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KEYNOTE SPEAKER



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Syllabus for Literary Courses: A Program-Based Design

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Abstract

Professors in English Literature, as a major, are seldom following principles in language teaching, rarely adopting and adapting them to the courses they lecture, although certainly they can be useful when it comes to how to teach and test literature. The excuses our colleagues teaching in English Literature offer are as follows: The nature of the two fields are different; one treats of pure theoretical foundations, yet the other is linked to innumerable cultural possibilities, which are too burdensome to be brought under any particular rubric. In English Teaching, courses are usually teacher-oriented and text-based, yet English Literature usually lends itself to be managed by a self-study with different approaches in literary criticism that are not restricted to text-based, historical, or author-intended methods, rather subject to reader-response-orientated meanings. Nevertheless, the task of a literature teacher is to conduct various updated theories in his/her methodology in order to be more effective as far as he/she is concerned. What is going to be presented here is how one can and should utilize various TEFL approaches in terms of syllabus design to undertake our literary pedagogy better.

In this paper, the researcher will provide some diverse theories of curriculum development and syllabus design along with their differences. They will be, then, applied and fitted to English Literature courses predicated on the researcher's experience and some scholars' research results, mostly in the teaching context of Iran. Some new aspects which are pertinent to the quality of literature classes will be added. The findings confirm that in spite of the difference between syllabus and curriculum in definitions in the theoretical scope, in literature they are interwoven, not simply in the hierarchical form but in presentation. That is, in order to motivate better, to instruct more efficiently, and to gain the intended effect sooner, what, how, when, and to what extent one should pose in his/her classes have to directly be coupled with a center's program, which here could be the department.

Keywords: literary pedagogy, teaching, syllabus design, curriculum development



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Psychological Impact of Menopause: Factors and coping Style

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Menopause is a natural phenomenon, which refers to the time in a woman's life when her menstrual period stopped making the end of her ability to conceive. Physical and psychological changes are commonly associated with menopause. There are several factors, which contribute to the coping mechanisms in relation to psychological distress experienced by women during this phase of life. The aim of this study is to determine the psychological impact of menopausal period on Bahraini women's, the coping mechanisms used during this period and the factors contributed. The study is a qualitative descriptive and includes a convenience sample of 12 menopausal women from Bahraini community. Some variables like marital status, educational level, occupation, beliefs, and cultural background are considered to explore factors which may affect the coping mechanisms during menopause. Data collected through face-to-face semi-structural interviews. Result shows that women who are married and supported by their family report few or no complains and cope rapidly with the changes. Those who face difficulties found to be divorce or widow. Educated and working women report anxiety with the onset of

	<p>menopause as it is associated with retirement and sudden changes, and they try to adjust by involve themselves in social activities. Whereas illiterates and housewife report less anxiety and are totally involved in housekeeping. Generally 41.7% perceive menopause as a positive experience and 58.3% perceive it as a negative experience. Those who have positive views describe it as the normal stage or the beginning of the pure and cleanliness. The negative views of others were described as the loss of femininity and fertility, the age of diseases and senility, or the terminal stage of the human life . Finally it was found that natural menopause didn't cause psychological problems, but it's affected by several factors that can interfere with women's' perception and coping. The results of this study are assumed to help in the planning of educational program to develop community awareness in this area.</p>
<p>Harshita B. Agarwal GICICTEL1711055</p>	<p style="text-align: center;">E-Education</p> <p style="text-align: center;">Harshita B. Agarwal Under-Graduate Student (B.Com Major) Pandit Deendayal Petroleum University, Gandhinagar Gujarat India</p> <p style="text-align: center;">Abstract</p> <p>E-Education means E-learning which is electronic learning. E-Education takes place in formal electronic classrooms for learning or training students. It can be used for mandatory learning purpose or for full time. Earlier it was considered as a bad press because many people thought it is not a good mode of teaching and according to them human element should only be considered for teaching purpose. But as the time has passed by and with the development in technology, and now we embrace smartphones and tablets in our daily life, so we can show the perks of online education to the world. Some of the perks are that it's cost effective and learning can be done 24*7 and at anywhere, and one just need a computer and good internet connection. And with more than 370 million internet users, E-Education have been embraced in all over the world. And now instead of worrying that it might be bad mode of education compare to the traditional one, it shall focus on how to provide quality education to people all over the world.</p> <p>Key words: E-Education, E-learning, technology perks.</p>
<p>Harshita B. Agarwal GICICTEL1711057</p>	<p style="text-align: center;">Attractive Techniques and Technology in Creative Design of Additional Reading Book for Students in Elementary School</p> <p style="text-align: center;">Suchapa N Department of Printing and Packaging Technology, King Mongkut's University of Technology Thonburi, Bangkok 10140, Thailand</p> <p style="text-align: center;">Kritwarun P Department of Printing and Packaging Technology, King Mongkut's University of Technology Thonburi, Bangkok 10140, Thailand</p> <p style="text-align: center;">Phichit K Department of Printing and Packaging Technology, King Mongkut's University of Technology Thonburi, Bangkok 10140, Thailand</p> <p style="text-align: center;">Abstract</p> <p>The additional reading books entitled "Let know Vehicles" was designed in sized of 30 x 26 cm with 14 pages of 6 topics; vehicle evolution, car, bicycle, boat, train and airplane. A few books prepared by handmade were consisted of animation effect of lenticular images, dimension of pop-up models and die-cut windows. There were 3 lenticular images of car, bicycle and airplane, 5 pop-up models for car, bicycle, ship, boat, and passport book, and die-cut windows on the car picture. The applied technology in this book was the voice sound module of each vehicle</p>

	<p>activated by pushing button switch. The qualities of book content and design were assessed by 3 specialists in content and 3 experts in design using 5-rating scale. The satisfaction of target groups on the book was evaluated by the random samples of 10 teachers and 30 fourth-sixth grade students from an elementary school in Bangkok, Thailand. The effectiveness of learning outcome and reading behavior for the created book and the ordinary book was compared between 2 sample groups with 10 fifth-grade students in each group. The results of quality evaluation showed that the average scales of content and design were 4.56 and 4.67, respectively, meaning that the book was excellent. It was also very satisfied by 10 teachers and 30 students with the average scales of 4.68 and 4.27, respectively. The content in this creative book was more interesting and understanding than that in the ordinary book because the first group attended in reading this creative book with a longer duration and got 20% higher score in post-test than did the second group who read the ordinary book. Therefore, the additional reading book with creative design of attractive techniques and technology could be applied for young students in elementary schools.</p> <p>Keywords: Additional reading book, creative design, elementary school, students</p>
 <p>Kian Pishkar GICICTEL1711059</p>	<p>The Effect of Teaching Modern English Drama on the ELL Students' Fluency and Accuracy of Speaking, a Task Based Approach</p> <p>Kian Pishkar Islamic Azad University Jieroft Branch Department of English, Faculty of Linguistics, Islamic Aaza University jieroft Branch, Jieroft City, I.R. Iran</p> <p>Ahmad Moinzadeh Islamic Azad University Jieroft Branch Department of English, Faculty of Linguistics, Islamic Aaza University jieroft Branch, Jieroft City, I.R. Iran</p> <p>Azizallah Dabaghi Islamic Azad University Jieroft Branch Department of English, Faculty of Linguistics, Islamic Aaza University jieroft Branch, Jieroft City, I.R. Iran</p> <p>Abstract</p> <p>Speaking a language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than grammatical comprehension and vocabulary memorization (Chastain, 1988). In teaching-learning processes, drama method may have some positive effects on ELL students' speaking fluency and accuracy. This study attempts to probe one of the main concerns of language learners, that is, how to improve their speaking components, e.g. oral fluency and accuracy. To attain this aim, the researchers investigated the effect of two selected texts from modern English dramas on students' speaking fluency and accuracy. They distinguished fluent from non-fluent and accurate from no accurate learners. Therefore, the current study was designed as a true experimental research and the data were gathered from 60 EFL students of English language and literature at Hormozgan University in Iran. The data were the recorded speaking transcripts which were analyzed to show the probable progresses after four-time (10 weeks) treatment. The factors to be considered in present study were the numbers of filled and unfilled pauses in each narration, the total number of words per minute, mean length of utterance, and number of stressed words. The results were compared and their temporal and linguistic measures were correlated with their fluency scores. They revealed that the speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores, and thus, students' speaking fluency increased, whereas the students' speaking accuracy decreased in some areas of speaking abilities</p>

	<p>and oral communications. Keywords: Modern English Drama, Fluency, Accuracy, Speaking</p>
 <p>Muhammad Kamran GICICTEL1711062</p>	<p>Teaching of Pakistani Literature in the age of digital technology and globalization</p> <p>Muhammad Kamran Affiliation: Urdu University of the Punjab , Lahore,Pakistan</p> <p>Abstract</p> <p>In the present era, the teaching of Urdu language and literature and its progression lies in its synchronicity with digital technologies. This is the fact far away from doubt that in 21 st century, only the language that will be maintained with the contemporary requirements of the age will remain aligned to the roads of success. In this sense, the doors of success and prosperity will be opened for the languages that will be compatible with the modern techniques of the teaching and learning. Following the very dimension, Pakistani national language, Urdu has started exploring the possibilities of teaching with the modern digital technologies in many Universities. In my research paper, I will discuss the modern trends of teaching of Pakistani language and literature as well as the contemporary social, political and cultural situation of the Pakistani society in the 21st century.</p>
 <p>Dr Aribamikan Collins Gboyega GICICTEL1711063</p>	<p>Utilization of Information and Communication Technology by Sports Administrators in Nigeria for Effective Job Performance</p> <p>Aribamikan Department of Physical and Health Education School of Sciences College of Education P. M. B. 250, Ikere Ekiti Ekiti State, Nigeria</p> <p>Collins Gboyega (PhD) Department of Physical and Health Education School of Sciences College of Education P. M. B. 250, Ikere Ekiti Ekiti State, Nigeria</p> <p>Obiyemi, Oluwole Olatunbosun (Prof) Department of Physical and Health Education School of Sciences College of Education P. M. B. 250, Ikere Ekiti Ekiti State, Nigeria</p> <p>Dominic, Olufunmilayo Leah (PhD) Department of Human Kinetics Education, Faculty of Education University of Ilorin Kwara State, Nigeria</p> <p>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 1144 staff of the National Sports Commission, Nigeria. A sample of 780 respondents were selected using multi stage sampling technique. A structured questionnaire developed and validated by the researchers was 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 relationship between availability and utilization of ICT. Also, sports administrators have knowledge of ICT. However, it was found that there was no significant relationship between ICT skills acquisition and utilization of ICT by sports administrators in the National Sports Commission (NSC). Based on the findings of this study, it was recommended that personnel of the NSC should be assisted to acquire knowledge and skills of ICT for effective job performance. Also, NSC should adopt the use of ICT in their</p>

