”), how their focus of attention was expanded and deepened to capture more aspects of teaching (“cognitive movement”), and how those different aspects were negotiated to resolve dilemmas and problems (“cognitive negotiation”). This paper proposes a theoretical framework of novice teachers' critical thinking development. This framework offers teacher educators an approach to understanding novice teachers’ cognitive changes, a framework for novice teachers to reflect on their learning to teach, and a model for designing training activities and programmes to promote novice teachers’ critical thinking.</p> <p>Keywords: critical thinking, teacher cognition, professional</p>

<p>Vladimir Komarov GICICTEL1802226</p>	<p>development, teacher education Combinatorics, Homology, Symmetry</p> <p style="text-align: center;">Vladimir Komarov Department of Physics , St Petersburg State University, St Petersburg, Russia</p> <p style="text-align: center;">Abstract</p> <p>The Super Task of the educational process: "To educate a child under the needed set and the amount of information in a limited period of time". The solution of this Super Task is inevitably in answering the questions: Why, Who personally imennot, What is exactly, In what way, How can that it is, How much. Answers to New Options for Answers to Eternal Questions are devoted to my manuscript.</p> <p>For many years this task has been solved mainly by increasing the number of school disciplines and the number of hours spent on training. Attempts to consolidate the information, of course, were carried out. But these attempts did not bear the character of the Interdisciplinary Paradigm.</p> <p>The essence of such a Interdisciplinary Paradigm is the selection of certain general principles that would allow us to remember, analyze and apply these principles in practice in any field of human activity - in philology, in history, in geography, in biology, in medicine ... Not to mention About physicists or chemists. Or as Claude Adrien Helvétius said: Knowing some principles easily compensates ignorance of some facts [1]. These general principles include some sections of combinatorics, concepts of homology, selection rules for maintaining Homeostasis, the hierarchy of interactions, Unitary symmetry and the corresponding invariant relations and conservation laws. Keyword: education, curriculum theory, periodic law, combinatorics, homology, homeostasis unitary symmetry, conservation laws, teaching Play Rope Playground Equipment.</p>
 <p>Tolulope Victoria GBADAMOSI GICICTEL1802227</p>	<p style="text-align: center;">Where are we? Lecturers receptivity of service learning in nigeria</p> <p style="text-align: center;">Tolulope Victoria GBADAMOSI Ph.D Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, NIGERIA</p> <p style="text-align: center;">Abstract</p> <p>Universities in Nigeria are established to perform three functions- teaching, research and community service. In spite of their establishments, Nigerian Universities are being criticised for not meeting the objectives of their establishment. There are gaps between the gown and the town to the extent that the relevance of the certificates awarded to the demands of the society are being questioned. However, previous studies have focussed on how to improve relationship between gown and town with little emphasis on service learning that have being proved effective in some of the developed and developing countries. This study, therefore, examined the extent by which lecturers incorporate service learning into teaching- learning process. The study adopted the mixed research design. Three research questions were answered in the study. Validated Service Learning Structured Interview Schedule (r= 0.826) was administered to 150 lecturers selected from three universities in the southwest, Nigeria using multi stage sampling technique. The data collected were analysed using descriptive statistics and content analysis. The results and implications of the findings were discussed while recommendations were also made.</p> <p>Keywords: Curriculum, Community Service, Unemployment, Instructional</p>

<p style="text-align: center;">Youmen Chaaban GICICTEL1802229</p>	<p style="text-align: center;">Strategy</p> <p style="text-align: center;">Situated Professional Development: Examining Strengths, Challenges, and Ways Forward</p> <p style="text-align: center;">Youmen Chaaban, PhD Department of Education, Jinan University, Tripoli, Lebanon</p> <p style="text-align: center;">Abstract</p> <p>The study examined the influence of a situated professional development program (PD) aimed at enhancing teachers' knowledge and skills, and improving their instructional practices. The PD model under examination was developed upon sound theoretical underpinnings, taking into consideration research-based principles of effective PD. However, the implementation of the PD model within several school contexts required further investigation from the perspectives of the teachers, who were receiving the PD activities, and the instructional coaches, who were providing them. The paper, thus, presents the results of a qualitative study examining the perceptions of seventeen teachers and nineteen instructional coaches about the strengths of the PD program, the challenges they faced in the implementation of the program, and their suggestions for the improvement of the program's implementation and outcomes. Comparisons were further made between the two groups of participants to uncover agreements and contradictions in their perceptions. Data were collected from the teachers through in-depth interviews and observations, while the data collected from the instructional coaches were open-ended surveys followed by focus group interviews. The findings of the study confirm the necessity of structuring PD activities around sound theoretical underpinnings. However, practical considerations specific to the contexts where the PD activities take place should be considered when evaluating the PD's effectiveness. Finally, the study provides several recommendations for maximizing the influence of the PD program on teachers' practices.</p> <p>Keywords—situated professional development, teacher knowledge and skills, teacher practices, teacher learning</p>
<div style="text-align: center;">  <p style="text-align: center;">Ruoxi, Liu GICICTEL1802230</p> </div>	<p style="text-align: center;">Exploring One's Career Pathway: Socialization of Children of Chinese immigrants in France</p> <p style="text-align: center;">Ruoxi, Liu Yenching Academy, Peking University, Beijing, China</p> <p style="text-align: center;">Abstract</p> <p>This research studies the career development of children of Chinese immigrants from the perspective of socialization. "Socialization" in the context of this research is defined in relation to three aspects. "Primary Socialization" happens before attending school and is heavily influenced by the family. "Secondary Socialization" refers to the process of learning appropriate norms and behaviours in the context of the larger society, taking place mostly at schools. What I term as "Reconstructed Socialization" indicates the use of in-group or out-group social networks. Studies on this topic help understand the social mobility and (re-)positioning of children of immigrants who live in the society where their family of origin does not belong to, especially in the case of Chinese communities in the French setting. Besides, studying the social mobility of immigrant descendants offers a view into the extent to which new groups find their ways into the upper layers of society.</p>

	<p>The research mainly adopts qualitative methodologies including the participatory observation, semi-structured and structured interviews, which are useful in interpreting the conflicts and contradictions among different periods of socialization. The social survey is also used to draw out the general picture of the relation of several sub-elements in three aspects of children's socialization with their career development. The sampled subjects are representative of a wide variety of professionals including the teacher, the politician, the merchant, the agent, the consultant, the entrepreneur, and the white-collar, with an estimated number of 15.</p> <p>The research leads to the conclusion that, though the family is the primary socialization agent for children, comparing with school and other broader socialization agents, it has played a less significant role in helping Chinese immigrant children in France to seek for their own career pathway. In fact, the influence of the family is more frequently represented in those business-related professions such as the merchant and the entrepreneur. In this regard, the growing entrepreneurial practice of Chinese immigrant descendants in France can stem from the business tradition of their families.</p> <p>Keyword: Immigration, Youths, Education, Family</p>
<p>Jessica De La Cruz GICICTEL1802235</p>	<p style="text-align: center;">Extending opportunities for discussion and reflection beyond the classroom using Facebook</p> <p style="text-align: center;">Jessica De La Cruz Education, Assumption College, Worcester, MA USA</p> <p style="text-align: center;">Abstract</p> <p>This paper will share how the incorporation of a Facebook discussion for students to share field experiences with classmates resulted in much more meaningful conversations than anticipated. The discussion group was used with preservice elementary teachers (PSTs) who were enrolled in an Elementary Mathematics Methods course with a field-based component. Its purpose was to provide an engaging way for the PSTs to share their field experiences with one another to create a common experience. Analysis of the discussion posts and replies indicated that the PSTs used this forum, not only to share experiences, but also to reflect on and to connect those experiences to their coursework.</p> <p>Keywords: Field experiences, teacher education, mathematics method, discussion, technology</p>
 <p>Rigerta Selenica GICICTEL1802237</p>	<p style="text-align: center;">The relationship between different training methods on improvement of speed running</p> <p style="text-align: center;">R.Selenica N.Quka Faculty of Movement Science, Sports University of Tirane, Albania</p> <p style="text-align: center;">E. Selenica Teacher of Physical Education, Albania</p> <p style="text-align: center;">Abstract</p> <p>Training for the components of the strength quality takes a major role in the workout sessions. It is clear that nowadays someone can't be an elite athlete without developing the maximal strength at superior levels. One can successfully compete in sports at a professional level only by improving the performance and that is achieved by increasing the physical strength which is the result of the strength components responsible for muscle movement and movement speed. The purpose of this study is to identify the important facts</p>

and to examine the interrelating association of training with the significance of Strength, Power and Plyometric training in the running speed indicators. The study achieves a thorough analysis of the specific scientific literature that focuses on the physical skills of strength, expression of its complexity in its impact on speed indicators. The study focused on the results collected from a group of 80 individuals divided in three groups that utilized different training techniques under the supervision of a monitoring group, current students of the University of Sports of Tirana. The tests that were utilized consisted in: 60 m dash; single two leg jumps with and without arms, drop jump, and isotonic and isometric muscular strength. The results indicated that the improvement by 15.03% of the maximal strength indicators led to an improvement of the running speed for 0-30m run by 6.9% m/sec and 0.31 sec, 30-60m run by 4.05% m/sec and 0.15sec and 60m run by 6.02%/m/sec and 0.45 sec. The improvement of the strength indicators by 13.72% through the maximal power exercises led to an improvement of running speed for 0-30m by 6.25%/m/sec and 0.25 sec, 30-60m by 5.54%/m/sec and 0.21sec, 60m by 6.57%/m/sec and 0.54 sec. The improvement of the strength indicators by 13.72% through plyometric exercises improved the running speed for 0-30m me 4.7%/m/sec and 0.19 sec, 30-60m by 3.96 % m/sec and 0.15 sec, 60m by 3.53 % m/sec and 0.31 sec. The results indicated that for 0-30m distance the program for the development of the maximal strength is more productive but for the 30-60m distance appears that the program for the maximal power is more convenient. At the 60m distance the maximal power program is capable to yield better results but is followed closely by the maximal strength program. The plyometric exercises had also a significant impact but were of a minor success if compared to maximal strength or maximal power exercises. Keyword: strength training, power exercises, plyometric exercises, impact of strength exercises, speed, correlation.



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Poor posture and Balance

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Abstract

Background: Most of postural problems are symptoms of muscular imbalance influenced by variety of risk factors (internal & external). Through this study we aim to evaluate the relationship between poor posture and balance in children and the impact of intervention program of poor posture correction and balance stability. **Methodology:** In order to identify the impact of Intervention Program were randomly selected 67 children aged 10-11 years, from public schools in Albania. Only 34 of them participated at exercises program (isometric and strecing exercises) while others followed their daily program school routine of physical education class (N=33 subjects). To review the contemporary theoretical aspects by the international literature we used different research software such as Jab Ref, Pub Med, Google Scholar, Inspire, Medline and Sport Discuss. Practical test for postural shape of children we used Leonardo Mechanograph® GRFP and for the evaluation of balance stability we used Posture Screen Mobile®-PSM (iPod) and Postural