	<p>operations, by ensuring all offices are equipped with the latest ICT resources. Keywords: Availability, Utilization, Knowledge, Skills acquisition and ICT</p>
 <p>Suleiman Yusuf Aliyu GICICTEL1711064</p>	<p style="text-align: center;">Challenges of providing basic education to the internally Displaced children</p> <p style="text-align: center;">Suleiman yusuf aliyu Department of social studies, federal college of education yola, adamawa state, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This paper titled: Challenges of providing Basic Education to Internally Displaced Children is focused on the challenges of providing Basic Education to Internally Displaced children around the world. The paper discusses the concept of Internally Displaced persons IDPs, Internally Displaced Children IDC, The concept of Basic Education, providing Basic Education to the Internally Displaced Children, challenges of providing Basic Education to Internally Displaced children. The paper also recommends ways of coping with the various challenges affecting the provision of Basic Education to the Internally Displaced Children. Key words: Internally Displaced Children, Internally Displaced persons, Basic Education</p>
 <p>Nurul Nazira Bt Hamzah GICICTEL1711066</p>	<p style="text-align: center;">A case study of using communicative language games adapted from famous game shows in developing participation in speaking skills.</p> <p style="text-align: center;">Nurul Nazira Bt Hamzah Universiti Malaysia Sabah, Malaysia</p> <p style="text-align: center;">Associate Professor Dr Hamzah Md Omar Universiti Malaysia Sabah, Malaysia</p> <p style="text-align: center;">Professor Dr Abdul Rashid Mohamed Universiti Sains Malaysia, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>This study aims to understand how games taken from famous variety game shows influence oral English learning in terms of participation and motivation through a context-aware learning environment. Game helps students to engage in learning activities based on motivation theory, involving various educational strategies, including game-based learning, collaborative learning, and context-aware learning. A qualitative research using case study method was adopted. A group of 30 students participated in the game learning activities.</p> <p>The games consisted of four type of games, each has its own set of activities; namely Quick Quiz, Mind your Head, Time's Over and Spontaneous Story Telling. Before the game activities, a pre-test questionnaire and survey questionnaire were administered. During the game activities, observations were carried out by researcher and were continued with interviews. The evaluation results of the learning participation and learning motivation demonstrated that incorporating games into the English learning process could achieve better oral English learning outcomes.</p> <p>The study showed that the interest in learning English had change after the implementation of the series of language games; respondents who initially find it troublesome with certain problems especially on grammar usage in speaking had confidently use the language.</p>
<p>Mariam Khachatryan GICICTEL1711067</p>	<p style="text-align: center;">Unethical purchase of academic papers in public universities of Armenia</p> <p style="text-align: center;">Mariam Khachatryan</p>

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Abstract

Academic dishonesty is known to be a widespread phenomenon in higher education institutions. A type of academic dishonesty, unethical purchase of academic papers among students of public universities of Armenia, is a topic of discussion in the country. However, no empirical study has been conducted on the type of academic dishonesty. This study is aimed at contributing to filling this gap and exploring current trends in unethical purchase of academic papers among students and the kind of measures taken to regulate academic integrity in public universities of Armenia. Faculty members and experts from governmental and non-governmental organizations, as well as employees of specialized centers that sell academic papers were interviewed to get insight into current academic integrity policies and reasons that drive students to unethically purchase papers. Based on the interview results, a survey was administered to 623 students from different fields of study in 12 public universities of Armenia to confirm findings of the interview and reveal current trends in the purchase of papers by students. As findings suggest, there is no government regulation concerning academic integrity and such problems mainly receive university-level solutions. Most universities do not have written policies on academic integrity despite the fact that it is required by newly operating accreditation standards. Nevertheless, interviewed faculty members and administrative staff of the universities have negative attitude towards the phenomenon. Based on the study results, a number of reasons, such as laziness, desire to get high grades and scholarship, lack of academic writing skills, lack of literature and laziness may be essential factors in driving students to obtain papers written by others.

Keywords: academic integrity, plagiarism, academic papers, unethical purchase, Armenian universities



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Policy strategies and implementations as factors for the failure of nomadic education program in Nigeria

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Abstract

Despite their contributions, however, the nomads and pastoral Fulani in particular are among the most neglected of Nigeria's ethnic groups. Untouched by modernity and controlling little of their economic and political destinies. The pastoral Fulani wander ceaselessly with their animals in treacherous weather conditions especially in the tropical rain, heat, and extreme cool. Often these migrant Fulani come across life-threatening obstacles such as droughts, diseases, enemies, and cattle thieves. Concerned about the plight of the pastoral Fulani, the Nigerian governments has ventured into a policy of educating and improving the well-being of the nomads and more particularly that of their children. The government of Nigeria believes that learning is the primary means of upgrading the socioeconomic condition of the nomads. However, the policies are based on a development model and assumptions. The successes or failures of this model and these assumptions are debatable. This is because the nomadic educational program is constrained by sectarian and cultural issues in addition to poor policy formulation and implementation. The nomadic education is, therefore, yet to lift the literacy and standard of living of the Fulani. On the strength of this the study attempts to preview the historical evolution and policy strategies as well as implementations of the program in order to discuss some of the major reasons why the program failed to achieve the desire objectives of educating the Nigerian nomads.

Key words: Policy, Strategies, Implementations, Nomadic Fulani, Education, Nigeria and Government



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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

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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 a 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 were 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.

	<p>Keywords: language learning strategies, pragmatic competence, communicative competence</p>
<p style="text-align: center;">Fawaz Alanezi GICICTEL1711071</p>	<p style="text-align: center;">Feminist Theories and Women's Empowerment in the Middle East</p> <p style="text-align: center;">Fawaz Alanezi Department of Sociology, Kuwait University, Kuwait</p> <p style="text-align: center;">Abstract</p> <p>This study deals with an important topic regards the feminism theories and women's empowerment in the middle east, where the issues and the various roles of women in societies of different international, and regional local levels, occupy great attention among researchers and scholars, in order to identify the status of women in Arab Societies through identifying the woman status through the ages and in the old provisions, and then stand on the development of the feminist movement and its renaissance, and the issues of women's liberation. As well as, to identify the role of socialization in establishing the gender differences in terms of roles and relationships between males and females. And to identify the obstacles to cultural and social empowerment of women in Arab Societies, of which the most prominent are: high illiteracy, control of inherited customs and traditions, and legal discrimination. Then to put the mechanisms that enable Arab Societies to face up these cultural and social challenges, such as education, preparation of vocational and technical training, and the development of women's awareness of self- contained and self- confidence. The study also focused on modifying and development of social gender concepts, to empower women socially, economically, politically, promotion of gender equality between men and women, and improves the social and educational policies to enable women to play an active role in economic and political decision – making, and in various aspects of development process. With a focus on the economic dimension, that includes some of the shortcomings that prevent women's economic empowerment, and how to provide opportunities for economic empowerment of women in development issues. In addition, the study also shows the role of non-governmental organizations in the promotion of women's roles and their active participation in the development process. Finally, the study addresses the phenomenon of globalization and the consequent negative results on the unity of the social fabric and its stability and cohesion, and what challenges it presents in front of the Arab Society based on dissolving religious differences, break down social barriers, and what dangers it reflects on the ideological and moral constants in Arab Societies.</p>
<div style="text-align: center;">  <p>Professor Pushplata Tripathi GICICTEL1711072</p> </div>	<p style="text-align: center;">Target Centric Skill Development Education for Marginalized Women in Developing Countries -A Distance Education Model.</p> <p style="text-align: center;">Professor Pushplata Tripathi Pro Vice Chancellor, GGSIP University, Dwarika New Delhi-, INDIA</p> <p style="text-align: center;">Abstract</p> <p>In developing countries a sizable number of women have not been gainfully employed and hence do not make the significant contribution to the development of the country. In India alone more than 150 million women of working age are confined to the household, deprived of gainful employment, deprived of a livelihood and dignity. This paper presents an educational and training model for the holistic development which affirms the essential linkages between education, social justice and economic inclusion and empowerment. It is with this recognition that on hand training coupled with the distance education mode of learning, it is aimed an inclusive pro active-development amongst women from some of the country's poorest areas. This will lead to an overall improvement in their level of confidence which is pre requisite for the women empowerment</p>

	<p>that addresses concerns of gender equity by fostering skill-building with dignity. Women’s effective and gainful participation in the workforce is recognized not only as a precondition to holistic community development, but a fundamental indicator of how a nation treats crucial half of its population – its women. Vocational training and skill-building remains critical for both, women’s economic self-sufficiency and their quest of dignity and empowerment.</p> <p>It is proposed to provide vocational training and skill-development opportunities to women from marginalized communities, by a judicious combination of on hand training and course material designed and developed by the experts. This will help them to secure marketing networks which will provide sustained income generation. The local Technical Institutions (ITI) will be designated as study centre where on hand training will be provided by the trained staff during weekends and holidays. The study material designed and developed by State Open Universities will be given to women by counselors who will be drawn from neighboring academic institutions. Local governing bodies like Panchayats will be roped in for identifying and facilitating the target group.</p>
 <p style="text-align: center;">Satish Bidaisee GICICTEL1711073</p>	<p style="text-align: center;">Females Education and Career Choice of Veterinary Medicine: Emergence of Life Stages Theory</p> <p style="text-align: center;">Satish Bidaisee Department of Public Health and Preventive Medicine, St. George’s University, Grenada, West Indies</p> <p style="text-align: center;">Abstract:</p> <p>Veterinary medicine has undergone a gender shift from being male-oriented to predominantly female. Currently, 75% of veterinary students are females which also reflect the applicant pool and will serve to inform the gender distribution of the profession. The gender transition in veterinary medicine has been described as a rapid feminization and is considered the most feminized of the comparable health professions. This manuscript examines the choice of females for their education and career in veterinary medicine. A life history interview of six female veterinary students was conducted to understand their experiences which resulted in the choice of veterinary medical education. Students were chosen from St. George’s University, School of Veterinary Medicine in Grenada across different terms and years of training. The theoretical framework that served as the base for this thesis is grounded theory. From data collected, themes such as early interests and positive impressions of veterinarians and veterinary medicine from knowledge and experience were identified. Academic, personal and financial barriers and opportunities for gaining admission were also noted as common life experiences. A Life Stage Theory emerged to explain the students’ choice of veterinary medicine. The proposed theory refer to the components of need, knowledge and experience, interest, decision and enrollment as having a specific time sequence and sociocultural and economic realities throughout the students’ life histories.</p> <p>Keywords: Education and Career Choice; Veterinary Medical Education; Life Stages Theory; Females in Education</p>
 <p style="text-align: center;">Hadjer Chellia GICICTEL1711076</p>	<p style="text-align: center;">Analyzing the Sociolinguistic Profile of the Algerian Community in the UK in terms of French Language Use: the Case of Émigré Ph.D. Students</p> <p style="text-align: center;">Hadjer Chellia University of the west of Scotland, UK</p> <p style="text-align: center;">Abstract</p> <p>The present study reports on second language use among Algerian international students in the UK. In Algeria, French has an important status among the Algerian verbal repertoires due to colonial reasons. This</p>

	<p>has triggered many language conflicts and many debates among policy makers in Algeria. In higher education, Algerian English students' sociolinguistic profile is characterised by the use of French as a sign of prestige .What may leave room for debate is the effect of crossing borders towards the UK as a result of international mobility programmes, a transition which could add more complexity since French, is not so significant as a language in the UK context. In this respect, the micro-objective is to explore the fate of French use among PhD students in the UK as a newly established group vis-à-vis English. To fulfil the purpose of the present inquiry, a triangulation approach to research is followed in which semi-structured interview is a primary source of data to know participants' attitudes about French use, targeting both their pre-migratory experience and current one. Web-questionnaires are set up to explore further what emerges in semi-structured interviews. Focus group sessions are further procedures of scrutiny in this piece of work to see the unconscious use of French language. This research has trifold-dimensions. It is primarily relevant to international students' experience of study abroad in terms of language use in the guise of internationalization of higher education and could contribute to the sociolinguistics of the Algerian diaspora: the dispersed residence of non-native communities - not to mention its significance on the Algerian research field abroad</p>
<p>Okon, Maureen Okang GICICTEL1711083</p>	<p style="text-align: center;">Perceived stress and teachers job satisfaction: the role of gender, age and area of specialization</p> <p style="text-align: center;">Okon, Maureen Okang Department of Educational Foundations University of Calabar, Calabar</p> <p style="text-align: center;">Ofem Usani Joseph Department of Educational Foundations University of Calabar, Calabar</p> <p style="text-align: center;">Abstract</p> <p>Teachers' wellbeing is a state that cannot be compromised if success in teaching must be achieved. A significant aspect of teacher's wellbeing is their experience of job satisfaction. When job satisfaction is threatened, teachers output will likely be jeopardized. This will in turn affect students' performance . this pare therefore sets out ot investigate the influence of perceived stress on teachers job satisfaction. A total of 500 university lecturers will be selected using stratified and accidental sampling techniques. The Perceived Stress and Teachers Job Satisfaction Questionnaire (PSTJSQ) will be used for data collection. Data collected will be subjected to analysis using multiple regression technique. Results of analysis will be discussed based on existing literature and realities of the findings. Recommendations will be proffered in line with the findings.</p> <p>Keywords: Perceived stress, teachers, and job satisfaction</p>
 <p style="text-align: center;">A.U. Ugwu GICICTEL1711087</p>	<p style="text-align: center;">Locating Evidences of Integration of Education for Sustainable Development in Contemporary Sub-Saharan African Science and Technology Education Curricular: A Comparative Analysis of Nigeria and South Africa</p> <p style="text-align: center;">A.U. Ugwu College of Humanities, School of Science and Technology Education University of KwaZulu-Natal Durban, South Africa.</p> <p style="text-align: center;">Abstract</p> <p>This paper explores the integration of Education for Sustainable Development (ESD) in the Science and Technology School Curriculum</p>