	<p>Analysis Grid Chart. For the statistical analyse of the gathered data we applied SPSS 20.0 analyses program using Paired-Sample Test (T-test) and Multifunctional Linear Regression.</p> <p>Results: Results of Paired-Sample Test (T-Test) showed a significant difference of mean values between two measures (M1-M2) for $p < 0.05$ particularly at experimental group ($n = 34$). Which means that the effectiveness of physical exercises in poor posture correction. While, the results obtained from Multifunctional linear regression technique resulted a meaningful relationship between Posture in Total and Balance "EQ-Equilibrium "for all 67 participants (developed in 8 variants, 4 standing positions with open and closed eyes).</p> <p>Conclusions and Recommendations: As conclusion we emphasize that postural correction exercises are important not only to improve postural parameters but even to improve the balance stability to children. For this reason it is important to implement these exercises at physical education curricula in order to benefit better posture alignment and balance.</p> <p>Keywords: Posture, children, postural deviations, intervention program for poor posture.</p>
<p style="text-align: center;">Hildegardis Mulu GICICTEL1802239</p>	<p style="text-align: center;">Indonesia's Current Tendency of Implementing Ethnomathematics in Mathematics Education: Can it sustain?</p> <p style="text-align: center;">Hildegardis Mulu University College London</p> <p style="text-align: center;">Abstract</p> <p>One of the current biggest issues in Indonesia's primary and secondary education is related to how education can prepare its children to later actively engage in the national economy building. As to serve such function, there is a shift of previous 2006's curriculum, namely the School-Based Curriculum towards the new Curriculum of 2013. Notably, the emphasis of the new curriculum is to incorporate scientific approach through inquiry/discovery learning and project-based learning which helps to build students' scientific knowledge and skills. Inevitably, this change leads to the massive effort to reform the teaching and learning of school subjects such as mathematics. At a broader level of mathematics education, there is now a tendency, initiated by academics, to introduce ethnomathematics in Indonesia's teacher education and as well promoting the implementation of ethnomathematics in mathematics classrooms. Ethnomatematics is basically a notion which means mathematics practiced by cultural groups (Ambrosio, 2001). Hence, this literary study explores the challenges of implementing ethnomathematics in mathematics education as to how it will sustain given the current emphasis of national economic goals.</p> <p>Keywords: Ethnomathematics, mathematics education, mathematics classrooms, curriculum, Indonesia's economy</p>
<p style="text-align: center;">Mona Mohammadi Golchi GICICTEL1802240</p>	<p style="text-align: center;">English for Persian Kids (EFP): an Introduction to a New Language Teaching Method in Iran</p> <p style="text-align: center;">Mona Mohammadi Golchi Department of Foreign Languages, Mehr Educational Group, Shiraz, Iran</p> <p style="text-align: center;">Abstract</p> <p>The last decades have produced an explosion in kids' language learning since exposing them to a foreign language has profound benefits. Moreover, during the years, practitioners and scholars have tried to find various methods and</p>

	<p>approaches to make the process of language learning more effective. This article is an introduction to EFP, English for Persian kids, a new language teaching method in Iran. The aim of this method is fostering the children's language learning through localizing the process of language learning and utilizing their mother tongue and culture via some creative and practical stages. In this paper, first, some characteristics of EFP method and its background ideas were introduced. Then, some educational and psychological views of using the first language and culture in kids' second language classes were considered. This paper can be a starting point for using this method in various educational programs with different languages and cultures.</p> <p>Keywords: EFP, English for Persian Kids, method, language teaching</p>
<p>Dr. Mohammed Ali Al-Alawi GICICTEL1802241</p>	<p style="text-align: center;">How Does Teacher-Written Commentary in EFL University Writing Class Affect Students' Revisions?</p> <p style="text-align: center;">Dr. Mohammed Ali Al-Alawi Department of English Language and Literature, College of Arts and Social Sciences, Sultan Qaboos University, Sultanate of Oman</p> <p style="text-align: center;">Abstract</p> <p>This paper investigates teacher-written comments and their effects on students' revisions. The data is collected from 128 first and second drafts of EFL freshmen students learning English in a public university in the Sultanate of Oman. Interviews were conducted with four teachers. 77 drafts are collected from level one students and 51 drafts are collected from level six students. Results show that level one teachers use three types of comments: abbreviation, asking question, and underlining. Comments in level one mainly focus on grammar and spelling. Moreover, underlining and abbreviation comments lead to a great deal of minimal changes while comments on the question format are not revised. Unlike level one' teachers, teachers in level six use various types of comments focusing mainly on grammar, content, and sentence structure. Comments on statements appears to be the most type that leads to substantive changes. Furthermore, the use of abbreviation receives no changes on students' second drafts. The imperative comments lead to minimal changes while most of the comments on the circle format are not revised. The findings suggest that writing teachers should include clear and detailed comments and should refrain from using abbreviation or surface level comments. Limitations, implications and recommendations for further research are discussed in the paper.</p> <p>Keywords: Teacher-written commentary, revision.</p>
<p>Boontip Siritarungsri GICICTEL1802245</p>	<p style="text-align: center;">Graduate Nurses Identity from Distance Learning Curriculum</p> <p style="text-align: center;">Boontip Siritarungsri RN, PhD Associate Professor of Nursing, School of Nursing, Sukhothai Thammathirat Open University (STOU), Thailand</p> <p style="text-align: center;">Somjai Puttapitukpol, RN, PhD Associate Professor of Nursing, School of Nursing, Sukhothai Thammathirat Open University (STOU), Thailand</p> <p style="text-align: center;">Abstract</p> <p>Introduction: As a public university in Thailand, Sukhothai Thammathirat Open University has provided a distance learning program for graduate nurses who wish to work and study concurrently under nursing shortage circumstance for over a decade. It, however, is still doubtful whether or not</p>

	<p>graduate nurse identity suits in the 21st century.</p> <p>Method: The purpose of this mixed method research were: 1) to study identity of graduates from the Master of Nursing Science Program in Nursing Administration at Sukhothai Thammathirat Open University, and 2) to explore potential guidelines for the curriculum development. The sample comprised of: (1) 268 graduate nurses from the program during academic year 2007-2014, (2) 15 representatives of the aforementioned groups, and (3) 13 academic experts. The chosen method was a questionnaire relating to 7 identity characteristics of master graduates. Data analysis included descriptive statistics, T-Test, and contents analysis.</p> <p>Results: 1) The graduate nurses identity is being self-directed learning, applying knowledge into work development, using information and communication technology (ICT) in nursing administration to improve well-being of the people. 2) To add the course contents intended to improve communication competency, particularly English, in areas of listening, reading, writing and speaking regarding innovation and technology for research in nursing administration.</p> <p>Conclusion: Up to this point, the identity characteristics appropriately serves to graduate characteristics in the 21st century. To strengthen international competency of nurses, it is therefore necessary include more English courses in the distance learning curriculum.</p> <p>Keywords: Identity, Master graduates, Nursing administration, Distance learning</p>
<p>Md.Touhidul Islam Sarker GICICTEL1802248</p>	<p style="text-align: center;">An Integrated Architecture of ELearning System To Digitize The Learning Method</p> <p style="text-align: center;">Touhidul Islam Sarker M.Sc in CSE, Dhaka University of Engineering &Technology, Gazipur, Bangladesh</p> <p style="text-align: center;">Mohammad Abul kashem Professor, Dhaka University of Engineering &Technology, Gazipur, Bangladesh</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this paper is to improve the e-learning system and digitize the learning method in the educational or learning sector. The learner will login into e-learning platform and easily access the digital content, the content is downloadable and teacher can take an assessment for evaluation. Learner can get access to these digital resources by using tablet, computer, and smart phone also. E-learning system can be defined as teaching and learning with the help of multimedia technologies and the internet by access to digital content. E-learning replacing the traditional education system through information and communication technology-based learning. This paper has designed and implemented integrated e-learning system architecture with University Management System. Moodle (Modular Object-Oriented Dynamic Learning Environment) is the best e-learning system, but the problem of Moodle has no school or university management system. In this research paper, we have considered the university students because they have the internet access and used to Technologies. The University Management System has different types of activities such as student registration, account management, teacher information, semester registration, staff information, etc. If we integrated these types of activity or module with Moodle, then we can overcome the problem of Moodle, and it will enhance the e-learning</p>

	<p>system architecture which makes effective use of technology. This architecture will give the learner to easily access the resources of e-learning platform anytime or anywhere which digitizes the learning method. Keywords-- Database, E-Learning, LMS, Moodle.</p>
<p>Hatem A. AIKhamra GICICTEL1802253</p>	<p>Students' with disabilities Perceptions of Services in Higher Education and its barriers</p> <p style="text-align: center;">Hatem A. AIKhamra Psychological Sciences, Department, Qatar University, Doha, Qatar</p> <p style="text-align: center;">Abstract</p> <p>Despite the enormous research body associated with student with disabilities (SWD) at the university level, university education is still lacking information in regard to this group. The study aim to identify student perceptions of different services and its barriers at the university level, a total of 50 college students with disabilities were requested to report on their college experience of the different accommodations provided (i.e. Classroom, instructional materials, scheduling, general accommodations, and physical environment). To achieve the goals of this research, all students' were requested to fill in a survey then go through a short interview commenting on the different services and barriers faced at the university level. Students perceived personal assistance, the use of technology and general accommodations were the most reported as being used by most students. Many perceived barriers were also identified including instructor knowledge and attitudes about SWD, how to offer appropriate accommodations and lack of knowledge of rights and regulations related to SWD. Further implications for practices are discussed. Keywords: Students with Disabilities, University Experience, Accommodations, Barriers.</p>
<p>Clarissa Frigerio GICICTEL1802255</p>	<p style="text-align: center;">Early Years Foundation Stage: No Place for Men?</p> <p style="text-align: center;">Clarissa Frigerio Early Years Department, Edge Hill University, Liverpool UK</p> <p style="text-align: center;">Abstract</p> <p>The study focuses on the pivotal role gender plays in education, with a specific focus on male under representation in the Early Childhood Education and Care (ECEC). Research has shown that, despite numerous campaigns carried out by the governments and organizations of several European countries to increase the number of men employed in Early Childhood Education and Care (ECEC), the field remains heavily female dominated, with only 2% of men currently employed in the UK (Early Years Workforce Strategy, 2017, Warin, 2017, Brody, 2014).</p> <p>Utilizing gender theory and hegemonic masculinity theory as developed by Connell (1985), I am going to investigate how (and if) gender (and more precisely 'masculinity') affects the working and leadership dynamics of the British ECEC. In order to achieve my research aims , I am going to report on the life stories of 6 males currently employed in ECEC, to investigate the reasons and personal motivations that led them to pursue a career in a 'feminine' field. It is hoped that through this study gender barriers in the field of early years education will be challenged, leading the ECEC to become a more gender-sensitive community and gender flexible community.</p>



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GICICTEL1802257

Malay language learning strategies among international students based on four skills

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Abstract

Bahasa Melayu (BM) is the main language in Malaysia country. BM become a prerequisite for international students to graduate and awarded a diploma or degree in a short time. In this case, International students will face various other problems in mastering the listening, reading, speaking and writing skills within such a short period of time. Among those often discussed are that a majority of the international students taking BM courses in universities face various problems and are weak in acquiring the language skills taught to them within such a short period of time. This weakness directly affects their studies and academic achievement as a whole. The aim of this study was to help facilitate the international students to learn Bahasa Melayu Komunikasi in terms of the five skills of Malay language learning; listening, reading, speaking and writing. This study has been successfully identify Language Learning Strategis based on four skills for international students in institutions of higher Education.

Keyword: Bahasa Melayu, International students, Language learning strategis, Higher education, Five skills.

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Elearning Current Situation And Challenges

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Abstract

This paper aims to present and discuss current, as well as future challenges of eLearning technologies in the higher education institutions and organizations. eLearning has greatly transformed our way of learning by the use of the newly developed technologies and applications. This paper explores the eLearning current situation. After a brief eLearning history, from the earlier 1960's, with the first generalized computer assisted instruction system PLATO (Programmed Logic for Automatic Teaching Operations) to the 2010's with the development of social media for learning and the MOOC (Massive Open Online Courses).

After that, the paper provides a review of the eLearning concept and how it has evolved over the years, followed by a look at the current technologies (from CD-ROMs to Virtual worlds and Game authoring technologies), applications and platforms being used.