	<p>Documents in the Sub-Saharan African giant nations (Nigeria and South Africa); Through a Comparative Analysis of the South African Curriculum and Assessment Policy Statement (CAPS) and the Nigerian Basic Science and Technology Syllabus, using a qualitative document analysis. The study supports the relevance and importance of integration of ESD in the school curricula, given the similarity of the two different contexts examined regarding economic, social, cultural and environmental imperatives. The paper suggests that science and technology curriculum should be seen as a key transformative tool towards integrating and fostering Education for Sustainable Development in developing countries, and that sustainability can be achieved in different societies by connecting directly to young children in classroom Teaching and Learning settings. The paper further argues that the nature of ESD is influenced by context, hence two different contexts must be analyzed empirically. The result of the study showed that South African curriculum offers a greater opportunity for integration of ESD in the curriculum, relative to the Nigerian Basic Science and technology curriculum.</p> <p>Key Words: Education for Sustainable Development, Sustainable Development, Sustainability, Curriculum, Sub-Saharan Africa.</p>
<p style="text-align: center;">Bisi Olawoyin GICICTEL1711088</p>	<p style="text-align: center;">Internet penetration and the prospects of open and distance learning education in south – western Nigeria</p> <p style="text-align: center;">Bisi Olawoyin Obafemi Awolowo University, Ile - Ife, Nigeria</p> <p style="text-align: center;">Abstract:</p> <p>While the adoption of open and distance learning (ODL) form of education is a fairly recent practice in Nigeria; statistics show a phenomenal growth in student enrolment. The growth has become more noticeable in the last half a decade corresponding to similar growth in mobile telecommunication and internet penetration. As Nigeria is currently ranked 10th on the list of World’s top internet users; this study seeks to find out what this portends for growth and expansion in ODL education and what likely challenges are on the way.</p> <p>The methodology employed was questionnaire administered on a sample of 300 current students on ODL programmes in 3 selected ODL institutions across south-western Nigeria. The focus was on examining the depth, coverage, affordability and appropriateness of student support services and learning aids. Descriptive statistics were used to analyse the results.</p> <p>Findings showed that majority of ODL students are mature students, had informal basic education and are of low to middle socio – economic status thus requiring a fairly longer time to get immersed in the use of high-tech multimedia learning aids.</p> <p>Policy implications of the study are the need for a reduction in the cost of multimedia aids and internet access as well as reduction in the cost of ODL education as a way of generally expanding access to education.</p> <p>Keywords : distance learning , internet penetration, multimedia</p>
<p style="text-align: center;">Eliyahu-Levi Doly GICICTEL1711089</p>	<p style="text-align: center;">Innovative Pedagogy Promoting Oral Communication Skills in an Additional Language in a Multicultural Society</p> <p style="text-align: center;">Eliyahu-Levi Doly Education Faculty, Levinsky College of Education, Tel aviv, Israel</p> <p style="text-align: center;">Abstract</p> <p>It is important to promote oral communication skills especially in the field of social interactions, so the pupils will be able to speak during different discourse circumstances and to integrate into the receiving society.</p> <p>Innovative pedagogy places the pupils at the center of learning and</p>

	<p>emphasizes the real-life occurrence and relevant. Teaching materials are authentic and related to the pupil's world. Innovative pedagogy can provide solution for promoting different population groups in a multicultural society, because it takes into account the socio-cultural differences, personal skills and learning styles (Sharples et al., 2016). In this study the processes of teaching-learning of an additional language are operated according to the principles of "Discourse-based approaches". The basic assumption is that motivation is internal, thus encouraging the pupils to act according to the constructivist approach: constructing knowledge, investigative processes, collaboration, discussion and group work (Celce-Murcia & Olshtain, 2014). The aim of the study is to examine the components of an innovative pedagogy of oral communication skills in an additional language in a multicultural and multilingual society. The study is qualitative discourse analysis, focusing on the way in which pupils use the language during class communication events. Class Educational discourse depends on the reality in which it exists, and therefore reflects meanings, activities and systems outside the discourse itself. Research tools are observations, semi-structured interviews and pupil's reflective reports. The study included sixty pupils aged ten to thirteen In the findings analysis, we found four elements that influenced the students' communication skills: (1) Content - exposing the personal choice and their life experience; (2) Active learning methods - presentations, personal exploration and role-playing games (3) The use of technological tools (4) Multi-component feedback of peers and teacher. The findings indicate the relationship between innovative pedagogy teaching and improved an oral communication skills in additional language: fluency, vocabulary diversity, quantity and accuracy of speech Key Words: Innovative Pedagogy, Additional language, Oral Skills, Multicultural Society</p>
<p>Michal Meishar GICICTEL1711090</p>	<p style="text-align: center;">Innovative Pedagogy Promoting Oral Communication Skills in an Additional Language in a Multicultural Society</p> <p style="text-align: center;">Dr. Eliyahu-Levi Doly</p> <p style="text-align: center;">Dr. Ganz-Meishar Michal Education Faculty, Levinsky College of Education, Tel Aviv</p> <p style="text-align: center;">Abstract</p> <p>It is important to promote oral communication skills especially in the field of social interactions, so the pupils will be able to speak during different discourse circumstances and to integrate into the receiving society. Innovative pedagogy places the pupils at the center of learning and emphasizes the real-life occurrence and relevant. Teaching materials are authentic and related to the pupil's world. Innovative pedagogy can provide solution for promoting different population groups in a multicultural society, because it takes into account the socio-cultural differences, personal skills and learning styles (Sharples et al., 2016). In this study the processes of teaching-learning of an additional language are operated according to the principles of "Discourse-based approaches". The basic assumption is that motivation is internal, thus encouraging the pupils to act according to the constructivist approach: constructing knowledge, investigative processes, collaboration, discussion and group work (Celce-Murcia & Olshtain, 2014). The aim of the study is to examine the components of an innovative pedagogy of oral communication skills in an additional language in a multicultural and multilingual society. The study is qualitative discourse analysis, focusing on the way in which</p>

	<p>pupils use the language during class communication events. Class Educational discourse depends on the reality in which it exists, and therefore reflects meanings, activities and systems outside the discourse itself.</p> <p>Research tools are observations, semi-structured interviews and pupil's reflective reports. The study included sixty pupils aged ten to thirteen</p> <p>In the findings analysis, we found four elements that influenced the students' communication skills: (1) Content - exposing the personal choice and their life experience; (2) Active learning methods - presentations, personal exploration and role-playing games (3) The use of technological tools (4) Multi-component feedback of peers and teacher.</p> <p>The findings indicate the relationship between innovative pedagogy teaching and improved an oral communication skills in additional language: fluency, vocabulary diversity, quantity and accuracy of speech.</p> <p>Celce-Murcia, M., & Olshtain, E. (2014). Discourse-based approaches: A new frame work for second language teaching and learning. In S. Donitsa-Schmidt & O. Inbar-Lourie (Eds.). <i>Issues in Language Teaching in Israel</i> (pp. 98-125). Tel Aviv: Mofet.</p> <p>Sharples, M., de Roock, R., Ferguson, R., Gaved, M., Herodotou, C., Koh, E., Kukulska-Hulme, A., Looi, C-K., McAndrew, P., Rienties, B., Weller, M., & Wong, L. H. (2016). <i>Innovating Pedagogy 2016: Open University Innovation Report 5</i></p> <p>Key Words: Innovative Pedagogy, Additional language, Oral Skills, Multicultural Society</p>
<p>Docks Richard Jere GICICTEL1711091</p>	<p style="text-align: center;">Factors that influence undergraduates' learning experiences in universities with large enrollments in a single class: the case of malawi.</p> <p style="text-align: center;">Docks</p> <p style="text-align: center;">R. JERE</p> <p style="text-align: center;">Faculty of Education, Mzuzu University, P/Bag 201, Luwinga, Mzuzu 2, Malawi.</p> <p style="text-align: center;">Abstract</p> <p>Since 2007, many institutions of higher learning have been founded in Malawi as a means of broadening and increasing access to higher education. While this is a welcome development, nonetheless, many of these institutions have been confronted by many problems such as high student enrolment rates, inadequate classroom and hostel infrastructure, human and material resources. The surge in student enrollment has resulted in very high student-teacher ratios sometimes reeling at well over 1:200 in most cases. Such incongruent teacher-student ratios present a daunting task in the teaching and learning processes.</p> <p>The purpose of this study was to examine undergraduates' perception on the challenges they encounter in their respective degree programmes. In order to do so, students were asked to identify the major issues that confront them during their degree programme. They were also asked to suggest possible solutions to such issues. The study adopted a qualitative research design: a cause study involving a sample drawn from 2nd year and 3rd year cohorts at Mzuzu University. The results from the analysed data revealed that there were both educational and economic factors that confront students' learning experiences by gender and age. The paper concludes by highlighting that as higher education in Malawi undergoes significant reforms by way of broadening and increasing access and equity, issues of quality against quantity should not be relegated to one end.. To this end, we recommend faculty members of staff to be equipped with responsive and innovative teaching strategies that will present a perfect fit for such large classes if we are to produce high quality graduate who will be relevant and competitive on the market.</p> <p>Keywords: factors; influence; undergraduates; learning experiences; large</p>

 <p style="text-align: center;">J. S. Petters GICICTEL1711092</p>	<p>enrollments; gender equity.</p> <p style="text-align: center;">Motivational factors to adult learning in nigeria tertiary institutions: implications for counselling</p> <p style="text-align: center;">Petters, j. S Department of guidance and counselling University of calabar Calabar, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Motivation is at the core of ensuring functionality of workers in any organisation. The purpose of this study was to identify the motivational factors to adult learning in Nigerian tertiary institutions. The research design was survey which aimed at eliciting the views of adult learners (sandwich students).</p> <p>The area of study was University of Calabar and two research questions were formulated to guide the study. Four hundred and twenty (420) sandwich students who are adult learners. This constituted the sample for the study. A validated a proportionately stratified random sampling technique was used to obtain the sample from population. A validated questionnaire with a reliability coefficient of 0.81 titled Motivational Factors in Adult Learning Questionnaire (MFALQ) was used for data collection. Mean score was used to analyze the data. The findings indicated that the desire to improve on the present job, get promotion at workplace, prepare for new job and desire to acquire more knowledge are some of the motivational factors to adult learning in Nigerian tertiary institution. Based on the findings, recommendations were highlighted which included organizing seminars and workshop for adult education lecturers routinely to equip and furnish them with requisite skills and knowledge to achieve the aims of realizing these motivational factors that can enhance adult learning in institutions. This will also encourage adult learners to partake in sandwich programmes to update their knowledge as of when due.</p>
<p>Reamen denen david GICICTEL1711095</p>	<p style="text-align: center;">Effective instructional communication strategies for teaching and learning fine and applied arts in tertiary institutions in Nigeria</p> <p style="text-align: center;">Reamen denen David Federal Government College Obudu, Cross River State Nigeria</p> <p style="text-align: center;">Justina reamen i (PhD) Federal University Wukari, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The choice of teaching method which is the general principles, pedagogy and management strategies used for classroom instruction is very important to degree of assimilation by the recipient of teaching. Teaching theories primarily fall into two categories or “approaches” teacher-centered and student- centered. In the former, teachers are the main authority figure in this model. Students are viewed as empty vessels whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment.</p> <p>However in a student-centered approach, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. This study examined the relationship between teaching methods and assimilation and or the most effective teaching/instructional strategies used in the teaching of Fine and Applied Art in Colleges of Education in the northern parts of Nigeria. A sample population of 2000 students cutting across the various colleges of Education in the northern parts of Nigeria who are studying Fine and Applied Art course were used.</p>