The emerging challenges are eventually discussed: needs for identifying suitable strategies and understanding the technology and pedagogy integration for effective eLearning implementations referring to pedagogical and cognitive aspects, level of ICT skills for both teachers and students, full commitment and support from management for eLearning system operationalization and sustainability, need for software quality frameworks

	<p>and standards. Keywords: eLearning, eLearning history, eLearning technologies, emerging challenges, ICT in education</p>
<p>Muhsin Adekunle Balogun GICICTEL1802278</p>	<p style="text-align: center;">Adapting Modern Methods of Lecturing in Nigerian Universities: A Critique</p> <p style="text-align: center;">Muhsin Adekunle Balogun Islamic Studies Dept. School Of Arts And Social Sciences, Adeniran Ogunsanya College of Education. Otto-Ijanikin-Lagos, Lagos-Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Different disciplines have explored the concept of lecturing from different perspectives. However, adapting some modern methods of lecturing in Nigerian universities have not been systematically studied. Therefore, this paper examines critically the modern methods of lecturing in our modern days tertiary institutions in Nigeria. In agreement with other researches, this paper notes that there are many challenges facing the methods of teaching in Nigerian Universities today. Triangulation method was used to gather information for this paper, and both primary and secondary sources were used to obtain information for this article. The paper recommends that if Government could live up to her expectation by provision of basic amenities and state-of-the-arts teaching facilities to the tertiary institutions, the phenomenon could be reduced. A concerted effort is therefore needed among all stake holders in the education sector for the task of promoting effective teaching in our tertiary institutions</p>
<p>Izato Gloria E GICICTEL1802279</p>	<p style="text-align: center;">Effects Of Computer Assisted Instruction On Students Achievement And Interest In Physics In Ogoja Education Zone Of Cross River State</p> <p style="text-align: center;">Izato Gloria E Federal College of Education, Obudu, Cross River State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The study examined the effect of Computer Assisted Instruction (CAI) on students' achievement and interest in physics in Ogoja education zone of Cross River State. This work adopted four research questions as well as four hypothesis test. Quasi experimental design was also used, while physics achievement Test(PAT) and physics Interest Inventory(PII) was used for data collection. Muli-stage sampling technique was used to select 197 physics students the study. The collected data were analysed using standard deviation to answer research questions and analysis of covariance(ANCOVA) to test the hypothesis at 0.05 level of significance.</p> <p>The findings of the research shows that the used of CAI enhanced students achievement than those who taught physics using the traditional method $F(1,194)=215.942, P<0.05$. There was no significant difference between the mean interest scores of students taught using CAI and those taught using traditional method in favour of those taught using CAI $F(1,92)=1.497, P<0.05$. The study also found out that there was significant difference in mean achievement of male and female physics students taught using CAI $(1,92)=4.140, p<0.05$.</p> <p>However, no significant difference existed in the mean achievement interest scores of male and female physics students taught physics using CAI $F(1.92)=2.014, P>0.05$. The study recommended among others that physics teachers should embrace the use of CAI to enhance students' achievement and interest in heat concepts. School heads and administrators should organize workshops for physics teachers where they can sharpen their</p>

	<p>computer skills for effective use of CAI enhance students' achievement and interest.</p>
<p style="text-align: center;">Mustafa Altun GICICTEL1802282</p>	<p style="text-align: center;">The Effect Of Extra-Curricular Activities In Hizmet Movement Schools On Students' Achievement A Case Study in Kurdistan Region, Iraq</p> <p style="text-align: center;">Mustafa Altun, PhD Department of English Language Teaching, Ishik University, Erbil, Iraq</p> <p style="text-align: center;">Abstract</p> <p>It should be emphasized that the role of schools is not only to transmit the knowledge, but also educate students morally as well. In Hizmet Movement schools (HMS), the intellectual and spiritual development of students holds a prominent place. Teachers in HMS are inspired to generate humans with high morals and distinguished virtues, as well as excellent intellectual capabilities. This paper searches the dual role of teachers in HMS as transmitters of knowledge and builders of good character. The paper particularly investigates the role of extra-curricular activities carried out by teachers in HMS in forming the ideal human character.....</p> <p>Keywords: extra-curricular activities, teacher-student relationship, teacher commitment, Hizmet Movement schools</p>
 <p style="text-align: center;">Dr. Muhammad Shakir GICICTEL1802289</p>	<p style="text-align: center;">Analysis of Communication skills and Effective Use of Educational Technologies by Secondary School Teachers of Pakistan</p> <p style="text-align: center;">Dr. Muhammad Shakir Lecturer, Department of Educational Training The Islamia University of Bahawalpur</p> <p style="text-align: center;">Abstract</p> <p>The main purpose of the study was to analyze the communication skills and effective use of educational technologies by secondary school teachers of Pakistan. The main objectives of the research were (a) to assess communication skills competencies of secondary school teachers of Pakistan; (b) to evaluate the effective use of educational technologies of secondary school teachers of Pakistan; and (c) to categories the secondary school teachers' communication skills and effective use of educational technologies of secondary school teachers based on five levels defined in rubrics. All the secondary school teachers of Punjab province were the population of the study while observational survey of this research, a sample of 450 participants from different secondary school teachers of Punjab province were selected as sample of the study. These observations were conducted in natural setting. Data collected through observational checklist were analyzed with the help of Statistical Package for Social Science by using different statistical formulas simple mean, percentage and chi-square. On the base of analysis of the study, data concludes that more half of the teachers knows and appreciate communication skills while teaching at secondary level. Further research study concluded that almost one third of the teachers provide positive feedback to the students during teaching.</p> <p>Index Terms—Communication skills, Educational Technologies, System Approach, Computer Assisted Instructions (CAI).</p>
<p style="text-align: center;">Ratnawati Mohd Asraf GICICTEL1802290</p>	<p style="text-align: center;">Using Focussed Free-writing as a Strategy to Promote Critical Thinking</p> <p style="text-align: center;">Ratnawati Mohd Asraf Education, International Islamic University ,Kuala Lumpur, Malaysia</p>

	<p style="text-align: center;">Abstract</p> <p>Research suggests that writing is among the strategies that are useful in developing critical thinking skills among students. Through writing, students need to think about what to write and how to organise their thoughts; and, in the case of persuasive writing, how substantiate assertions, provide logical arguments, and sift fact from fiction. This paper describes the use of focused freewriting as a strategy for improving critical thinking in a Malaysian ESL writing course where the students were given thought-provoking images or videos as a stimulus for prewriting. The students were then asked to write non-stop for ten minutes what came to their minds after being shown the stimulus. They were then asked to discuss with the class the themes in their brief essay; and later, focus on the salient themes to come up with a revised version. The study found that focussed freewriting helped the students to generate ideas independently during prewriting and to think critically about the issues highlighted during this stage. We posit that through carefully chosen writing prompts or stimuli, instructors can help their students to generate ideas for writing and to think critically about issues, hence facilitating their efforts at critical writing.</p>
 <p style="text-align: center;">Hyemin Kim GICICTEL1802291</p>	<p style="text-align: center;">Exploring Reading Environments And Reading Attitudes Of Grade 7 Students: Towards Creating A Collaborative Reading Program</p> <p style="text-align: center;">Angeles, Arianne Denise B. University of Santo Tomas College of Education</p> <p style="text-align: center;">Kim, Hyemin University of Santo Tomas College of Education</p> <p style="text-align: center;">Lucas, Gabriel Paulo V. University of Santo Tomas College of Education</p> <p style="text-align: center;">Shin, Jong Seop University of Santo Tomas College of Education</p> <p style="text-align: center;">Abstract</p> <p>According to Morni and Sahari (2013), it is a common problem of ESL readers to not do well or be interested in ESL reading classes, evidenced by performance in exams and poor class participation during reading discussion sessions. In the Philippines, an ESL country, reading is not the priority to learn. Since the Philippines is a nation of non-readers (Philippine Center for Investigative Journalism, 2007), the reading environments may be lacking in developing good reading attitudes. This study explored the reading environments and reading attitudes of students in the Philippine context, specifically 50 grade 7 students of Araullo High School. This study also involved the students' parents and 4 English teachers. The researchers employed a quantitative-descriptive research design, using questionnaires to gather data about reading environments and attitudes. Results showed that students and parents do not prioritize reading as a family activity, read at home for only around two hours or less, and do not allot budget for reading materials. The researchers also found that parents do not believe that reading starts at home and is important for success. Additionally, results also showed that students have the least positive attitude towards reading academically in both print and in digital setting. Based on these results, the researchers have come up with a reading program to address these weaknesses: a seminar on the importance of reading and the Collaborative Learning Kit.</p>

	Keywords: reading environment, home, parents, school, teachers, reading attitudes
Dr. Martha M. Day GICICTEL1802297	<p>Effectiveness of an Inquiry Focused Professional Development: Teachers' Beliefs and Instruction in Science and Mathematics</p> <p>Dr. Martha M. Day Co-Director, SKyTeach Associate Professor of Science Education UTeach STEM Educators Association, Past President 1906 College Heights Blvd. #330 Bowling Green, KY 42101</p> <p>Jennifer Cribbs, Ph.D. Assistant Professor, Mathematics Education School of Teaching, Learning & Educational Sciences Oklahoma State University, 228 Willard Stillwater, OK 74078</p> <p>Dr. Lisa C. Duffin Associate Professor Psychology and SKyTeach Western Kentucky University 1906 College Heights Blvd. Bowling Green, KY 42101 Main Office: Gary Ransdell Hall, 3014 Main Phone Number: 270-745-6324 SKyTeach Office: ST 104B</p> <p>Abstract</p> <p>This research represents a three-year collaboration between university faculty and six partner school districts with the goal of providing meaningful professional learning experiences for math and science, middle and high school teachers in order to increase student achievement and positive dispositions toward math and science. The study attempted to answer the following research questions related to: differences in beliefs between the participating and comparison group of teachers, changes in teachers' level of inquiry instruction in their classroom, and changes in participating teachers' students' level of problem solving in year 2 of the project. This was a mixed-methods study that included comparing the inquiry practices and beliefs of participant teachers with control teachers and tracking student inquiry beliefs and performance on problem-solving tasks. Data collected from teachers included teacher surveys related to teacher beliefs and teacher intentions in math and science teaching, electronic quality of inquiry practices, EQUIP classroom observations, and teacher interviews. Data collected from students included pre- and post-test data from problem-solving tasks and survey data that collected information related to math and science interests, self-efficacy, and anxiety. Additional artifacts collected included inquiry-based 5E, Science, Technology, Engineering, and Mathematics (STEM) lessons for an online repository and problem-based units of instruction in STEM disciplines. Results indicate significant differences in teacher practices, beliefs, and intentions between the experimental and control groups indicating a greater openness to change and shifts in teacher practices related to inquiry-based teaching in STEM with the experimental group. EQUIP observation data indicate statistically significant improvements in quality of teacher's abilities to provide high-quality assessments in inquiry-based lessons. Student performance on problem-solving tasks did not provide any evidence of statistically significant change. However, data collection on student beliefs and anxiety levels is ongoing and the researchers anticipate reporting data from this measure at the conclusion of year 3 of the project.</p>

<p>Adeyemo Abduljeleel Taiwo GICICTEL1802298</p>	<p>Effecting Social Change And Global Peace Among Muslims In The World: Unity As Determinant</p> <p>Adeyemo Abduljeleel Taiwo Ministry Of Education, Science And Technology Abeokuta, Ogun State, Nigeria</p> <p>Abstract Unequivocally, social change and global peace are the engine oils towards fueling the ways of lives of people in a geographical location and Muslims are proclaiming for these to chiefly suit the means of livelihood of Muslims in the global village. In other words, absence of social change and global peace lead a country to destruction. It is on this truism that this research work revolves around. The research of this nature critically explores the status, influence and impact of social change and global peace on Muslim practitioners (adherents) of the world. The researcher portrays unity as active player and determinant of effective social development, solidarity and growth taking into cognizance the roles of social change and global peace in renovating and reforming the Muslim Ummah at large. The researcher therefore, suggests solutions to some of the problems combating Muslims globally while employing descriptive and exploratory approaches. This international conference paper conclusively propounds workable theories and proffers some recommendations to fill the gap between unity and diversity amongst Muslims of the world. Key words: Social Change, Global Peace, World-Muslims, Unity in Islam, Qur'an and Sunnah</p>
<p>Mohammad Manasreh GICICTEL1802301</p>	<p>Teachers' Broken Relationship with Teacher Education: Living the Reality and Rethinking Practices</p> <p>Mohammad Manasreh Foundation Program, Qatar University Qatar</p> <p>Abstract This research study was an attempt to identify the reasons for teachers' minimal engagement in In-service teacher training and education (INSET) and most importantly to bring about change in the local context. A three-cycle action research design was adopted as an investigative methodology to critically explore the effectiveness of INSET practices in the State of Qatar. The first cycle employed a large scale survey followed by focus groups to identify reasons possible success factors which informed the improved design of an interventionist INSET course in the second cycle. The third cycle focused on trainer role and employed trainee journals to measure the impact on participants.</p>
 <p>Tolulope Victoria Gbadamosi GICICTEL1802302</p>	<p>Effect Of Service Learning And Educational Trips Instructional Strategies On Primary School Pupils' Environmental Literacy In Social Studies In Oyo State, Nigeria</p> <p>Tolulope Victoria Gbadamosi Department of Arts and Social Sciences Education, University of Ibadan, Ibadan</p> <p>Abstract Efforts by researchers to find lasting solutions to environmental problems have not yielded much fruitful result as most of the strategies adopted did not</p>