	<p>A simple random sampling technique was used to harness the student population required in the study. The sampling technique used here include the Yamane (1967), revised by Dotun Kunle (2006) sampling technique which gives a broad base coverage of a large population: where: n- is the proportion and e-is error (0.05 The study revealed that students prefer the Discussion method followed by the Active learning strategies/methods because both are student centered and teacher friendly The study therefore, recommends that these two teaching/Instructional communication strategies/methods be adopted in tertiary institutions especially where it involves the teaching of skills like Fine and Applied Arts.</p>
<p>Bassey e. Effiom GICICTEL1711096</p>	<p style="text-align: center;">Effect of gestalt-based instructional method on reading comprehension performance of senior secondary school students in cross river state, Nigeria</p> <p style="text-align: center;">Bassey e. Effiom Department of English school of languages cross river state college of education akamkpa, cross river state, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>By policy and practice in nigeria, english language is the primary medium for communication in diplomacy, politics, commerce, officialdom, teaching, etc. The high premium placed on the knowledge of english for effective functioning in the society motivated this study meant to investigate the effect of gestalt based methods on reading comprehension achievement of senior secondary school students. 101 respondents were drawn from two schools in calabar educational zone of cross river state. Achievement test was administered on the students using the pre-test and post-test experimental design, while independent t-test statistical analysis was employed to compute and analyze the obtained data. Findings and consequent recommendations support the use of gestalt based approaches in reading comprehension.</p> <p>Keywords: gestalt, method, learning, reading comprehension.</p>
<p>Dr. Ekiran J.O. GICICTEL1711098</p>	<p style="text-align: center;">Output expansion and fiscal components in Nigeria: An ardl approach</p> <p style="text-align: center;">Dr. Ekiran J.O. College of Education, Ikere-Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study examines the inter-relationships that exist between output expansion and fiscal components in Nigeria, using time series data spanning from 1970 to 2012. The theoretical framework of the study was derived from endogenous growth theory. The estimated models in the study were adopted from the studies of Kneller, Beanery and Gemmell (1999) and Nikos (2009). The paper ascertained the stationarity of the time series properties of the research variables, using Phillips-Perron (PP) unit root test. The study employed Autoregressive Distributed Lag (ARDL) approach to integration and Impulse Response Function analysis to carry out the objectives of the study. The results of the study confirmed that human capital development, capital inflow, government investment, non-tax revenue and recurrent expenditure on construction impacted long-run relationship with output growth in the country. Based on the above results, the study concluded that significant long-run relationships exist between economic growth and fiscal components in Nigeria. The study therefore suggested that in order to put the Nigerian economy on the part of sustainable growth, government should ensure appropriate policy mix for effective budgetary performance in the Nigerian economy.</p> <p>Key words: Fiscal Components, Output Expansion, Endogenous model, ARDL and Phillips-Perron</p>
<p>Ojeniyi Florence Bolajoko</p>	<p style="text-align: center;">Teachers' Quality and Pupils' Academic Wastage in Nigeria</p>

<p>GICICTEL1711099</p>	<p style="text-align: center;">Ojeniyi Florence Bolajoko; PhD Department of Educational Management, Federal University, Oye Ekiti, Nigeria</p> <p style="text-align: center;">Adegbesan Sunday O; PhD Senior Training and Research Fellow, National Institute for Educational Planning and Administration (NIEPA) Ondo, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this is to ascertain whether there exists relationship between teacher's quality and pupils' academic wastage in Nigeria, specifically, some selected primary schools in Ilorin South Local Government area. Stratified sampling technique was used to select 27 schools out of the total 45 schools in the nine zonal primary schools and 27 head teachers and 27 class teachers making 54 respondents were randomly selected as sample of the study. The instrument used for data collection was two self designed questionnaires, one for head teachers and the second questionnaire for class teachers. The two questionnaires were designed to obtain data on teacher's qualifications, teachers' years of service, enrolment of pupils; repetition of pupils and drop out of pupils' between the years under study i.e., 2000/2005 academic sessions. The data collected were analyzed using flow statistic and Pearson product moment correlation coefficient at 0.05 alpha level of significant and 7 degree of freedom for accepted or rejected of the seven hypotheses formulated for the study. The result of data analysis revealed that teacher quality have significant relationship with pupils' academic wastage. The findings in the study had indicated that no single factor was wholly responsible for pupils' academic wastage. Among the factors responsible for pupils academic wastage include the following: economic condition, family attitude, pupils' behaviour, lack of thorough supervision, school policy, lack of provision and maintenance of school facilities etc. Based on the outcome of the study, it was recommended that government should review and enforce the existing education law in order to maintain discipline and this would facilitate meaningful learning condition in primary schools. Building of more classrooms to take care of the problem of overcrowding due to enrolment in primary schools for conducive teaching and learning environment. Ensuring adequate allocation of fund to primary schools for easy maintenance and procurement of school facilities so that the school facilities could be prevented from depreciation.</p>
<p>Krishna Prasad Gogoi GICICTEL1711100</p>	<p style="text-align: center;">Rorschach developmental quality for whole responses of institutionalized children</p> <p style="text-align: center;">Krishna Prasad Gogoi Dibrugarh University, Dibrugarh-786004, Assam, India, E-mail:</p> <p style="text-align: center;">Abstract</p> <p>This study aimed at investigating the cognitive development of Institutionalised Children. In order to fulfil the objective, the researcher collected data from 100 hundred Institutionalised Children. Among them, 48 Male and 52 Female from different institutions located in Assam having age group of 6-11 years. For collection of data, Rorschach Test was employed .The data obtained through the test are mainly non interval data, asymmetrical in nature and therefore, not suitable for being treated by parametric technique. So, non parametric statistical procedure is chosen for the purpose of the analysis of data. The chi-square test is considered as an appropriate for Rorschach Protocols. The Mean & Percentage are also calculated for analysis of data.</p>



Ekaterina Zagorodnova
GICICTEL1711101

Determinants of academic achievements in continuing education

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This research attempts to identify factors that affect academic achievements of students which have decided to continue their professional education after graduation from their first college or university. This question is very relevant due to the fact that most of the research is dedicated to the academic achievements of young people and neglects those students who decide to continue their education and are willing to financially support their study.

Our study aims to establish factors affecting adult students' ambitions, efforts and aspirations to study better followed by higher academic achievements. This paper introduces empirical analysis based on data from one of the Russian universities – National Research University Higher School of Economics in Perm. Having just internal validity, this examination still has room for more general academic discussion of continuing education programs in emerging educational systems.

The survey for the purpose of this research was carried out in two waves: in 2015 and 2016. Students' academic achievement data was taken for the first year of education at the HSE- Perm, because in this case we focus more on pure primary factors and avoid endogenous evolution of students' incentives.

In the study we were dealing with censored data, because it does not take into account those applicants who have made a non-random decision not to study at the NRU HSE in Perm. That is why the Heckman procedure was used, which allowed us to eliminate bias brought by self-selection.

Results of the study showed that the probability of completing the study depends on students' original intentions. Meanwhile, academic achievements of adult students depend mainly on financial considerations, such as their level of income and the source of the financial support of their study. This result represents both academic and practical value.

Key words: academic achievements, adult student, the Heckman procedure.

Olugbenga Oludolapo Amu
GICICTEL1711105

Effects of bamboo leaf ash on lime stabilized lateritic soil for highway construction in Nigeria

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Abstract

This research determined the effects of bamboo leaf ash on lime stabilized lateritic soil for highway construction. It was necessary to utilize the properties of waste materials such as bamboo leaf in order to determine its usefulness as a possible complement stabilizer for lime and hence reduce highway construction cost. The three samples A, B and C used in this study were collected from different locations in Ile-Ife, Nigeria. Preliminary tests such as the natural moisture content, specific gravity, grain size analysis and Atterberg's limits were performed on them at their

	<p>natural states and when stabilized with optimum percentages of lime. Engineering tests such as compaction, California bearing ratio (CBR) and undrained triaxial were also performed on them at their natural states, when stabilized with the optimum lime percentages and when bamboo leaf ash (BLA) was introduced at 2, 4 and 6% to the samples. The results of the strength tests showed that BLA improved the strengths of all the lime stabilized samples. The unsoaked CBR values increased from 4-11%, 2-10% and 2-11% respectively in lime stabilized samples A, B and C with the addition of BLA. The shear strengths also increased substantially, from 42.16 to 398.96kN/m², 42.96 to 146.84kN/m² and 197.48 to 365.90kN/m² respectively with the addition of BLA to the lime stabilized samples. It was therefore concluded that BLA will further increase the strength of lime stabilized lateritic soil for highway construction since it was found as an effective complement for lime in soil stabilization.</p> <p>Key words: bamboo leaf ash treatment, complement stabilizer, construction method, highway materials, lime stabilization, material strength, road upgrade.</p>
<p>Valentine Banfegha Ngalim GICICTEL1711106</p>	<p style="text-align: center;">Revisiting The Political Will in Educational Development: The Case of Cameroon</p> <p style="text-align: center;">Valentine banfegha ngalim (PhD) Departments of the Sciences of Education, Higher Teacher Training College, Bambili, University of Bamenda, Cameroon.</p> <p style="text-align: center;">Abstract</p> <p>This paper sets out to inquire whether the political will enhances or obstructs educational development in Cameroon. The problem identified here is that policy making is one reality and follow-up and implementation is another. The central arguments in this paper have been articulated within the context of political science theories like the Marxist conflict theory, John Rawls theory of justice, John Dewey's theory of democratic education, Rousseau's social contract theory and James Banks' multicultural education theory. Both qualitative and quantitative methods of research have been used in this study. Questionnaires, interviews and focus group discussions and participant observation constituted the research instruments. A thematic analysis supported by descriptive statistics was used to present and discuss the facts studied. This research questions the fairness in policy-making and wonders whether the political will follows the right procedures to enact relevant policies for educational growth. Findings prove that there is more to be desired as far as policy making and implementation of the policies in Cameroon is concerned. This paper concludes that in order to ensure fairness and quality in the provision of educational values, the political will has to be strong as far as justice, fairness and the provision of educational opportunities is concerned in Cameroon.</p> <p>Key words; Political will; Educational development; and Cameroon.</p>
<div style="text-align: center;">  <p>Adebite Dorcas GICICTEL1711109</p> </div>	<p style="text-align: center;">Implementation of a Changed Curriculum in Secondary School for the Attainment of Quality: Parents as a Stakeholder.</p> <p style="text-align: center;">Adebite Dorcas Olayemi School of Education Department of Curriculum and Instruction Emmanuel Alayande College of Education, Oyo State, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>The study examined the implementation of Social Studies curriculum content in line with national Social Studies objectives, in Oyo State secondary schools. This was with the view to improving teaching and learning activities in Social Studies. Civics as a school subject was scrapped from the school curriculum and replaced with Social Studies. It was observed from the attitudinal dispositions of the students that Social</p>