	<p>bring about improved environmental literacy. This might partly be because the teaching of environmental education has not utilised out-door and community-based strategies such as Service learning and educational trips in social studies. The study, therefore, investigated the effect of service learning and educational trips instructional strategies and moderating effect of school location and gender on primary school pupils' environmental literacy in social studies.</p> <p>The pretest posttest control group, quasi-experimental design with a 3x2x2 factorial matrix was adopted. A total of two hundred and sixty-four primary five pupils were used from 12 primary schools purposively selected from four local government areas in Oyo town, Oyo State, Nigeria and randomly assigned to two experimental and control groups for 12 weeks. Instruments used were Environmental Knowledge Test ($r=0.86$), Environmental Attitude Scale ($r= 0.77$) and Environmental Practices Scale ($r= 0.76$). Seven hypotheses were tested at 0.05 level of significance. Data were analysed using Analysis of Covariance and Scheffé post hoc.</p> <p>Treatments had significant effects on pupils' environmental knowledge ($F (2; 251) =29.98; p < 0.05$), attitude ($F (2; 251) =3.57; p < 0.05$) and practices ($F (2; 251) = 12.93; p < 0.05$). Gender had no significant effect on pupils' environmental knowledge, attitude and practices. School location had significant effect on environmental practices ($F (1; 251) = 75.80; p <0.05$). Educational trips had a positive effect on promoting environmental knowledge and attitude of primary school pupils in Oyo Town. Service learning was more effective in enhancing environmental practices than conventional strategy. Therefore, the two strategies are recommended to be used in the teaching of environmental education components of primary school social studies.</p> <p>Key words: community-based strategy, Environmental problems, Environmental education, Community service</p>
<p style="text-align: center;">Tolulope Victoria Gbadamosi GICICTEL1802227</p>	<p style="text-align: center;">WHERE ARE WE? LECTURERS RECEPTIVITY OF SERVICE LEARNING IN NIGERIA</p> <p style="text-align: center;">By Tolulope Victoria GBADAMOSI Ph.D Department of Arts and Social Sciences Education, University of Ibadan, Ibadan NIGERIA Samtiv1975@gmail.com</p> <p style="text-align: center;">Abstract</p> <p>Universities in Nigeria are established to perform three functions- teaching, research and community service. In spite of their establishments, Nigerian Universities are being criticised for not meeting the objectives of their establishment. There are gaps between the gown and the town to the extent that the relevance of the certificates awarded to the demands of the society are being questioned. However, previous studies have focussed on how to improve relationship between gown and town with little emphasis on service learning that have being proved effective in some of the developed and developing countries. This study, therefore, examined the extent by which lecturers incorporate service learning into teaching- learning process. The study adopted the mixed research design. Three research questions were answered in the study. Validated Service Learning Structured Interview Schedule ($r= 0.826$) was administered to 150 lecturers selected from three universities in the southwest, Nigeria using multi stage sampling technique. The data collected were analysed using descriptive statistics and content analysis. The results and</p>

	<p>implications of the findings were discussed while recommendations were also made.</p> <p>KEYWORDS: Curriculum, Community Service, Unemployment, Instructional Strategy</p>
 <p>Akeredolu Olukemi Olufunmilola GICICTEL1802305</p>	<p>Parent’s Perceptions On The Influence Of Violent Media (Television Cartoons And Video Games) On Children’s Psycho-Social Behaviour In Lagos State, Nigeria.</p> <p style="text-align: center;">Akeredolu Olukemi Olufunmilola Department Of Primary Education Studies Federal College Of Education (Technical) Akoka, Yaba, Lagos.</p> <p style="text-align: center;">Abstract</p> <p>Children of today are exposed to violence every single day, be it in the home, on the streets, on the TV, in the newspaper, or in the movies. Toddlers are generally engrossed by television cartoons and videos, some of which do carry disturbing humor and violent action’s/ messages. Many parents end up making the children sit glued to television sets so that they can attend to some other things. This frequent television watching generally involves violent. Many children especially boys are now very attached to watch violent cartoons as they see it as fun and involving actions - ranging from action heroes and super villains to simple and innocent cartoon characters. However, children who watch too much of violence on cartoons or films on television are very likely to have emotional and behavioral problems. This study therefore sought to examine the influence of violent media (television cartoons and video games) on children’s psycho-social behavior from the parent’s perspective in Lagos state, Nigeria. A survey research design was adopted for the study and data were collected from 500 respondents made up of parents, teachers and children. Frequency counts and percentages were used for the data analysis. The findings shows that many of the children agree that they watch violent cartoons unsupervised or sometimes in the company of parents or adults. They were also able to classify some cartoons as “violent” or “non-violent”. Many parents affirmed that violent cartoons influence their children’s behavior negatively. The study therefore made some strategic suggestions to parents on monitoring the media cartoon videos watched by their children in terms of age appropriateness and rating systems indicated on such programmes.</p> <p>Key words: Parents; Perceptions; Media; Violence; Cartoons; Psycho-Social behavior.</p>
<p>Feryal Choukria Hamidou GICICTEL1802312</p>	<p style="text-align: center;">Assessment and Testing in English for Specific Purposes Context in an Algerian Polytechnic School</p> <p style="text-align: center;">Feryal Choukria Hamidou Department of Languages, National Polytechnic School of Oran, Algeria</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study is to describe and analyse the concept of assessment and its significance as a pedagogical instrument in the teaching-learning process in English for specific purposes situation, where ESP first year students at National Polytechnic School of Oran in Algeria encounter difficulties while developing reading, and writing skills. In fact, assessment is a key instructional instrument which provides relevant measures for many important learning outcomes. It is a means to determine whether or not the</p>

	<p>goals of education are being met. Assessment instruments are needed in Language for Specific Purposes courses, as in all language programs in which the teacher uses various tools to measure the progress of learners as well as their weaknesses. English for Specific Purposes is not different from any language-teaching program: it requires assessment instruments that reflect the content and methodology of the course. ESP students have problems with reading, writing, grammar and lack of vocabulary. Thus, the results obtained from various methods of data collection and analysis, help learners develop their knowledge. The assessment of learning outcomes is a very important task, which can help them to increase and ensure their success. Hence, some criteria are suggested and recommended to be able to overcome the previously mentioned problems and to provide useful instruction.</p> <p>Key words: Assessment, English for specific purposes, Reading, Testing, Writing.</p>
<p>Prof. Poornima Sehrawat GICICTEL1802314</p>	<p style="text-align: center;">Employability in India - A Framework for Effective Management Education</p> <p style="text-align: center;">Prof. Poornima Sehrawat Pune Institute of Business Management, Pune Assistant Professor, Human Resource India</p> <p style="text-align: center;">Dr. Rajasshrie Pillai Pune Institute of Business Management, Pune Associate Professor, Human Resource India</p> <p style="text-align: center;">Abstract</p> <p>Purpose The purpose of this paper is to develop a comprehensive employability framework for management education.</p> <p>Design/methodology/approach – This study is qualitative study and practical model used in a management institute.</p> <p>Findings – This study discussed the gaps in management education in India and after extensive literature review and qualitative survey of B-schools employability framework is developed.</p> <p>Research limitations/implications – The framework needs to be validated using empirical research with a large-sample size and different B-schools.</p> <p>Practical implications – This study has a valuable contribution to the management education in India. This study provides the guidelines for policy makers, management governing bodies and assessment bodies in India to improve the employability in India.</p> <p>Social implications – This study makes the contribution to the society by providing employability framework for management education.</p> <p>Originality/value – This paper contributes to the extant literature of employability of management graduates. It also provides the highlight on innovative teaching and training pedagogy for management institutes for holistic development of management graduates.</p> <p>Keywords- Framework, Management education, Employability, Innovative Teaching Pedagogy</p> <p>Paper type- Research paper</p>
<p>Timur Yavas GICICTEL1802319</p>	<p style="text-align: center;">Enough" Project: The Effect Of Change In Behavior Of Students' Consumption With Game-Based Education Model</p> <p style="text-align: center;">Timur Yavas Department of Science, IELEV Schools, Istanbul, Turkey</p>

	<p style="text-align: center;">Abstract</p> <p>This study aims to investigate the effect of change in behavior of students with Game-based Education Model. The study was carried out with the students of IELEV Private Middle School in Istanbul. In this project, we have tried to determine whether game-based teaching is effective in changing students' consumption habits. In our program, students played three basic games and tried to measure what their own consumption was and what kind of side effects (migration, new neighbor, crowd, disorder, lack etc.) for now and in the future, and to take the initiative level of changing consumption habits in this direction. Students play 3 games (Countries and boundaries, The Creating Rule in United Nations and My Country) which were created by drama teacher and The sample population, which includes 52 of the 5th grade students study in IELEV Private middle schools, was drawn via accidental sampling method. Data was obtained from the sample by the measurement scales of Consumption Habits and analyzed by the methods of t-test, ANOVA, chi-square test with SPSS 21.0 program. After analysis, we found the increase in the level of understanding of consumption's side effects.</p> <p>Keywords: Game-based Instruction, Problem-based Instruction, Consumption education.</p>
<p>Nataliya Belenkova GICICTEL1802321</p>	<p style="text-align: center;">Linguistic and Cultural Identity of the Modern Students in Multinational University</p> <p style="text-align: center;">Nataliya Belenkova Peoples' Friendship University of Russia (RUDN University)</p> <p style="text-align: center;">Victoria Davtyan Peoples' Friendship University of Russia (RUDN University)</p> <p style="text-align: center;">Abstract</p> <p>A modern higher education institution is an example of such educational environment where representatives of different nations communicate and collaborate. The success of the mutual activity depends on the awareness of the interlocutors' culture, their own communicative abilities, the previous experience and skills of intercultural communication. This paper attempts to show various aspects of interpersonal communication and interaction of the students with diverse language and cultural background. Some issues of the linguistic and cultural identity of the students are examined.</p> <p>Peoples' Friendship University of Russia (RUDN University) is an example of multinational, multicultural environment where young people from many countries study. The practical experience of teaching and training the representatives with diverse language norms and cultural traditions is presented.</p> <p>The findings of the paper are supposed to contribute to further understanding of the ideas of linguistic and cultural Identity of the young people studying at the higher education institutions and to ensure the efficacy of these concepts.</p> <p>Keywords: higher education, linguistic and cultural Identity, intercultural communication, multinational educational environment.</p>
<p>Raneem Salem GICICTEL1802323</p>	<p style="text-align: center;">Near Peer Teaching: Experience Of An Undergraduate Medical School</p> <p style="text-align: center;">Raneem Salem Faculty of Medicine, King Fahd Medical City, Riyadh, Saudi Arabia</p> <p style="text-align: center;">Abstract</p> <p>Introduction Near Peer Teaching is a relatively novel and interesting</p>