	<p>Studies seems not to have been able to have positive effects on the school students as expected at its introduction. The survey research design was adopted with observation type for the study. The population consisted junior secondary school I-III Social Studies students and teachers in Oyo state. A sample of 1,500 was drawn from the population for the study. Random sampling technique was used to select 1,400 students, 100 randomly selected Social Studies teachers. Data for the study were collected using an instrument named: “Observation Checklists for Social Studies Implementation” (OCSSI). The items covered the content in the teachers’ schemes of work, curriculum as well as the learning materials used by the students in the classroom teaching. The data gathered were analysed using simple percentages and descriptive statistics. The results showed that the implementation of Social Studies was in line with the National Social Studies curriculum with the positive relationship ($r = 0.795$) between Social Studies content and the actual implementation in classroom teaching. Finding also revealed that 97% students had working materials like; textbooks, exercise books and other writing items to work with adequately while only 3% students had adequate materials to work with. It was concluded that if the constraints of lack of learning materials is addressed by the parents, Social Studies curriculum be better implemented. Recommendations were made like; parents should ensure needs of their children in school are adequately provided. Government should assist learners who are less privileged in meeting with the demands of classroom teaching and learning in providing for the learners. Key Words: Change, Civics, Curriculum, Implementation and Social Studies</p>
<p style="text-align: center;">Boris Olufunke GICICTEL1711110</p>	<p style="text-align: center;">Effects of reflective teaching on students achievement in chemistry in ondo state, nigeria.</p> <p style="text-align: center;">Dr. Boris Olutoyin Olufunke Department of curriculum studies, College of education, Ikere ekiti, ekiti state. Boris Ayodele Oluwarotimi Department of educational technology University of ilorin Kwara state.</p> <p style="text-align: center;">Abstract</p> <p>The study investigated the effects of reflective teaching on students achievement based on gender and location. The study employed the quasi-experimental pre-test – post test control group design. The subjects were randomly assigned to two groups (experimental and control group). The sample consisted of 60 senior secondary school i chemistry teachers and 200 chemistry students in senior secondary school (ss 1). One hundred students were assigned to each of the experimental and control groups respectively. The three instruments used to collect data were the chemistry achievement test (cat), teacher self reflecting rating and mentor teachers feedback (tsrrmtf). Face, content and construct validity of the instrument used were determined. The reliability of each instrument was determined through split-half method (cas) and crobach alpha (cas) with a reliability coefficient of 0.82 and 0.88 respectively. The data generated were subjected to descriptive and inferential statistics. Results showed that one of the five hypotheses were rejected at 0.05 level of significance. The results also showed that reflective teaching strategy is better than the conventional method of teaching since reflective teaching produced better achievement, also male students from urban location performed better than male students from rural location while for female there was no significant difference. Based on the findings, it was recommended that teachers should be trained, conversant with and constantly use reflective teaching strategy in the teaching of chemistry. Curriculum developers and government should see to the modality of implementing reflective teaching</p>

	<p>strategy in our various schools. Keywords:reflective teaching, learning outcome & gender.</p>
<p>Joseph Johnson GICICTEL1711113</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 Department of Mathematics, Statistics & Actuarial Science, Takoradi Technical University -Ghana</p> <p style="text-align: center;">Arhinful Johnson Department of Mathematics, Statistics & Actuarial Science, Takoradi Technical University –Ghana</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 it 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. The main objective of the study was to investigate whether there exit 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? 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. 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 contributes or determines students’ academic performance. The study recommends that students performance at the University should not solely 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>Eva Andriani GICICTEL1711114</p>	<p>Renunciation of theoretical courses : cases study and work-related courses engagement towards forensic accounting international competence 2030</p> <p style="text-align: center;">Eva Andriani Economics Faculty, Universitas Negeri Semarang, Indonesia</p> <p style="text-align: center;">Ana Rachmawati Jauhandri Arizal Ahmad</p> <p style="text-align: center;">Abstract</p> <p>Challenges related to financial fraud is increasing in Indonesia towards demographic phenomenon 2030. This condition increase the demand of forensic accountant who has international competence. In contrary, there are lack of professional accountants and learning model in shaping forensic accounting international competence. This study is based on the theory of Input-Environment-Outcome intended to analyze the effect of theoretical course, cases studies and work related course engagement on essential traits and characteristic, core skills, enhanced skills, and international competence of forensic accounting. The population of this study is last year undergraduate accounting students in the Bachelor</p>

	<p>Degree 2012 in Semarang. Moreover, the sample in this study is obtained through questionnaires by Likert scale and semantic differential scale to 307 students with multistage sampling.</p> <p>Using 16 hypotheses, Rank regression with SPSS 21 on t test results that case study and work related course engagement affect the international competence of forensic accounting, the second results show that work related course engagement affect the essential traits and characteristic, the third result is work related course engagement affect core skills, the fourth results are case study and work related course engagement affect the enhanced skills. In addition, F test results show that all models are significant. It is recommended that academicians have to maximize work related course engagement and cases studies in lecture for building international competence of forensic accounting. This study also find the priority model learning to accelerate the potential accountant quality. Further research is expected to take respondent who concern in audit forensic and identify the characteristics of the university.</p> <p>Keywords: theoretical course, case study, work related course engagement, rank regression, international competence of forensic accounting</p>
<p style="text-align: center;">Olabode Adeyinka GICICTEL1711116</p>	<p style="text-align: center;">Instructional materials: a panacea to promoting quality in teaching and learning of English language</p> <p style="text-align: center;">Olabode Adeyinka Ayoola Federal College of Education (Technical) Akoka, Lagos.</p> <p style="text-align: center;">Abstract</p> <p>English language in Nigeria has witnessed a great transformation from a colonial language into a national language, however, the teaching and learning of the language has been faced with serious problems which invariably make these dual processes cumbersome. Lecturers in tertiary institutions often complain of poor written and spoken English language among their students. This issue, without doubt, is traceable to the primary and secondary schools where many of the students have been turned out half-baked and without the acquisition of the rudiments of English language. The paper concentrates on how instructional materials can be improvised and used to promote effective teaching and learning of English language. It attempts a comprehensive description of some of these material as well as how they can be used effectively to promote quality in teaching and learning of English language.</p> <p>Keywords: Instructional material ,Panacea, Quality, Teaching, Learning</p>
<div style="text-align: center;">  <p>Feyisetan Christianah GICICTEL1711117</p> </div>	<p style="text-align: center;">Outcomes Of Counseling Service in Classroom Interactions in Some Selected Schools in Ibadan Metropolis, Oyo state: Teacher As A Stakeholder</p> <p style="text-align: center;">Feyisetan Christianah Toyin Department of Educational Psychology School of Education Emmanuel alayande College of education, Oyo, Oyo state, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The study examined the outcomes of counseling service in the classroom interactions in Ibadan Metropolis; Oyo State, Nigeria. It assessed the learning theories and roles of counseling in classroom teaching and learning with the view to improving teaching in educational programme. Counseling service is one of the activities in the teaching and learning achievements. However, students are seen with moral decadence in their behavioural display which negates the national education objectives which states that Nigeria education should make students a total adjusted individual to be useful to themselves and the society at large. Moral decadence like: Thuggery, robbery, yahoo-yahoo and hooliganism are</p>

	<p>found amongst the Nigeria students. The study concluded that if teachers are well informed and equipped of role of counseling service in the classroom teaching and learning activities, education policy implementation will have its goals achieved. Recommendations were made that: Teachers should take issues of classroom counseling serious because counseling is part of teaching and in this, program of guidance has its root fixed to the ground. Government should endeavour in making provisions for all needed materials and equipment for effective implementation of school subject curriculum for the attainment of desirable outcomes in education program.</p> <p>Key Words: Counseling Service, Theories and Outcomes</p>
 <p>Makoji Robert Stephen GICICTEL1711118</p>	<p style="text-align: center;">Hrd policy implementation in nigerian polytechnics</p> <p style="text-align: center;">Makoji robert stephen (phd) Department of public administration The federal polytechnic idah, pmb 1037, idah, kogi state, nigeria</p> <p style="text-align: center;">Abstract</p> <p>The context of dramatic change in the Nigerian Polytechnic education sub-sector has made issues that relate to the effectiveness of academic staff development policies and the programs they support critical. Yet the nature and practice of academic staff development within this sub-sector has continually been a subject of concern with claims that resources are inadequate, activities are marginal, and goals are not met. In the light of such considerations, this research investigates the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian polytechnic institutions as a means of examining the nature, extent and causes of human resources underdevelopment in the sub-sector more generally. Extensive fieldwork research was conducted involving semi-structured interviews, questionnaires, documentation and archival records, so as to achieve a triangulation of data. The qualitative evidence was analysed by the employment of thematic analysis to explore the implementation of HRD policy and to provide more in-depth understanding of the critical issues affecting academic staff development. Even though the research findings identified some perceived policy successes, perceived policy failures were also identified with reference to implementation as follows: insufficient funding, policy misinterpretation, inadequate leadership commitment to HRD, lack of an enabling policy environment, absence of well-articulated strategy to guide HRD development, lack of accurate HR needs assessment, lack of political will to implement policies, corruption, ethnicity, nepotism and the politicization of HRD effort, all of which account for HRD policy implementation challenges.</p>
<p>Boris Olufunke GICICTEL1711120</p>	<p style="text-align: center;">Gender effect of reflective teaching on the attitude of secondary school students in physics in Ondo state, Nigeria</p> <p style="text-align: center;">Dr. BORIS Olutoyin Olufunke Department of Curriculum Studies, College of Education, Ikere Ekiti, Ekiti State</p> <p style="text-align: center;">BORIS Ayodele Oluwarotimi Department of Educational Technology, University of Ilorin, Kwara State</p> <p style="text-align: center;">Abstract</p> <p>The study investigated gender effect of Reflective teaching on students' attitude towards physics. The study employed the quasi-experimental pretest – posttest control group design. The subjects were randomly assigned to two groups (experimental and control group). The sample consisted of 120 Senior Secondary School I Physics students in selected Senior Secondary School and 20 SSS I Physics teachers. 60 students were</p>

	<p>assigned to each of the experimental and control groups respectively. The instruments used to collect data were Physics Attitudinal Scale (PAS) & Teacher Self Reflecting Rating and Mentor Teachers Feedback (TSRRMTF). The validity & Reliability of each instrument was determined. They were administered on the subjects before and after the treatment. The data generated were subjected to descriptive & inferential statistics. Results showed that treatment influenced attitude of students to Physics but shows no significant difference in the attitude of male and female in the experimental group. Based on the findings, it was recommended that teachers should be trained in the use of reflective teaching strategy in the teaching of Physics because it enhanced positive attitude towards the teaching of Physics.</p> <p>Keywords: attitude, reflective teaching, gender</p>
 <p>Mohammed Moner Abuomar GICICTEL1711121</p>	<p style="text-align: center;">Determinants of ICT Curricula Selection in Schools: An International Perspective</p> <p style="text-align: center;">Mohammed Moner Abuomar Research Assistant,UAE University,UAE</p> <p style="text-align: center;">Abstract</p> <p>This research is interested in understanding the factors behind the decision to select a specific ICT curriculum for a certain grade in the school system. It is hypothesized here that the reasons for such selection consider diverse contexts and factors including cultural (behavior, cognition), organizational, political and strategic. With this in mind, the research reviews relevant literature and attempt to shed more light on the experiences of different westernized countries in the world including the US, Germany and Australia. What could be synthesized from this literature is that the experiences differ widely across the different countries. The research projects this experience by detailing what each country had adopted in its schools and reasons why this took place. Implications arising from the different countries are highlighted as well.</p>
 <p>Jimoh Olumide Yusuf GICICTEL1711122</p>	<p>Innovative use of information and communication technology (ict) in teaching and learning of english language in nigeria</p> <p style="text-align: center;">Jimoh olumide yusuf federal college of education (technical) akoka, yaba, lagos, nigeria.</p> <p style="text-align: center;">Abstract</p> <p>The mid 21st century was indeed an era of unprecedented information communication technology. ICT empowers us to perform tasks that were inconceivable only a few decades ago. Language, on the other hand, controls human behaviour and actions. English language is the lingua franca in Nigeria; it plays a pivotal role in our socio-political and economical development. It is a second language (L2) to most Nigerians; it is learned at home and through formal education. The importance of information communication technology (ICT) on language teaching and learning has been acknowledge globally such that the integration of ICT in language learning is gaining prominence in and outside the classroom in Nigeria. This paper therefore assesses the innovative use of information communication technology (ICT) in teaching and learning of English language in Nigeria. It takes a look at various ways through which ICT is used to teach English language as well as states the challenges and proffers solutions to the problems facing the use of ICT to teach English language.</p> <p>Keywords Innovative ,Information, Technology, Teaching, Learning, Communication Language</p>
<p>Nausheen Gilani GICICTEL1711123</p>	<p style="text-align: center;">How can ‘Peer Assessment’ be used to enhance student learning of the Secondary Curriculum ‘Ethical Pathways to Human Development Module’?</p>