	<p>experience and spreading across the world. Students who have experience peer teaching get an insight into their own abilities and often find it beneficial. Most studies have been performed in the west and there is paucity of data in our region.</p> <p>Objectives To shed the light on peer teaching experience at our college and the perceptions of the students as well as the role of peer teachers in the process.</p> <p>Methods Modified Clinical teaching preference Questionnaire (CTPQ) and Peer teaching experience questionnaire(PTEQ) were distributed to 1st year(n=34) and 6th year students(n=31) as learner group and to peer teachers(interns, n=6 and 6th yr students, n=7) at King Fahad Medical City, King Saud Bin Abdulaziz University for Health Sciences. These questionnaires address the teaching/learning peer teaching experience including the role of the peer teacher. Demographic data, age, gender, previous training and previous teaching/learning experience from peers were noted. The responded questionnaires were collected and anonymously analyzed, followed by statistical analysis.</p> <p>Results The majority of near peer teachers and near peer learners who were at different levels and in different groups and rotations responded positively to peer teaching provided that the content was relevant. As for the role of peer teachers, both groups identified information provider and facilitator as more suitable roles than as a role model, planner, assessor and resource developer.</p> <p>Conclusion Peer teaching can be a solution for medical schools that are facing increasing numbers of students and the shortage of efficient faculty members.</p> <p>Keywords: Peer; teach; interns; medical students; training; skills</p>
<p>Larisa Lutskovskaia GICICTEL1802327</p>	<p style="text-align: center;">Healthcare Interpreters' Professional Training: New Challenges In The Contexts Of Global Migration</p> <p style="text-align: center;">Larisa Lutskovskaia Ass. prof. RUDN University</p> <p style="text-align: center;">Abstract</p> <p>Increased general mobility of population including migration processes is a characteristic feature of present times which affects almost all regions of the world. This phenomenon poses new challenges not only to social institutions of the recipient country, but also sets new standards for training perspective specialist who would work within the framework of these institutions. The present research focuses on issues of healthcare interpreters' training. The article aims at analyzing current challenges and professional competences required of healthcare interpreters in the context of global migration. The aim is achieved through solving a number of tasks:</p> <ul style="list-style-type: none"> - to review the relevant research literature on healthcare interpreting performance standards and interpreters' training; - to analyze specificity of interpreter's professional role within the framework of healthcare institutions; - to conduct an experiment aimed at analyzing medical professionals' expectations of working with interpreter and compare them with students' (perspective interpreters) perception of interpreter's role as well as professional performance standards.
<p>Olaleye Bolanle Omotoke GICICTEL1802329</p>	<p style="text-align: center;">Developing Teachers' Knowledge for Constructing Multiple Representation of Concepts in Chemistry</p> <p style="text-align: center;">Olaleye Bolanle Omotoke (PhD) School of Science, Department of Chemistry Education, Adeniran Ogunsanya College of Education, P.M.B. 2007, Ijanikin, Lagos.</p>

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Abstract

The current situation of teaching and learning chemistry concepts generally in most secondary schools and especially in Nigeria is a great concern to all as a result of poor students' performance and lack of interest in the subject. Regrettably, learning chemistry concepts tends to be by rote and memorizing of content as students find the subject difficult, and as such, do not perceive learning chemistry as relevant to their daily lives. To erase the notion that chemistry is an abstract and difficult subject, this motivated the Researcher to explore how teaching and learning of chemistry concepts could be made real and accessible for students using everyday objects to actively engage students with range of representations during classroom teaching. This study developed teachers' knowledge for using multiple representations to teach rate of reactions and collision theory, water pollution and solubility concepts through a professional learning program. Fifteen teachers participated in the professional learning program focused on how to construct, interpret and use multiple representations to teach chemistry concepts in ways that more actively engage students in learning. The study employed a mixed method approach that included descriptive and interpretive methods. Forty teachers completed questionnaire to gather information on the existing range of representations used by the teachers in the teaching and learning of chemistry. Fifteen of these teachers participated in three days of professional learning workshop. The study enhanced the teaching of the rate of reactions and collision theory, and water pollution and solubility concepts by using various constructed representations such as concept maps, particulate representations, graphs, role-plays, flowcharts, and 3D physical models that engaged the teachers in representational challenge. Moreover, the experience of creating a representation also helped the teachers to be creative, resourceful, engages students in interacting with the real world examples during classroom teaching and ultimately will simplifies students' learning of abstract chemistry concepts. There is need for chemistry teachers' pedagogical content knowledge to be enhanced to enable them to teach with multiple representation strategies.



Folayemi Akinniyi
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**Evaluation of the Relationship in the Quality of
Pre-service Chemistry Teacher Education and Its Impact on Teachers' Needs
in Nigeria**

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Abstract

The training of teachers to acquire competencies and skills of teaching in the classroom is imperative and highly significant for the provision of qualitative education and remains a sine qua non to in-service needs of science teacher in the school system. This study on the relationship between the quality of Pre-service chemistry teacher education in colleges and universities in Nigeria was evaluated based on two research questions and one hypothesis to guide the study. The relationship between was considered by administering 48 surveyed questionnaires to thirty (30) randomly selected chemistry teachers from three educational districts randomly selected from senior secondary schools in Lagos state, Nigeria. The reliability of the questionnaire using Cronbach's alpha coefficient was found to be 0.86. The data collected was analyzed using simple percentage and Chi-square at ($P < 0.05$). The result shows that there is no significant relationship between the quality of university and the college of education pre-service training programmes. The findings also showed that pre-service training programme at both the university and college of education meet the needs of the teaching profession as high percentage of the respondents i.e. 79.2% agreed in their comments. In conclusion, it can be affirmed that the pre-service training programme irrespective of the variation in the quality, prepares the secondary chemistry teachers for the challenges of the profession. Recommendations were proffered on ways to improve the quality of teacher education in Nigeria to meet the technological challenges of the present world of work.

Keywords: Pre-service teacher, In-service teacher, Teacher education



Delphonso Bamidele
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**Effectiveness Of Cooperative Learning And Conceptual Change Strategies In
Improving Learning Outcomes Of
Prospective Teachers With Different Religious Inclination**

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Abstract

The study examined the Effectiveness of Cooperative Learning and Conceptual Change Strategies in improving Learning Outcomes of College of

	<p>Education Biology Students. It also examined non-scientific pre-conceptions about evolution among Biology education students of Christian, Islamic and Traditional religious belief systems using Cooperative Learning Strategy (CLS) Conceptual Change Strategy (CCS) and Teacher Expository method (TEM). The study examined the attitude of students with the three religious belief systems toward evolution before and after being taught using CLS, CCS and TEM. The study determined the effectiveness of CLS, CCS and TEM on retention ability in evolution of Biology students with the three religious belief systems. The study adopted a non-equivalent pre-test, post-test control group design. The study population comprised Part III Biology Education students in colleges of education in Southwestern Nigeria. Two instruments were used to collect data for the study. The first instrument is the Achievement Test on Evolution (ATE) which was used as pre-test, post-test and retention test. The second instrument is the Attitudinal Questionnaire on Evolution (AQE) which was utilized to solicit information from students on their beliefs and attitude to concepts on evolution before and after their exposure to the treatments. The data collected were analysed using Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA).</p> <p>The results indicated that the Cooperative Learning Strategy (CLS) was more effective in improving the performance of Biology education students with Christian, Islamic and traditional religious belief systems more than the Conceptual Change Strategy, there was a significant difference between the CLS group pre-test and CLS group post-test (Mean difference = 18.14, $p = 0.000$). Also, there was a significant difference in the CCS group pre-test and post-test (Mean difference = 10.155, $p = 0.000$). Moreover, there was also a slight significant difference in the TEM pre-test and post-test scores (mean difference = 6.500, $p = 0.036$). Therefore, the hypothesis was rejected. However, if the mean difference between the pretest and the post test in the three groups were compared, the CLS group has the highest (18.14), CCS group was 10.15, while the TEM group has the lowest (6.500). Moreover, when the means of the groups were compared, the CLS group has the highest mean score (58.02) and the CCS group mean score was 52.05. This is an indication that the CLS group has more positive effect on performance of students in evolution. The result on multiple comparison also indicated that there was no significant difference in the attitude of the students with the difference belief systems in the control group before and after teaching using the conventional method ($p = 0.358$). However, result indicated that there was a significant difference in the attitude of students in the CLS and CCS groups before and after treatments. This implies that the two strategies (Cooperative Learning Strategy and Conceptual Change Strategy) caused the students to have a change of attitude towards the concept of evolution. The result obtained in this study revealed that majority of the students exposed to cooperative learning strategy showed positive attitudes in terms of retention capability.</p>
<p style="text-align: center;">Kiran Fatima GICICTEL1802342</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;">Kiran Fatima Department of Biosciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Clifton, Karachi-Pakistan.</p> <p style="text-align: center;">Abstract</p> <p>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 in public, and it is their duty</p>

	<p>to keep themselves updated with the latest antibiograms of commonly encountered pathogens, so that appropriate antibiotics may be provided for the treatment of infections.</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.</p> <p>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.</p> <p>Staphylococcus aureus was found to be predominant among all the bacterial isolates used in the study. All the isolates had strong resistant to antibiotics such as amoxicillin, trimethoprim-sulphamethaxazole and minocycline. Results obtained in the study correlated with the earlier studies. The reason for antibiotic resistance was anticipated as a lesser amount of antibiotic sensitivity testing practices conducted in the health care and research facilities.</p> <p>Keywords: Antimicrobials, Antibiotics, Diseases, Disinfection, Resistance</p>
<p style="text-align: center;">Obaid. Ferdowsi GICICTEL1802350</p>	<p style="text-align: center;">Investigating the effects of student- generated questions on students’ test performance and attitudes toward test taking A case of Iraqi students at University of Karbala</p> <p style="text-align: center;">Mrs. Obaid. Ferdowsi University of Mashhad</p> <p style="text-align: center;">Abstract</p> <p>This study aims to describe a method for enhancing language learning strategies through the use of learner-centered practices designed for improving language learning and motivation for learning. Evaluation the Iraqi students’ learning English as a Foreign Language (EFL) . Summative assessment methods are the most traditional way of evaluating student work. From classroom tests to high-stake testing, summative assessments are used in universities and schools. Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program (Angelo & Cross, 1993). Ideally, summative assessment is designed to measure student understanding following a sustained period of instruction with the focus on identifying the level of student mastery and the effectiveness of instruction. As such, summative assessments are outcome measures that emphasize student achievement rather than aptitude or effort (Shameen & Ho, 2007). Most educators (Angelo & Cross, 1993; Ritter & Wilson, 2001; Scott, 2001) believe that summative assessments are a vital part of the educational process due to the wealth of information they provide (Shameen & Ho, 2007).</p> <p>Keywords Achievement test, Assessment, Evaluation, Learner Center Teacher, Teacher-</p>

<p>Nataliya Belenkova GICICTEL1802351</p>	<p style="text-align: center;">centered Instruction, Learner Center Assessment.</p> <p style="text-align: center;">Axiology in Higher Education</p> <p style="text-align: center;">Nataliya Belenkova Peoples' Friendship University of Russia (RUDN University)</p> <p style="text-align: center;">Abstract</p> <p>Axiology is a branch of philosophy that studies various human values such as the cultural, religious, ethical and aesthetical values. As a kind of research, axiology has its own principles, categories, concepts, various theories, methodological approaches etc. The objective of the paper is to study some aspects of axiology analyzing the diverse opinions and the research papers of foreign and Russian philosophers and specialists of other domains. The theoretical findings of the literature review can and should be implemented into the teaching practice at a higher education institution and the educational environment as a whole. The outcomes of the current research include the practical recommendations on the development of the axiological ideas and their correlation with learning foreign languages, in general, and training the specific skills and competencies of specialists-to-be, e.g. such as language and cultural mediators. The issues presented in the paper can be useful for further theoretical examination and should be taken into consideration by the foreign language instructors at a higher education institution. The research is implemented within the framework of the RUDN university participation in the Russia-wide 5-100 project.</p> <p>Keywords: axiology, values, higher education, professional training.</p>
<p>Ekaterina Zvereva GICICTEL1802355</p>	<p style="text-align: center;">Implementation Of The Principles Of The European Language Portfolio To The System Of Estimation Of Language Competences In The Russian Educational System.</p> <p style="text-align: center;">Ekaterina Zvereva PhD, RUDN University, RUSSIA</p> <p style="text-align: center;">Abstract</p> <p>Modern Russian pedagogical science considers the systematization of criteria for assessing language skills and competences as an integral part of comprehensive efforts and measures aimed at improving the current educational process in higher education. The relevance of this study is quite high as in the context of the rapid development of information technologies and information theory, the development of new approaches to modern assessment methods becomes the primary need of the educational system. After the Russian Federation signed the Bologna agreements, the problem of reforming the system of higher education in accordance with uniform educational standards became particularly acute, and one of the key aspects of this problem is the introduction of a unified system for assessing and monitoring students' knowledge. One of the main changes is shifting the emphasis from the content of education to learning outcomes, which are defined in federal state standards as general cultural and professional competences. The most important task of the Federal Target Program for the Development of Education for 2016-2020 is the formation of a relevant system of assessing the quality of education and educational results. The program provides for a project-targeted implementation approach. The realization of this goal implies solving one of the priority tasks – the creation of mechanisms for assessing the quality and relevance of educational services with the participation of consumers and participation in international comparative</p>

studies.

In this regard, the purpose of this research is a comprehensive study of the criteria for assessing and monitoring the quality of knowledge and skills in mastering language competencies in the process of studying a foreign language in institutions of higher education. In the structure of competence, the following components stand out: "knowledge component" (knowledge of the academic field, ability to know and understand); "Value component" (value orientations of the individual and motivation to solve professional problems); "Activity component" (practical and operational application of knowledge to a specific situation). The graduate's competency model is an agreement between consumers (employers and students) and the university regarding the objectives and expected outcomes of mastering the language competencies. The article also raises the question of the degree of introduction of the European language standard into the Russian educational system. The possibility of using the European language portfolio as a tool for improving the quality of education and a means of developing autonomy and self-assessment of knowledge on the part of the learner is considered. The article describes the theoretical and methodological requirements for the preparation of foreign languages test tasks in accordance with the Common European Competences, as well as the methodology for creating high-quality test materials, followed by the development of technology for their certification, which will provide a reliable assessment of the educational achievements of students in vocational education institutions. The article summarizes the experience in the world and domestic science of developing and evaluating tests on foreign languages in the context of training specialists in the conditions of university education. The use of training platforms and learning portals as a series of effective tools for assessing and controlling knowledge is suggested. The advantages and disadvantages of various forms of assessment and control of knowledge are discussed. The basic set of competences is defined, the possession of which is an indicator of comprehensive knowledge of a foreign language: linguistic, professional and extra-linguistic competencies, and a classification of the main stages of knowledge control is proposed. At present, in the practice of application of test technologies in the system of vocational education, there are contradictions between the need for reliable and timely information about the quality of educational achievements of trainees and the inability to receive it because of the lack of standardized funds of evaluation tools; the need to improve the quality of tests and the methods of examination used, which do not allow an objective assessment of their quality; the objectives of the examination and the impossibility of their full implementation due to the lack of an integrated approach in applying relevant methods for assessing the quality of test materials; the need for technology for a comprehensive examination of the quality of test materials, the use of which will ensure the control by reliable and valid tests, and the lack of appropriate technology. Teaching foreign languages is an indispensable element of the educational model and one of the most important elements of training a specialist of any profile. The model of quality of the system of multilevel language training of students is developed considering the assimilation of the experience of the European language standard and the competence and personality-oriented approach, which is traditional for Russian pedagogy.

The scientific basis for an integrated approach to the development of methodological tools for the formation of funds for standardized assessment tools for monitoring and evaluating the educational achievements of students in foreign languages, the specifics of test materials for vocational education as

	<p>a pedagogical measuring tool for assessing the quality of student preparation is designed to provide a reliable assessment of knowledge in institutions of higher education. Keywords: assessment criteria, European language portfolio, language standard, objectivity of assessment, tests, linguistic competencies, professional competence, extra-linguistic competence.</p>
<p style="text-align: center;">Bhavna R Shetty GICICTEL1802356</p>	<p style="text-align: center;">Gap Analysis Of Students Experience And Expectations With Special Reference To Mba Education In India</p> <p style="text-align: center;">Dr Mrs Bhavna R Shetty Department of Management,Gokhale Education Societys JDC Bytco Institute of Management Studies and Research, Nasik and Research, Nasik, Maharashtra, India, Maharashtra, India</p> <p>Understanding students' viewpoints on teaching effectiveness within an academic system is one of the most important pre-requisite for creating a great learning organization. Teaching is a complex activity that should be measured on multiple dimensions using a combination of measuring techniques. The present study assumes that students are the best brand ambassadors of any management institute. The primary objective was to gain a deeper understanding of the relationships and the gaps between expectations of students entering MBA, their experiences at the end of first year and their teachers' perceptions. The data were collected from MBA students and teachers in Nasik city. The results suggest that though faculty perceived to have delivered their best it did not reach students in same perspective. There was significant gap between students' expectations and experiences and also between teachers' perception and students' experiences for all areas of teaching effectiveness. To reduce the gap, teachers need to be flexible in terms of incorporating students' expectations and feedback into teaching learning process</p>
 <p style="text-align: center;">Helga Misley GICICTEL1802358</p>	<p style="text-align: center;">Online or offline? Z generation students information seeking preferences about higher education institutions in Hungary</p> <p style="text-align: center;">Helga Misley Eötvös Loránd University Faculty of Education and Psychology Budapest, Hungary</p> <p style="text-align: center;">Ágnes Vámos Eötvös Loránd University Faculty of Education and Psychology Budapest, Hungary</p> <p style="text-align: center;">Abstract</p> <p>The importance of the Internet as commercial platform is by now universally recognized (Constantinides&Zinck Stagno, 2013). The proliferation and adoption of the internet has led to today's college student select online surfaces as their main communication gateway (Chapel, 2008). Using online communication channels (especially websites, social media) as part of higher education institutions' (HEIs) marketing communication activity is increasing, but little is known about its influence and effectivity on students' university choice. The aim of this research is to identify high school graduate students' information acquisition forms. Our data is based on a quantitative online survey that we conducted in the spring of 2017 among Hungarian high school graduate students (N=1124). We assumed that students' media consumption of HEIs tend to be online rather than offline. The Wilcoxon Signed-Rank Test</p>

	<p>($p < 0,05$) revealed that offline surfaces are more popular than online. Nonetheless, students expect to seek on information about HEIs rather online than traditional paper-based or personal. By further analysis the cause of the contradictory results became clear: offline surfaces mainly based on personal contacts which confirms the effectiveness of Word of Mouth Marketing (Herold, 2015) and the demand for experience-based information seeking. Furthermore, students consider the open campus days and the ‘Educatio expo’ are the most effective forms of orientation which may suggest the attitude that we are talking about a conscious generation, whose members want to actively participate in all that interests them about their future education. In order to explore further correlations between surfaces and content of HEIs communication, we created typical recruitment student groups, used cluster analysis with six cluster-forming variables indicated five selected groups (e.g. social media sites, online content, website elements). Based on the results, we provide suggestions that can be implemented into the communication strategies of HEIs.</p> <p>Keywords: university choice; higher education institution; graduate student; communication</p>
<p>Hytham Mohmmad Bany Issa GICICTEL1802361</p>	<p style="text-align: center;">Electronic Feedback: Making Involves More Than Giving Feedback</p> <p style="text-align: center;">Hytham Mohmmad Bany Issa Professional Diploma in Teaching, City University College of Ajman, PO BOX: 18484, Ajman, UAE</p> <p style="text-align: center;">Dr. Amer Al Kassem Associate professor-HTM@HRM Dep.Chair City University College of Ajman P.O. Box 18484, Ajman, UAE</p> <p style="text-align: center;">Dr. Omar Hussein Al Noursi Institute of Applied Technology</p> <p style="text-align: center;">Abstract</p> <p>Teacher’s comments are essential if not indispensable to a student revising and rewriting his/her assignment. The role of effective feedback on formative assessment has been reported to be very positive in improving the quality and the quantity of learners’ written work. However, for teacher feedback to be effective there is a need to know whether the students disregard the comments or think deeper about their writing and make revisions. Sometimes, teachers’ feedback is applied successfully and learners utilize the comments in improving their writing abilities, but students usually absorb so little of what we say at any given time.</p> <p>In this presentation, the facilitator will discuss the importance of giving efficient and effective feedback to the students on their writing abilities. The main focus of the presentation, however, is to share some of the tools used for compute-mediated (Also known as electronic) feedback. Students with special needs may benefit largely from employing such technologies in their learning as they can be provided with interactive feedback on their progress with instructions for improvement.</p> <p>Key words: Electronic Feedback, Teachers, formative assessment, interactive feedback</p>

<p>Abu Mohammed GICICTEL1802366</p>	<p style="text-align: center;">Information and Communication Technology (ICT) as a Tool for Effective Teaching And Learning of Chemistry in Dutsin-Ma Educational Zone of Katsina State, Nigeria</p> <p style="text-align: center;">Abu Mohammed Isa Kaita College of Education Dutsin-ma Katsina State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Communication and computer technology have become inextricable linked, resulting in telecommunications, transmission of information, data all kinds of learning materials. A survey was conducted in Dutsin-ma Educational Zone of katsina state to find out the level of utilization and how ICT can be employed to enhance effective teaching and learning of chemistry instruction in the Zone.</p>
<p>Sabbah Lyna GICICTEL1802367</p>	<p style="text-align: center;">Reforming Business English Teaching Practices : Perceptions, Constrictions, And Solutions The Case Of The Faculty Of Economic Sciences, Management, And Commerce</p> <p style="text-align: center;">Sabbah Lyna Department of English, Faculty of Arts and Languages, University Of Bejaia (Algeria)</p> <p style="text-align: center;">Sabbah Loubna Department of English, Faculty of Arts and Languages, University Of Bejaia (Algeria)</p> <p style="text-align: center;">Abstract</p> <p>This research work is entitled “Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions”. It is an attempt to explore the scarcities and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce, at the university of Bejaia (Algeria) since Business English is one of the major branches of ESP courses. Accordingly, this investigation concerns itself with the issue of what challenges do this particular subset of Business English teachers meet and which remedial solutions can be suggested. To tackle this problem, we have put forward the hypothesis which states that “the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations”. In order to collect data and check the correctness of our hypothesis, we have opted to the quantitative method by means of a questionnaire designed to the teachers of Business English in the three departments at the level of the faculty. The anticipated outcome of this project is to demonstrate the lack and the deficits in the contemporary process of Business English teaching at the university of Béjaia, then suggesting solutions for better future practices. This investigation can be a valuable contribution to the professional development of Business English teachers, hence, their learners’ feedback.</p> <p>Key Words: Reforming – Business English teaching - practices- perceptions- constrictions – solutions- ESP courses- teaching policies, curricula, and strategies – overcome- the lack and the deficits.</p>
<p>Sabbah Loubna GICICTEL1802368</p>	<p style="text-align: center;">Reforming Business English Teaching Practices : Perceptions, Constrictions, And Solutions The Case Of The Faculty Of Economic Sciences, Management, And</p>

	<p style="text-align: center;">Commerce</p> <p style="text-align: center;">Sabbah Lyna Department of English, Faculty of Arts and Languages, University Of Bejaia (Algeria)</p> <p style="text-align: center;">Sabbah Loubna Department of English, Faculty of Arts and Languages, University Of Bejaia (Algeria)</p> <p style="text-align: center;">Abstract</p> <p>This research work is entitled “Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions”. It is an attempt to explore the scarcities and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce, at the university of Bejaia (Algeria) since Business English is one of the major branches of ESP courses. Accordingly, this investigation concerns itself with the issue of what challenges do this particular subset of Business English teachers meet and which remedial solutions can be suggested. To tackle this problem, we have put forward the hypothesis which states that “the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations”. In order to collect data and check the correctness of our hypothesis, we have opted to the quantitative method by means of a questionnaire designed to the teachers of Business English in the three departments at the level of the faculty. The anticipated outcome of this project is to demonstrate the lack and the deficits in the contemporary process of Business English teaching at the university of Béjaia, then suggesting solutions for better future practices. This investigation can be a valuable contribution to the professional development of Business English teachers, hence, their learners’ feedback.</p> <p>Key Words:Reforming – Business English teaching - practices- perceptions-constrictions – solutions- ESP courses- teaching policies, curricula, and strategies – overcome- the lack and the deficits.</p>
<p style="text-align: center;">Yumeng Fang GICICTEL1802369</p>	<p style="text-align: center;">Using project-based learning to improve school connectedness: initial evidences from an elementary school intervention</p> <p style="text-align: center;">Yumeng Fang University of North Carolina - Chapel Hill</p> <p style="text-align: center;">Abstract</p> <p>School connectedness is defined as strong connections between students, teachers, families, and schools. Young people who experience a greater sense of connectedness with their school community feel empowered and have a sense of control over their lives. Previous research has shown that students who are connected at school recognize the value in their learning, enjoy being at school, have positive relationships with peers and teachers, and more often achieve at higher academic levels. School connectedness is also shown to be a protect factor against child and adolescent depression and to promote overall mental health well-being. However, few interventions that improve student’ school connectedness exist. This pilot study documents a new 10-week elementary school-based intervention to improve school connectedness of 4th grade students’ (n=10 intervention group, n=10 control group). Project-based learning provided the framework of the intervention. Study findings will be presented with implications for promoting school connectedness across age</p>