	<p style="text-align: center;">Nausheen Gilani Affiliation: Department of Education, Institute of Education, India</p> <p style="text-align: center;">Abstract</p> <p>Peer Assessment (PA) is one of the ways of formative assessment, where a student assesses the work of another student through feedback. It has been observed that engaging students in peer assessment makes them responsible for their own learning. The aim of this small scale qualitative research was to examine the use of peer assessment to enhance student learning in teaching the Ethical Pathways to Development module, in the Indian RE context. During this research, the students were exposed to various kinds of peer assessment activities such as rubrics, traffic light, role play and think-pair-share, where they assessed their peer's learning. The data was gathered while keeping in mind the triangulation method, in order to maintain the validity of the data. The methods were: researcher journal, student's journal and student focus group interviews. This small scale research indicates the challenges that occurred during the implementation of peer assessment in the RE classes. Moreover, the paper provides some recommendations that could be applied in the RE classes for effective teaching and learning process. However, the challenges mentioned in this research are contextual in nature. These challenges may or may not hinder the implementation of peer assessment and it is entirely dependent on the context that prevails at the time of the research.</p>
 <p style="text-align: center;">Syed Rizwan GICICTEL1711125</p>	<p style="text-align: center;">Critical Success Factors in Distance Learning</p> <p style="text-align: center;">Syed Rizwan Punjab Group of Colleges, Lahore, Pakistan. Lahore college for Women Lahore, Pakistan</p> <p style="text-align: center;">M. Kulsoom Punjab Group of Colleges, Lahore, Pakistan. Lahore college for Women Lahore, Pakistan</p> <p style="text-align: center;">Minahil Hamza Punjab Group of Colleges, Lahore, Pakistan. Lahore college for Women Lahore, Pakistan</p> <p style="text-align: center;">Naghman butt Punjab Group of Colleges, Lahore, Pakistan. Lahore college for Women Lahore, Pakistan</p> <p style="text-align: center;">Abstract-</p> <p>Objective: The aim of this paper is to specify the Critical Success Factors (CSFs) for Online Distance Learning. To stay competitive, universities need to develop new online delivery methods.</p> <p>Methodology: A questionnaire was completed by 192 learners which also included students with low socioeconomic background and 33 instructors from a university in Lahore (Punjab Group of Colleges) and was then contrasted with results found in three universities in three different countries, the Norwegian University of Science And Technology (Norway), the University of Peking (China) and University of Helsinki (Finland).</p> <p>Results: Based on the multiple regression analysis, most important critical factors in distance online learning environments are access to computers and internet, learning environment, the capability of the instructors to provide well-structured courses, services support and prior knowledge of the learner. This concrete approach shows that each of these factors includes several important elements that can assist to enhance efficiency of online distance learning courses in the institutions.</p> <p>Key Words: Critical Success Factors, Distance Education, Online Learning, Service Support</p>

<p style="text-align: center;">Faizah Idrus GICICTEL1711127</p>	<p style="text-align: center;">The proposed study aims at investigating the key challenges in the current Entrepreneurship Education (EE) Curriculum in the Malaysian</p> <p style="text-align: center;">Faizah Idrus Department of Language and Literacy, The International Islamic University Malaysia, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>Vocational Colleges (VC). The main issue here is that the VCs do not have specific general EE syllabus which frames the EE direction. Each VC sets up and outlines its own course outline. Other arguments include students lacking in entrepreneurial knowledge and skills, low self-esteem as well as low self confidence in social and industrial communication. Similarly, teachers and trainers' entrepreneurial knowledge is also questionable. They lacked pedagogical skills and approaches to teaching and training which are claimed to have been rigid and outdated. Therefore this study seeks to suggest a general frame for the EE curriculum that fits the 21st century, technological-driven, inquisitive and forward looking young minds. More importantly, the new frame will hope to be able to bridge the gap between VCs and IHLs and suggest new platform for collaborative efforts between both institutions. A mixed-method design will be employed with questionnaire, semi-structured interviews and non-participatory classroom observations as the instruments. All 78 VCs in Malaysia will be included. A concurrent triangulation method will be used. It is characterized by two or more methods used to confirm, cross-validate, or corroborate findings within a study. Samples consist of VCs' administrators, teachers and trainers and students. EE trainers and administrators from selected IHLs will also be interviewed. The data will be subjected to a robust exploratory factor analysis procedure, i.e. Principal Component Analysis (PCA).The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy will also be applied. For the qualitative design, thematic analysis will be used for both interviews and observation data. The findings of this investigation will point to the direction of the improvement of EE curriculum which will in turn benefit the students to be potentially progressive citizens.</p>
<p style="text-align: center;">Oluwole Solanke GICICTEL1711128</p>	<p style="text-align: center;">Internal Generation of Revenues in Higher Education: Comparative Case Study of Polytechnic Institutions in Nigeria</p> <p style="text-align: center;">Oluwole Solanke Banking And Finance, Federal Polytechnic, Offa, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This article explores internal generation of revenues in higher education institutions. The research focuses on how polytechnic institutions in Nigeria generate other sources of revenues to augment government subventions and tuition fees. The study provides a qualitative case study and triangulation data on three polytechnics representing tertiary institution structure of federal, state and private ownership in Nigeria. The article argues that dependence on government subventions by the public polytechnics and tuition fees by private polytechnic would not provide funding adequacy for the activities of the institutions under study. Findings revealed that there are basically seven themes; guest houses; poly consult; part-time courses; tuition fees; capitation fees; ownership contribution; and printing and business centre by which the polytechnics generate additional sources of revenues in the management of the institutions. The research concludes that for the polytechnics to gain financial adequacy, entrepreneurial activities must be embarked upon vigorously by stakeholders of the polytechnics as this is the only way by which financial self-reliance can be achieved.</p>

	Keywords: entrepreneurial, government subventions, internal generation, polytechnics, revenues
Dr.Yahya Saad Alsayel Asiri GICICTEL1711129	<p>Responsibility of the Muslim youth in supporting Prophet Mohammed (peace be upon him)</p> <p>Dr.Yahya saad alsayel asiri Researcher in Islamic Education and Comparative Education Department, Royal Commission at Yanbu,Saudi Arabia</p> <p>Abstract</p> <ul style="list-style-type: none">❖ The title: responsibility of the Muslim youth in supporting Prophet Mohammed (peace be upon him).❖ Objectives of the study: studying the responsibility of Muslim youth in supporting Prophet Mohammed (peace be upon him) through sources of Islamic education.❖ subject of the study: the attacks of Danish press and some western media on the prophet of Islam (peace be upon him).❖ Method of the study: The study has used:<ul style="list-style-type: none">- The descriptive method: due to the importance of studying the character of the Prophet (peace be upon him), the history of attacks on him , show examples of his companions and how they support the prophet all times and explaining the responsibility of Muslim youth in this matter.❖ Chapters of the study:<ul style="list-style-type: none">- Preliminary chapter: contains study plan and general frame.- First chapter: shows some of the greatness of the prophet Mohammed (peace be upon him)- Second chapter: handles the history of attacks on the prophet (peace be upon him).- Third chapter: examples from companions of the prophet (peace be upon him) and their way of support.- Fourth chapter: illustrates the responsibility of the Muslim youth towards supporting the prophet (peace be upon him).- Followed by the conclusion with some results and recommendations.❖ General conclusion to the study:<ol style="list-style-type: none">1. Attacks on the prophet (peace be upon him) are considered among the cultural and belief challenges which face the Islamic nation in the era of globalization and need interaction, study, and analysis.2. Attacks on the prophet (peace be upon him) got much importance as it is justified by democracy, expression , liberty and by religious and political support.3. The Muslim youth should realize the importance of hard work and their role in building the Muslim nation and civilization thus to achieve progress and development in all fields especially technical ones. All this will be a support to our prophet (peace be upon him).❖ Recommendation :<ol style="list-style-type: none">1. The study recommends the Muslim youth ensure the information and thorough examination when reviewing oriental studies or western books written about Islam as most of them contain many false facts.2. It is important to train the youth on Islamic dialogue, develop their skills, take apart in making relations with others to help the cause of their religion and to support their prophet (peace be upon him).3. The study recommends set up of an international center for studying Sera of prophet (peace be upon him) and Islamic history as well.

	<p>❖ Suggestions:</p> <ol style="list-style-type: none"> 1. Conducting a scientific study about the reasons behind the attacks on the prophet (peace be upon him) in the western world and handling such by using Islamic education. 2. Conducting a scientific study about developing the skills of religious dialogue for Muslim youth character using Islamic Education.
<p style="text-align: center;">Haruko Ishii GICICTEL1711131</p>	<p style="text-align: center;">“I experience the world differently”: Participants’ processes in experiencing an international exchange programme</p> <p style="text-align: center;">Haruko Ishii Hokkai-Gakuen University, Sapporo, Hokkaido, JAPAN</p> <p style="text-align: center;">Abstract</p> <p>This poster presentation poses some limitations and possibilities of international exchange programmes which usually seen as good opportunities for building positive relationships among international participants by relying on their goodwill. This research is based on one of Japanese government-lead international exchange programmes called Ship for World youth (SWY)</p> <p>The SWY program, operated by the Cabinet Office, Government of Japan, has been administered once a year for the past 29 years. The program involves 220 youth, 18 to 30 years of age, from Japan and 11 countries around the world. It aims to promote cross-cultural understanding and international cooperation by exchanging knowledge and experiences, and to develop their leadership skills through open dialogue and practical learning activities while they live on-board for 40 days. However, the programme does not give participants guidance on how to handle intercultural value conflict.</p> <p>This study examines results of Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003) and interviews especially focusing on Japanese participants. The IDI outcome varied widely in numbers. Some presented unexpected growth, but others declined significantly. Interviews with selected participants showed their internal conflicts; they try to accept different values until they cannot handle the disparity, for Japanese social values usually restrain breaking harmony by asking questions about why others think and behave as they do.</p> <p>Although the study is limited to Japanese participants, the results allude to possibilities and limitations of international exchange programmes if participants are not given guided intercultural intervention for learning.</p> <p>Key words: international exchange programme, Intercultural Development Inventory, intercultural sensitivity, narrative approach</p>
<p style="text-align: center;">Siham Bouzar GICICTEL1711132</p>	<p style="text-align: center;">Integrating Metacognitive Strategies in Teaching Listening to EFL Learners</p> <p style="text-align: center;">Siham Bouzar Lecturer, University of Algiers2, Algeria</p> <p style="text-align: center;">Abstract</p> <p>In our daily interaction, the largest part of the time spent in the communication process is devoted to listening. This skill is in fact very important for developing any language learning efficiency. However, it sometimes constitutes a source of trouble and frustration for EFL learners who find themselves unable to comprehend the spoken messages transmitted in the target language both inside and outside the learning context. Therefore, with the perspective to promote the target language learning and assist students in their learning process, listening metacognitive strategy implementation at the level of the language classroom constitutes the object of this study.</p> <p>Keywords:</p>