	<p>groups. Key words: School engagement, school connectedness, student-teacher relationships, elementary school, project-based learning</p>
<p style="text-align: center;">Hamza Navaf.V GICICTEL1802372</p>	<p style="text-align: center;">Kerala Model Of Educational Modernization</p> <p style="text-align: center;">Hamza Navaf.V Degree Sixth Semster, Darul Huda Islamic University, Chemmad, Kerala, India</p> <p style="text-align: center;">Abstract</p> <p>The Muslim community in the 21st century has been facing a number of challenges and stumbling blocks mainly since 2001 when the idea of ‘Islamophobia’ was created by united states in the name of terror hunt after 9/11 attack. The educational and intellectual backwardness of the community paved the way into the responses on emotions that led to dangerous consequences. There are multiple socio-economic and political factors for educational backwardness of Muslims but, the major problem that encompasses all others is their obsession and dependence on traditional and religious education in this context, it is a better way to submit the experience of Kerala Muslims in the field of education.</p> <p>Different apart from another state of India Muslim community of Kerala state located on the southern end of the country has undergone substantial and radical changes by modernization process through facilitating integration of religious and secular education. The historical evolution was occurred through the network of the ‘Madrasas’-Primary religious centers and higher learning centers under influential spiritual leadership educational wing of most authenticated scholarly association, Samastha Kerala Jam’iyyathul Ulama. Above one million students are getting their studies from around 10 thousand ‘Madrasas’, more than one lakh teachers are employed to do this job, an amazing practice is being implemented by private firm with so systematic method and time-bond curriculum with more focus on moral studies.</p> <p>The paper is based on an assumption that Muslims inn Kerala have overcome the attitudinal problems by reconciling the issue of tradition and modernity in education to a certain extent. It was a gradual historical development; not spontaneous or co-incidental. There are several factors involved I such a historical process. However, the concern of this paper is to look at the dominant patterns of such processes with a special focus on the successful modernization of ‘Madrassa’ education in Kerala. In this paper, a modest attempt has been made to highlight the some of the ways of educational transformation upholding the heritage with modernity not clashing with the holy tradition of religion. The paper is organized into four major segments: the first part takes stock of the educational scenario of the Muslims in India. The second part discussed educational status of Kerala Muslims and educational modernization. Te core issues are discussed in the third part which throws light o the initiatives taken by Samastha for the educational development of Muslims and the last part of the paper consists of the sociological and structural analysis on the issue.</p> <p>Keywords: Experience of kerala Muslims ,educational modernisaton,madrassa system</p>

 <p>ONUNTUEI, Essang GICICTEL1802059</p>	<p>Safety, Risk And Reliability Of Cyber Network In Oil And Gas Industry</p> <p>ONUNTUEI, Essang Greensprings School, Lekki, Lagos, Nigeria</p> <p>Abstract</p> <p>The study examined links between systems attacked and insiders' cyber exploits; early threat detection impact on prompt response; and percentage of systems attacked to cyber response duration and cyber welfare package respectively. Using a purposive sampling without replacement technique to select three hundred respondents from six oil and gas firms in Nigeria, methods of data analysis include Chi-square, Multiple Regression and Pearson Product Moment Correlation as well. Results showed ties between systems attacked and insiders' cyber exploits; early threat detection impacting prompt response; and systems attacked as function of cyber response duration and cyber welfare package respectively. Finally, recommendations were made.</p> <p>Keywords: Cyber-attack, Threat Detection, Response</p>
<p>Justin Everett GICICTEL1802075</p>	<p>Integrating Writing into the STEM Disciplines: A Multifaceted Approach</p> <p>Justin Everett, PhD University of the Sciences, Philadelphia, Pennsylvania, USA</p> <p>Abstract</p> <p>The sciences have traditionally been plagued by weak writing. This is caused, in part, by science faculty who fear that they “don’t know how to teach writing.” When they include writing in their courses, they often focus on the surface features of the text such as grammar and subject-area knowledge while neglecting to reinforce the metacognitive skills that make writing effective. Because of this, many students graduate with a fundamental inability to produce effective abstracts, literature reviews, review papers, IMRAD studies, and grant proposals.</p> <p>When science faculty do integrate writing, often they attempt to triage students through writing center tutorials, which also only address immediate surface issues. A second approach is the creation of a “writing-across-the-curriculum” program, but this method is often plagued by a focus on undergraduate essays as opposed to the rigorous scientific writing. The University of the Sciences addressed this problem through a more integrated and multifaceted approach, where a) specialized courses were created to meet the needs of the science disciplines and b) writing faculty and the writing center were integrated into science courses.</p> <p>The intervention involved collaboration between Pharmacy and Writing faculty to improved outcomes in PP460, a third-year Pharmacy course, where a “drug interaction paper” had previously achieved poor outcomes. A three-year study included cross-training between Writing and Pharmacy faculty, cross-training between Pharmacy student assistants and writing center tutors, and co-teaching by Writing and Pharmacy faculty. The study demonstrated that this multifaceted approach substantially improved metacognitive skills related to interpreting contexts for writing, understanding genres, targeting audiences, writing in a style appropriate to those audiences, and adjusting content relative to audience knowledge.</p> <p>Keywords: STEM, writing, writing center, writing across the curriculum, scientific writing</p>



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5:20:20:5 Efficiency

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USA

Abstract

Some researchers claim that the typical student's attention span is about 10 to 15 minutes, but most classes last 50 to 90 minutes. In addition, some educators argue that technology can distract students more than it can help them, which makes it harder for teachers to capture student's attention while teaching them. How a language teacher captures students' attention and efficiently utilizes the entire 50 minutes is a challenge. The goals of this presentation are to demonstrate how to make the best use of the 50 minutes and to show how technology can be applied to get students engaged.

The 50 minutes are divided into 4 phases: 5:20:20:5. The first 5 minutes aims to warm up students' background knowledge or review related materials. The first 20 minutes focuses on leading students into the core materials for that learning period. The following 20 minutes centers on assessing what students have or have not learned in the previous 20 minutes. The last 5 minutes summarizes the core materials and clarifies any questions. Within each learning period, teachers can use visual and audio applications, such as Power Point slides, Kahoot games, SMART Board and Linoit.com activities, to keep students interested and motivated and make both teaching and learning fun.

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GICICTEL1802117

Emojis in Higher Education: Visual Communication and Social Constructivist
Pedagogy

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Abstract

Emojis, characters based on manga art and Japanese Kanji characters, are seen as "a mechanism to provide contextual information and emotions" (Skiba, 2016). Considered as a further development of emoticons which have been commonly used in computer-mediated communication for over 30 years, emojis are seen as leading the way in visual communication. Today, emojis are increasingly becoming part of the lexicon many of our students recognize and use daily. The latest industry research indicates that 38% of "heavy users", sending messages with emojis several times a day, are millennials (Emogi Research Team, 2016).

While some researchers indicate that the use of emojis is helping to clarify or disambiguate messages (Riordan, 2017), others point to confusion among users due to different platforms (Google, Apple, Facebook, etc.) and cultural interpretations (Feldman, 2016). To ensure that the intended connotation of an emoji is conveyed, companies that use emojis for branding and marketing, such as Pepsi, MTV, and Burger King, rely on custom-designed emojis that customers can recognise and use to order online and promote the product. This approach is proving successful and is being widely adopted by their targeted consumers (Murray & Twomey, 2016).

To emulate the success of emojis for branding and marketing, instructional designers need to define and develop a set of emojis specifically designed to support the contemporary social constructivist pedagogy associated with online learning (Nawaz, 2012). Existing, or newly designed, emojis could be clearly tasked to enhance the teaching presence, represent typical feedback

	<p>messages, soften negative feedback (Dunlap et al, 2016), and denote, highlight and acknowledge important elements such as evidence of critical thinking when assessing written work.</p> <p>This conference presentation will cover a literature review of the recent use of emojis in business and education, and encourage the audience to reflect on the impact visual communication has on learning.</p> <p>Keywords: Emoji, eLearning, Visual Communication</p>
<p>Barbara Elizabeth Stewart GICICTEL1802124</p>	<p style="text-align: center;">Covering Democracy, Media, and Monks: Teaching Journalism in Bhutan</p> <p style="text-align: center;">Barbara Elizabeth Stewart Instructor, Department of Writing Studies American University of Sharjah</p> <p style="text-align: center;">Abstract</p> <p>Four years ago, I taught news writing at the first media studies program in Bhutan, the tiny Himalayan country famed for Gross National Happiness. It is also surely the only country where the king pushed democracy on a reluctant populace rather than the other way around. With democracy, instituted in 2008, came another innovation – an outspoken free press.</p> <p>There were 40 adventurous students in the program at Sherubtse College (“Wisdom”) College of the Royal University of Bhutan. We three teachers had to grapple with some basic pedagogical questions: how to teach news writing to young people raised in villages who had never read a newspaper? How to get shy teenagers to question in interviews? How to persuade students who revered their king and honored their leaders, to question authority, to view government doings with a bit of skepticism, and to write objectively? And with Sherubtse situated in a village in rural East Bhutan, what in heaven’s name could they report and write on?</p> <p>But the students were bright and curious – Sherubtse had Bhutan’s cream – their English was fluent and their enthusiasm about democracy, including a free, impartial press, was lively. We taught interviewing skills and sent them out with notebooks and small video cameras to dig into the local villages. They interviewed the elderly working their farms alone, while their children sought jobs in the distant city. They spoke to families damaged by alcoholism and craftspeople whose arts had been passed down for generations. They talked to the little boy monks whose parents had been too poor to feed them. When political candidates toured, they had a private interview session. Together, that first class of journalism students compiled an online news site, with stories of the people, lore, problems and events of East Bhutan. Now, four years later, a handful of students are working in news, and the journalism program is thriving.</p> <p>Keywords: Bhutan; journalism; media studies; Sherubtse College</p>
<p>Sylvia Natukunda GICICTEL1802126</p>	<p style="text-align: center;">Do School Management Committee influence pupils’ academic achievement in Universal Primary Schools? A case of Iganga District, Uganda.</p> <p style="text-align: center;">Sylvia Natukunda Lecturer, Uganda Technology and Management University (UTAMU)</p> <p style="text-align: center;">Abstract</p> <p>The study examined the relationship between the roles of School Management Committees (SMC) and learners’ academic achievement in UPE schools in Iganga District. The study analysed how motivation of teachers and monitoring of Schools by the School Management Committees affect pupils’ academic achievement in UPE schools. A descriptive survey design was</p>

	<p>adopted using both qualitative and quantitative methods. The study employed self-administered questions, interview guides and Focused Group Discussion guide to collect data. Data was analyzed and presented using frequencies, percentages and inferential statistics like correlation coefficient and regression analysis. The findings of the study revealed a positive significant relationship between motivation of teachers by the SMCs and learners' academic achievement ($r=0.344$, $sig=0.002$), a significant positive relationship between monitoring and learners' academic achievement ($r=0.501$, $sig=0.002$), and a significant positive relationship between accountability and learners' academic achievement ($r=0.341$, $sig=0.002$). The study concluded that when the Management undertakes its roles, the learners' academic achievement is enhanced. The study recommends that the District Education Department in conjunction with schools need to organize seminars, workshops and refresher training for the Management committees and other stakeholders to enhance capacity so as effectively play their roles in UPE schools in Iganga District. Keywords: Academic achievement, School Management Committees, Universal Primary Education, Teaching, Learning</p>
 <p style="text-align: center;">Gerard Alford GICICTEL1802129</p>	<p style="text-align: center;">Formative Assessment And Higher-Order Thinking Methodologies - A Practical And Applied Perspective</p> <p style="text-align: center;">Gerard Alford ITC Publications, ITC Publications, Brisbane, Australia</p> <p style="text-align: center;">Abstract</p> <p>Black and Wiliam (1998) is frequently cited that formative assessment 'conclusively' improves student outcomes. Their research was largely instrumental in shifting the discussion from 'Does it work?' to making it happen. Ruiz-Primo and Furtak (2006) cites that students perform significantly higher when teachers engaged in assessment discussions. Torrance and Pryor (2013) research in UK primary schools, considered how an action research approach to the professional development of teachers in developing formative assessment tasks impacts on classroom assessment practices. The objective of this presentation is to share and appraise the quality of several summative assessment tasks from a range of Year 3-12 Australian schools in both independent and government schools, and to describe the effect of targeted professional development programs in this area. In particular, the effect of professional development in the explicit wording of assessment tasks (both formative and summative), supporting all tasks with targeted cognitive and cooperative tools which forms key junctures for feedback and supporting students with writing methodologies.</p>
<p style="text-align: center;">Eleni Andreou GICICTEL1802157</p>	<p style="text-align: center;">Peer victimization among Greek secondary school students: Risk and protective factors</p> <p style="text-align: center;">Eleni Andreou Department of Primary Education, University of Thessaly, Volos, Greece</p> <p style="text-align: center;">Abstract</p> <p>The main aim of the study is to identify differences between victimized and not involved in school bullying children with regard to coping strategies and school belongingness. 821 students (414 boys and 407 girls), aged 12 to 14, from 9 public secondary schools in central Greece participated in the study. 8.9% of the children reported that are being seriously victimized, 23.6%</p>

	<p>moderately and 67.8% never involved in bully/victim incidents. Results showed that older age children tended to use approach strategies less than younger children. However, on the whole, students tended to report avoidance more often than approach strategies. Statistically significant gender differences were found only in the case of “approach strategies”. Regarding school belongingness the “not involved” group scored significantly higher than the bullied students. School belongingness was also found to play a more important role in protecting students from being bullied than the coping strategies they use. Results are discussed in terms of their implications for designing anti-bullying intervention programmes based on teaching children to relate to others in a prosocial and cooperative manner.</p> <p>Keywords: coping, peer victimization, school belongingness, secondary school</p>
<div style="text-align: center;">  <p>Gamze Korbek GICICTEL1802191</p> </div>	<p style="text-align: center;">A Contrastive Study of Content and Language Integrated Learning Among A Non-European and Three European Countries</p> <p style="text-align: center;">Gamze Korbek Faculty Of Education,Universidad de Burgos & Universita Degli Studi di Palermo,Spain, Burgos</p> <p style="text-align: center;">Janet Wolf Universidad de Burgos & Università Degli Studi di Palermo</p> <p style="text-align: center;">Abstract</p> <p>Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood, Marsh, 2010, p. 1). CLIL serves perfectly for the European aim of being ‘plurilingual’ to create a common future by mutual understanding with the European citizens, who are able to speak at least two European languages capable enough to communicate and switch between languages, in addition to their mother tongue. This paper represents a comparative study of the differences in implementing CLIL methodology at the various national levels among three European and one non-European countries, namely Italy, Spain, Czech Republic and Turkey. Not only it tends to reveal the diversity of approaches towards CLIL as a popular method to teach and learn the content through a second language, but also it offers an insight into the legislation policies of those countries and their interest to promote CLIL as a national tool in supporting language learning to become a multicultural society. The aim of the study is to bring answers to the following questions (1) Is CLIL used at all levels of education? (2) Is it compulsory or voluntary to implement CLIL at schools? (3) Are these schools private or public?; and last but not least (4) If the schools themselves can decide to implement CLIL or if they need an approval from a higher authority? All four countries record an increase of popularity of CLIL methodology in teaching and learning foreign languages, however as this paper demonstrates, levels and forms of implementation differ. The question for further investigation poses itself and sounds, “Is it a consequence of legislative support?”.</p> <p>Keywords: CLIL, diversity, legislative policy, multiculturalism, plurilinguism</p>
<p style="text-align: center;">Dr Florence A. Undiyaundeye GICICTEL1802203</p>	<p style="text-align: center;">Counselling for mitigating the psycho-social trauma of flood disaster victims</p> <p style="text-align: center;">Dr Florence A. Undiyaundeye Department Of Guidance & Counselling, University Of Calabar, Nigeria, Nigeria</p>

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Abstract

Psycho-social trauma comes about when a traumatic event overloads an individual's capacity to cope with his or her usual emotional state. Psycho-social trauma cannot be predicted based on the events that precede them. Flood is an environmental hazard that occurs naturally and relatively sudden as a result of climate change. It happens in a devastating way and kills people in thousands. Its consequences are particularly damaging in terms of properties and other economic/income generation structures. The focus of this work is on the psychosocial wellbeing of the victims. There is an assumption that women are more likely to suffer disproportionately in most disasters more especially flood, there is hence they are more vulnerable due to minimal access to source of emergency. The core concept here is to prevent stress disorder in the victims of flood and provide coping interventions for traumatized people from the aftermath of major flood disaster leading to displacement from homes and work place. Most flood victims make more emotional investment and are more likely to experience more post-traumatic stress disorder associated with flood and consequently become more devastated emotionally and psycho-socially as it happens. The authors hold a strong view that if psycho-social therapy is applied to victims irrespective of status, it will remove ugly memories of the trauma, extinguish the fears associated with the stressful events especially as it pertains to re-location and loss of victims property. The conclusion implies an integrative approach involving experts from diverse field of human endeavours particularly counselors who are expected to mitigate victims' state of depression, anxiety and other flood inducing.

Keywords: Counselling, Psycho-Social Trauma, Flood Disaster, Victims.

Processess Of Children's Learning And Speech Development In Early Years

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Abstract

Language is important to young children's development. It is a crucial key to learning for communication and building relationship with others as well as enhancing language acquisition in children which is top priority. It is not only the sole responsibility of those working with children to provide support for language development and sustenance of the child but a joint partnership with parents, caregiver, families and policymakers. Many parents begin communication with their unborn child in antenatal stage to cue their baby into their voices and the world around them. At early childhood stages babies cry to attract attention and communicate with adults to get what is their need. This cut across "I'm wet" "I'm hungry" "I'm in pains" "come and play with me. Adults respond by meeting these needs and by talking to the babies. From when children are born they are introduced to the language of their parents and other adults that interact with them. They reciprocate through making eye contact by sounds, gestures and gurgling. This led the children through taking part in conversations and become communicators. The development of language is a strong bridge for a child's brain and cognitive development. Having a large vocabulary increases creativity and helps the individual to come up with new ideas. The development of language cannot be

viewed in isolation but hugely important to as overall development during the first years of his or her life.

Keywords: children, Language, Learning, speech development and early years.

Management strategies for children with special needs in early years

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Abstract

All parents want what is best for their children but not every knows how to help children avoid the biggest issues in special children's behavior problems. Ignorance on the knowledge of handling special need children's needs can affect these children for the rest of their lives. Teaching children with special needs present teachers with some distinctive challenges. Children with special needs are no longer isolated in special education classrooms. Kids with special needs strive in the presence of their pairs. There are so many lessons that children with special needs can form from other kids and so many friendships to be formed. Children with disorder and other learning disabilities perform better if a classroom is setup to accommodate their special needs. Teacher's class target is to be creative and also innovative when classroom activities are involved. Managing an inclusive classroom is easier if some personalized teaching strategies for the special needs pupils are carried out. They need exiting activities and energizing projects that offer a creative curriculum within the framework of the regular classroom programme. Teachers in a special need classroom need to modify lessons to meet the needs of every pupil in the classroom based on their abilities and carrying capacities.

Keywords: Management, Strategies, Children, Special Needs and Early years.



YRSICRST1802051

Influence of Gamification on Khan Academy in Brazilian High School

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Abstract

This article approaches current pedagogical practices in the national guidelines, related to the use of information and communication technologies. The e-learning system of Khan Academy served as technological support for

	<p>gamification actions. Preliminary results showed that the role of teachers in motivating students to perform extra-classroom activities in the pursuit of knowledge remains crucial, even with the use of online tools.</p>
 <p>Meenalochana Inguva GICICTEL1802283</p>	<p>Tracing General Education Principles in General Foundation Program: A case study in Oman.</p> <p>Meenalochana Inguva Centre for Preparatory Studies, The Sultan Qaboos University, Muscat, Sultanate Of Oman</p> <p>Abstract</p> <p>The main aim of this presentation is to discuss to what extent foundation courses in Oman impart principles and standards of General Education intended for empowering our students and developing them as responsible citizens. The specific aim is to assess the usefulness of General Education methods in students' higher education years at the university. Using an archival method, a research project was carried out in the General Foundation Program offered in the Centre for Preparatory Studies, the Sultan Qaboos University, Oman. The study critically examined the course materials and current practices besides examining other factors such as facilities, teaching methodology, courses as well as the presence and implementation of general education principles in some selected courses in language skills, basic mathematics, information technology and study skills.</p> <p>The Centre offers English language course in six levels. Levels 1 to 4 are meant for language proficiency and levels 5 and 6 are related to students' chosen majors. The study first examined the effects of General Education on enhancing students' language proficiency and then analysed the utility of General Education in higher education courses.</p> <p>The findings revealed the positive impact of General Education principles and practices on student progress. The findings also revealed the limitations of General Education methods in helping students cope with their study in their college majors as the medium of instruction is English in all college subjects. The paper ends with a note on a step forward in further developing the students with foundational skills to make them responsible citizens.</p>
 <p>Professor Bob Adamson GICICTEL1802304</p>	<p>Language-in-education policies and sociolinguistic domains in the context of minority groups in China</p> <p>Professor Bob Adamson UNESCO Chair in TVET & Lifelong Learning The Education University of Hong Kong</p> <p>Abstract</p> <p>In mainland China, most ethnic minority students today face the challenge of learning three languages in schools, namely, their home language (L1), Mandarin Chinese (L2) and a foreign language, usually English (L3). This paper reports the findings of a major national research project using mainly qualitative field-based studies that identified four major models of trilingual education adopted by minority schools and the contextual factors leading to the models in various minority regions in China.</p> <p>The presentation begins with an historical overview of state policies relevant to language provision for minority groups in China. It then moves to a discussion of the outcomes and models of trilingual education that were uncovered by the project. The paper argues that language policymaking for ethnic minorities should be informed by research into different sociolinguistic</p>

	<p>domains, including families, schools, regions and the state, leading to the deployment of practical models that are effective in meeting the cognitive and affective needs of students from ethnic minority backgrounds. Keywords: language policy; sociolinguistics; ethnic minorities</p>
<p style="text-align: center;">Jeanne Lam GICICTEL1802334</p>	<p style="text-align: center;">The Pedagogy-Driven, Learner-Centred, Objective-Oriented and Technology-Enabled (PLOT) Online Learning Model</p> <p style="text-align: center;">Jeanne Lam School of Professional And Continuing Education, The University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>Online learning changes the ways of learning. Learning has been shifted from traditional face-to-face teacher-student knowledge transfer to online learning with diversified learning pattern. To understand the learning experiences of online learning, a qualitative study with in-depth interview was conducted. The data was analysed by developing the thematic maps for thematic analysis. The final four themes categorized were pedagogy, learning, objective and technology. With the identified themes, the learning experiences of online learning were explored. An important finding was that the role of technology became more important and the role of teacher became less prominent. With the advanced technology which enabled diversified learning in the online environment, it was inevitable that some roles of teaching have been shifted from the teacher to the system. However, the role of technology cannot be truly reflected in the current online learning models. In this paper, the importance of pedagogical-driven element is again proven. Furthermore, the element of technical-enabled is found as essential in contemporary online learning. As a result, a new online learning model, Pedagogy-driven, Learner-Centred, Objective-Oriented, Technology-Enabled (PLOT) model, was proposed, as a model for contemporary online learning. Keywords: online learning, PLOT model, online learning model</p>
<p style="text-align: center;">Dr Nouri Alwattar GICICTEL1802353</p>	<p style="text-align: center;">The Degree of Including Reading Comprehension (literal Inferential, Evaluative, and Inventive) by Arabic language Students at Daily Lessons Plans</p> <p style="text-align: center;">Dr Nouri Alwattar Kuwait University, Kuwait</p> <p style="text-align: center;">Abstract</p> <p>This study aims to know the level of reading comprehension that used by the students teachers of Arabic language at the University of Kuwait . The study dressed the flowing Question to answer :</p> <p>Is the degree of the levels of Reading Comprehension that the teachers usually use? What :First</p> <p>of reading : What is the degree of using the Second comprehension activities in the deferent of levels of reading comprehension?</p> <p>The researcher design the study tool to analyze the listen plan that the teacher usually made for teaching. The number of listen plan that had been analyzed is (200) ones. The results of this study refer that the degree that the teachers used the reading comprehension levels as the following: The literal level is (42.6%), the inferential level is, (24,6%), the evaluative level is (21,8%), and the inventive is level was (11,4%). The study recommended, the Ministry of education should take care for this sort of education and provide the teacher book guide with these activities .</p>

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