	<p>Listening skill; Learning Strategies; Metacognitive strategies; Listening instruction</p>
<p>Dr. Sridipa Sinha GICICTEL1711135</p>	<p>Preparing Indian Teachers for Multicultural Classroom - An Initiative for successful Inclusion</p> <p style="text-align: center;">Dr. Sridipa Sinha Associate Professor, Department of Education, University of Calcutta</p> <p style="text-align: center;">Abstract</p> <p>Teachers act as facilitator in the development of human resources. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system; and (b) improve capacity of existing school teachers. Excellent teachers are those who can inspire the intellectual, social, and personal developments of all their students to their highest potential. Diversity in schools is both an opportunity and a challenge. In India we speak of Unity in Diversity. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination might develop. Teachers should find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. West Bengal is a state in India where multiculturalism is an essential feature in every classroom.</p> <p>Aims/purpose: This paper tries to analyse qualitatively the challenge of preparing teachers for Multicultural education in India with special reference to West Bengal.</p> <p>Methodology: Data have mostly been collected from Secondary sources like official records including policy documents, teacher education curriculum of 3 different universities in West Bengal. As primary source the author has conducted unstructured interview of different teacher educators from 3 different universities of West Bengal.</p> <p>Findings: The B. Ed curriculum have included the cultural and artistic endowments of different states their cultures and societies. Teachers need to give instruction in an interactive style and as the students come from various cultural backgrounds it is important for teachers to be trained about multicultural education.</p> <p>Implication of the Study: India is a multilingual, multicultural' multi religious country and its people are stratified along sharp socio-economic and caste lines. Therefore unless the challenges are carefully identified and systematically addressed, inclusion will remain a policy on paper. NCFTE 2009 and NPE 2016 have given due importance to the overhauling of Teacher education in India.</p> <p>Keywords: Multicultural Education, Teacher education, Inclusion.</p>
 <p>Babayemi, J.O., PhD GICICTEL1711136</p>	<p style="text-align: center;">Enhancing Students' Attitude in Basic Science and Technology Using Crossword-picture Puzzle Teaching Strategy</p> <p style="text-align: center;">Babayemi, J.O., PhD Department of Science Education, Faculty of Education, Akwa Ibom State University, P.M.B.1167, Akwa Ibom State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This paper examined the effects of crossword-picture puzzle (CPP) an ability on students' attitude to Basic Science. A pretest-posttest quasi experimental design was used. The sample comprised 389 JSS II Basic Science Students from schools randomly selected in three States (Oyo, Ogun and Ondo) in South Nigeria. Three instruments used were-Teachers' Instructional Guides for: Crossword Picture Puzzle Teaching Strategy, Conventional Lecture Method and Basic Science Students' Attitude Scale (r=0.80). Three hypotheses were tested at 0.05 significance. Data were analysed using ANCOVA and mean scores. Results</p>

	<p>that treatment had significant main effect on students' attitude to basic science (F_(2,389) =11.51; p<0.05; η²=0.06). Crossword-picture puzzle enhanced attitude scores (M =58.43) than Conventional Lecture Method (M =52.08). Mental ability had significant main effect on students' attitude scores (F_(2,389) =.503; p>.05; η² =.001). Interaction effect of treatment and mental ability on attitude scores was not significant (F_(4,389) =0.320; p>.05; η²=0.003). Crossword-picture puzzle strategy was therefore, recommended to be adopted by Basic Science teachers and curriculum planners in enhancing students' attitude to Basic Science.</p>
 <p>Professor Olubunmi Alo GICICTEL1711139</p>	<p>The effect of Training on Employee's Performance in Nigerian Baking Industry</p> <p>Professor Olubunmi Alo Department of Sociology, Federal University Wukari, Taraba State Nigeria</p> <p>Abstract</p> <p>Manpower training for employees is to enhance productivity and overall performance of the organizations. This is due to the recognition of the important role of manpower training in attainment of organisational goals. Employee training is an important factor in the survival of banking industry, particularly in today's global competitive economy. The Nigerian banking industry faces a lot of challenges in relation to employee development such as inability to spend budgetary provision for training when there is lull in business, poor management, support and appreciation of training, poor quality of training and customer's service delivery. This study investigated the effects of training on employee performance in Nigerian banking industry using quantitative method with a sample size of 400 which was systematically drawn from five biggest commercial banks in the country. Data was analyzed using Pearson Product Moment Correlation Coefficient and multiple regression. Results indicated that training positively influenced employee performance. There was also a positive correlation between the size of financial allocation to training, management performance and service delivery. The study recommended that there is the need for Nigerian banking industry to intensify manpower training as an innovation for employee performance; there should be adequate education, training and re-training of employees on one hand, and commitment and financial supports towards training programmes from the management on the other hand. In addition, constant evaluation, effective anticipation and planning for training should be prioritized in Nigerian banking industry.</p> <p>Keywords: Training, Employee, Performance, Banking, Nigeria and Industry.</p>
<p>Eche Ann Uzoamaka GICICTEL1711146</p>	<p>Contribution of insurance business to economic growth of Nigeria (1970-2013)</p> <p>Eche Ann Uzoamaka School Of Financial Studies / Department Of Insurance, Institute Of Management And Technology., Enugu, Nigeria</p> <p>Abstract</p> <p>Insurance is a business that safeguards individuals and organizations against risk. Most of the businesses which are safeguard are the backbone to the growth of every economy. In every human and organizational activity there is an element of risk which threatens their ability to enhance efficiency. Individuals and organizations experience losses from such occurrence as fire, theft, accident, consequential loss, infidelity, loss of property etc. All these contribute greatly to economic loss. The broad objective of this study is to investigate the contribution of insurance business to economic growth of Nigeria. Specifically, the study seeks to examine the effect of insurance investment in financial assets on gross</p>

	<p>domestic product (gdp) of nigeria and to examine the causal relationship between insurance investment in financial assets to gdp. Expost facto research design was adopted in this study. The nature of data is secondary and the data was gathered from the central bank of nigeria statistical bulletin. The study ascertained the stationarity of the data set to avoid spurious regression result while the ordinary least squares and the granger causality were used to test the stated hypotheses. Findings from the test of hypotheses revealed that insurance investment in financial asset has a positive and significant effect on gdp of nigeria and that investment granger causes nigeria gdp. The researcher recommends that national insurance commission the regulatory body should review the provision of insurance act 2003 and regulation of insurance company investments in line with the realities of business. Again, the insurance practitioner should make conscious and deliberate efforts to positively alter, influence and shape the negative perception of the general public through some enlightenment programme.</p> <p>Keywords: insurance business, economic growth, financial assets, national insurance commission</p>
<p style="text-align: center;">Sadek Smail GICICTEL1711147</p>	<p style="text-align: center;">The learning of Motor Skills in connection with Self-esteem in secondary education Psycho-sociological approach.</p> <p style="text-align: center;">Sadek Smail University of Djilali Bounaama, Khemis-Miliana, Algeria</p> <p style="text-align: center;">Chafia Mohammed Belkebir Abi Dher El Ghifari High School, Khemis-Miliana, Algeria</p> <p style="text-align: center;">Mourad Sahraoui IEPS, University of Algiers 3, Algeria</p> <p style="text-align: center;">Abstract</p> <p>Introduction The main issue of this study is to determine and elaborate the appropriate strategies that allow us master, control and adjust the performance skills of high school students. This is being done through the description, the explanation and the measuring of their self-esteem in its socio-economic context as an external factor in the relationship between learning of motor skills and self-esteem.</p> <p>Method Participants: A group of 145 young male high school students between the ages of 13 to 17. Procedure and Task: Participants were submitted individually to a series of soccer skills tests (Wanderhof test). They were also required to fill in a self- esteem test sheet (Tennessee Self-Concept Scale) (T.S.C.S), in its Arabic version Allaoui, & Redouan (1987), and a socio-economic questionnaire.</p> <p>Results Main results indicate the existence of; (a) correlation between self-esteem and learning of motor skills; and (b) correlation between self-esteem and socio-economic level; and (c) a multilateral correlation between the three variables.</p> <p>Discussions and Conclusions Findings prove the existence of a reciprocal effect between motor skills and self-esteem and the significant role of socio-economic factors in determining the relationship between these two variables of high school students. Findings also suggest the necessity for teachers to give importance to the psychological factors, particularly self-esteem, in their learning process and the need to raise self-esteem level of this category of students.</p> <p>References</p>

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<p>Saheed Ahmad Rufai GICICTEL1711150</p>	<p style="text-align: center;">The Changing Face of Pedagogy and Curriculum Development Sub Components Teacher Education in Nigeria: A Comparative Evaluation the University of Lagos, Lagos State University, and Sokoto State University Mod</p> <p style="text-align: center;">Saheed Ahmad Rufai Department of Curriculum Studies, Sokoto State University, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Courses in Pedagogy and Curriculum Development are core professional education components of teacher education at Lagos, Lagos State, and Sokoto State Universities. This conforms to the requirements by the National Universities Commission (NUC) and the National Teacher Education Policy. However, there is a concern over the unfaithfulness of some of the dominant Nigerian models of teacher education, to this policy provision. This paper, which employs a mixed method, attempts to comparatively evaluate the curricular provisions and the manpower for the two sub-components of the three models of teacher preparation. Preliminary analysis revealed a new trend in teacher educators' pedagogical knowledge and understanding, with regard to the sub-components. The paper's contribution to scholarship lies in its articulation of deficiencies in the quality of teacher education and the implications of such deficiencies for the professional knowledge and skills of the prospective teachers, with a view to providing a framework for reforms.</p>
<p>Vuan Maharani GICICTEL1711151</p>	<p style="text-align: center;">The Impact of Full – Time Education System In Indonesia : Study In Islamic Boarding School</p> <p style="text-align: center;">Vuan Maharani Islamic University of Indonesia</p> <p style="text-align: center;">Abstract</p> <p>Education is the main element in case to forming and producing human resources. Human resources are not limited based on it's expertises, but in it's morality form as well. Education system is an effort in running education it self.</p> <p>Gontor as the biggest Islamic school in Indonesia has it's own curriculum that exist and take a role until now. Gontor's education system, that we may called as full-time education system. The reason is that all the students has 24 hours full schedules in school as : dormitory, classes, and talent development activities. This research uses a methodology in form of study that retrieves data from books, journal, essay, and the internet to support and complete the information. This paper's goal is to understand the impact from full-time education system in Indonesia that use Gontor as the case sample.</p> <p>Keywords: Full-Time Education system, Gontor Islamic Boarding school, Indonesia</p>
<p>Tiarma Intan Marpaung, M.Pd GICICTEL1711154</p>	<p style="text-align: center;">Improving Students' Ability in Writing Research Introduction through Scientific Approach</p> <p style="text-align: center;">Tiarma Intan Marpaung, M.Pd Department of English, Faculty of Teacher Training and Education in Nommensen HKBP University North Sumatera- Indonesia</p>

	<p style="text-align: center;">Abstract</p> <p>This classroom action research was conducted to solve the students' difficulties in designing a research introduction by applying scientific approach. The subjects were the sixth semester students of English Department of Teacher Training and Education Faculty of HKBP Nommensen University Indonesia who took Writing research Paper subject. There were 38 students and they were organized into 8 groups. This research occupied 2 cycles which involved 4 steps (planning, acting, observing, and reflecting) for each cycle. The findings showed that using scientific approach has successfully developed the students' ability in designing introduction of a research. The development derived from the increasing of students' mean score in pre-cycle (49.44), first cycle (54.44), and second cycle (66,67). The students' difficulties (fail to identify problems of research, decide research title and determine technique of solving the problem) were also decreased significantly after the second cycle had been conducted.</p> <p>Keywords: development, scientific approach, introduction of research, classroom action research</p>
 <p style="text-align: center;">Aliyu Musa Ph.D GICICTEL1711157</p>	<p style="text-align: center;">Sustainable development goals and the teaching profession: inducing best teacher professional competence</p> <p style="text-align: center;">Aliyu Musa Ph.D Northwest university, kano-nigeria</p> <p style="text-align: center;">Abstract</p> <p>Sustainable Development Goals (SDGS) are seventeen aspirational global goals developed by world leaders at a Millennium Summit in 2000. The SDGs evolved following the evaluation of Millennium Development Goals (MDGs) earlier developed to be realized by the year 2015. The important goal of the provision of quality education in the 193 member states of the United Nations can be realized through the assurance of inclusive, equitable and quality education within the framework of life-long education opportunities for all. This paper discusses the place of education and specifically quality education towards the realization of SDGS. The central focus herein is the promotion of teacher professional competence through teacher training. Teacher competence would be developed through the introduction of elements of curriculum development focusing on themes pertaining to sustainable development goals as relate to education. Elements that constitute various curricula designs in education would be highlighted and discussed. Teacher training programmes designed with excellent curricula based on achievable behavioural objectives covering all educational levels is a vital component. The goal is to harvest teachers able to facilitate teaching and learning under formal and non-formal situations. The premise of lifelong education can only be achieved through the inculcation of best practice in education to teachers who are the facilitators of learning.</p> <p>Keywords: Sustainable Development, Quality Education, life-long learning, best practice, professional competence.</p>
<p style="text-align: center;">Paul Nwali Eche GICICTEL1711161</p>	<p style="text-align: center;">The Effect Of Computer Assisted Instructional Media On Academic Performance Of Students In Nigeria.</p> <p style="text-align: center;">Paul Nwali Eche Fine And Applied Arts Department, Ebonyi State College Of Education ,Ikwo, Nigera</p> <p style="text-align: center;">Abstract</p> <p>The study investigated Computer Assisted Instructional Media (CAIM) as an interactive instructional technique using computer to present instructional material and monitor the learning that takes place. It uses</p>

	<p>the combination of text and graphics, sound and video in the learning process. This program helps the students' progress at their own pace, assisting them in learning and application of the material. This study was designed to see the effect of Computer Assisted Instructional Media as a supplementing strategy on the academic performance of secondary school students in the subject of Fine Arts. Some of the objectives of the study include to: find out the relative effect of Computer Assisted Instructional Media (CAIM) as a supplementing and important strategy on the academic performance of students in Fine Arts, explore the difference between treatment effect in students with natural creative ability and those without and find out the influence of gender on their performance and enrollment in Fine Arts when exposed to computer assisted instructional media. The secondary school students studying Fine Arts drawn from SS11 class at Ebonyi State College of Education secondary School constitute the population of the study and equally selected as a sample of the study. The sample students were assigned into two groups (experimental and control group). They were equated on the basis of their performance score in previous semesters in the subject of Fine Arts and they comprised of forty (40) students. One group was randomly sampled by teaching them a chosen topic in Fine Arts without using computer to stand as a sample of the study while the other group was taught using CAIM. Both the groups were taught through practical method and Computer Assisted Instructional Media (CAIM) being used as a supplementary strategy for the experimental group. The experiment lasted for three weeks and data were collected from 80 students of the two groups. After obtaining the scores, the lists were prepared for each group and the means, standard deviations, differences between mean were computed with significance between the mean scores of both the groups on the variable of previous performance that was tested at 0.5 levels by applying t-test. At the end, it was found that Computer Assisted Instructional Media (CAIM) was effective for both male and female students which led to the recommendations made. Areas of further research like, conducting similar research in other subjects like biology, English language etc, was suggested.</p>
<p>Joanna Kossewska GICICTEL1711163</p>	<p style="text-align: center;">Humanoid robot for children with disabilities – new technology acceptance by Polish professionals</p> <p style="text-align: center;">Joanna Kossewska Pedagogical University of Crakow, Poland</p> <p style="text-align: center;">Abstract</p> <p>Research question/objective and design: The most advanced assistive technology devices used in therapy and education of exceptional children are humanoid robots. The effectiveness of robots in rehabilitation and special education was observed for children with different disabilities such as ASD, intellectual disability, learning difficulties and others (Barakova et al., 2015; Kim et al., 2013; Robin et al., 2004). The use of modern technology such as NAO robot at school and therapeutic practice seems to be regulated by the unified theory of acceptance and use of technology – UTAUT (Venkatesh et al., 2003). The general research aim was to analyse the background of Behavioural Intention to use NAO robot in therapy and education of children with disabilities by Polish professionals.</p> <p>Population and sampling: The subjects were 80 professionals (56 females and 34 males; with differentiated professional background, aged between 29 and 46) working with children with disabilities in special centres and schools for children with disabilities in south of Poland. Questionnaires were administered to 40 institutions with a 56% return rate.</p> <p>Methods of data collection:</p>

	<p>A survey questionnaire was used to collect data. The questionnaire was the Polish version of 31-items questionnaire used in estimating UTAUT procedure (Venkatesh et al., 2003). Data was collected using on a seven-point Likert scale ranges from (1) to (7) representing strongly agree and strongly disagree respectively. A total of 500 questionnaires were administered to 40 institutions and 80 were returned, a response rate of 56%. The statistical tools used to analyze the data from the questionnaire was Structural Modeling Analysis.</p> <p>Findings: The acceptance for NAO robot use in therapy and special education of children with disabilities was indicated by Behavioural Intention measure. It was directly influenced by Performance Expectancy (0.60 p<.05), Effort Expectancy (0.21 p<.05) and Social Influence (0.34 p<.05). Results of Polish professionals are consistent with those the original theory postulated due to the fact that UTAUT model by Venkatesh et al. (2003) suggested that the three variables - Effort Expectancy, Performance Expectancy, and Social Influence - directly influence Behavioural Intention.</p> <p>However in our findings Facilitating Condition was not significantly related to the Behavioural Intention what was postulated in the UTAUT model.</p> <p>Application of critical thinking to analysis: The survey sample was rather small to find the moderating factors influence. The study only examines the acceptance of NAO robot among Polish professionals, the results may not be generalized to other assistive technology super-tech devices used in therapy and education of children with disabilities.</p> <p>Conclusions: NAO robot may play a significant role in therapy and education of children with disabilities however the effects are dependent on the professionals' acceptance for usage of new technology. The survey findings are preliminary however inspiring due to the fact that there is almost no research referring to on professionals' acceptance for using NAO robots to support therapy and learning process in children with disabilities.</p>
<p style="text-align: center;">Gareth Dart GICICTEL1711170</p>	<p style="text-align: center;">Does being a member of an informal, self-organised student study group foster active engagement in structured teaching and learning events at university?</p> <p style="text-align: center;">Gareth Dart University of Worcester (UK)</p> <p style="text-align: center;">Abstract</p> <p>At its most basic level inclusion relies on students actively engaging in teaching and learning events (TLE's) that are planned to best suit the academic and personal characteristics of the cohort. These events include, inter alia; lectures, seminars, tutorials, directed readings, visits and structured online activities. Experience of the Education Studies (EDST) degree cohort at the University of Worcester (UK) suggests that on the whole, the less that a student engages across the range of these activities, the poorer their academic outcomes.</p> <p>This paper reports on an interpretivist, phenomenological study of self organised study groups on the EDST course. The study seems to show that the members of these groups are likely to be actively engaged across the range of teaching and learning events. It explores the nature of these groups: who joins them, how they are formed, what they do, how they maintain an entity, and what they perceive the impact of membership to be on their engagement and achievement in the course.</p> <p>This might provide three sets of insight. Firstly, students might gain insight as to how best facilitate peer-organised groups, secondly, staff might understand to a greater extent optimal conditions for forming and structuring staff-initiated peer groups as a means of engaging students more deeply in TLE's and thirdly, other students might be made aware of</p>

<p>Saheed Ahmad Rufai GICICTEL1711171</p>	<p>the potential benefits of forming a self organised group (SOG)</p> <p>The Changing Face of Pedagogy and Curriculum Development Sub-Component Teacher Education in Nigeria: A Comparative Evaluation of the University of Lagos, Lagos State University, and Sokoto State University Models</p> <p style="text-align: center;">Saheed Ahmad Rufai Department of Curriculum Studies, Sokoto State University, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Courses in Pedagogy and Curriculum Development expectedly occupy a core place in the professional education components of teacher education at Lagos, Lagos State, and Sokoto State Universities. This is in keeping with the National Teacher Education Policy statement that stipulates that for student teachers to learn effectively teacher education institutions must be equipped to prepare them adequately. However, there is a growing concern over the unfaithfulness of some of the dominant Nigerian models of teacher education, to this policy statement on teacher educators' knowledge and skills. The purpose of this paper is to comparatively evaluate both the curricular provisions and the manpower for the pedagogy and curriculum development sub-components of the Lagos, Lagos State, and Sokoto State models of teacher preparation. The paper employs a combination of quantitative and qualitative methods. Preliminary analysis revealed a new trend in teacher educators' pedagogical knowledge and understanding, with regard to the FLtwo intertwined sub-components. The significance of such a study lies in its potential to determine the degree of conformity of each of the three models to the stipulated standards. The paper's contribution to scholarship lies in its correlation of deficiencies in teacher educators' professional knowledge and skills and articulation of the implications of such deficiencies for the professional knowledge and skills of the prospective teachers, with a view to providing a framework for reforms. Keywords: Curriculum Development, Pedagogy, Teacher Education, Dominant Nigerian Models of Teacher Preparation</p>
<p>Grace Chandra GICICTEL1711173</p>	<p>IELTS Preparation Course and Learning Strategies: A case study of Australia Award Awardee in Indonesia</p> <p style="text-align: center;">Grace Chandra Faculty of Arts Applied Linguistics Department, University of Melbourne, Melbourne, Australia</p> <p style="text-align: center;">Abstract</p> <p>In developing country, such as Indonesia, expanding higher education degree overseas is a promising investment in a way to gain better career and living in the future. As a mutual partnership, Australia Award Scholarship (AAS) managed by the Department of Foreign Affairs and Trade (DFAT) provides opportunities for students from developing countries a full time postgraduate study at Australian universities. Pre-Departure Training (PDT) is taken as an initiative by AAS that enables Indonesian applicants to take in-country IELTS and Academic English preparation course for free before they are admitted to Australian universities. The aims of this paper are to explore whether PDT program prepared by AAS can give significant effect in accelerating the students' IELTS scores. Also, the amount of exposure on different types of learning employed by students outside PDT class is also explored. 60 awardees with various background were selected as the participants and they were grouped based on their entry IELTS score. Both qualitative and quantitative data from the close-ended questionnaire and semi-structured interview are analysed by using t-test and descriptive analysis. The results show that IELTS preparation classes have benefitted the awardees in</p>

	<p>boosting their IELTS score. However, there is no statistically significant difference on the improvement of the exit IELTS scores between groups because their learning strategy in learning IELTS were different. This finding suggests that every scholarship program needs to prepare their awardee with the IELTS preparation program as it provides opportunity for awardee to hone their English language skills.</p> <p>Keywords: IELTS preparation, learning strategies, developing countries, scholarship</p>
<p>Dr (Mrs) Chinyere A. Nwajiuba GICICTEL1711178</p>	<p style="text-align: center;">Sources of Conflict among Students in the Classroom and Teachers' Conflict Resolution Strategies</p> <p style="text-align: center;">Dr (Mrs) Chinyere A. Nwajiuba Department of Education Foundations Federal University, Ndufu Alike Ikwo</p> <p style="text-align: center;">Abstract</p> <p>This paper investigated sources of conflict in the classroom and effective resolution strategies adopted by teachers in handling conflicts in the classroom. A descriptive survey design was adopted. A questionnaire and interviews were used to elicit information from the participants. A Sample size of 108 participants made up of subject teachers, form teachers and classroom was selected using random and purposive sampling techniques. Data collected were analyzed using frequency distribution. Findings revealed that the most common source of conflict among junior secondary school students in the classroom occurs when a student destroys other students' material, stealing and missing of a student's item. This translates into inappropriate behavior such as fighting, hostility, bullying, mistrust etc. The major conflict resolution strategy used by teachers is mediation. Regular teacher professional development workshops on effective and essential conflict resolution strategies should be organized by the state secondary school education board. This would help provide an opportunity for teachers' learn effective conflict resolution and ultimately utilize appropriate strategies to resolve conflict in the classroom so as to build trust and confidence among students involved.</p> <p>Keywords: Conflict, Resolution Strategies, Classroom</p>
 <p>Olatunbosun Emmanuel Ogunseemi GICICTEL1711184</p>	<p style="text-align: center;">Effects of self and peer reflective teaching observations on pre-service science teachers' teaching skills and attitude to teaching in southwestern Nigeria</p> <p style="text-align: center;">Olatunbosun Emmanuel Ogunseemi Curriculum and Instructions, School of Education, College of Education, Ikere-Ekiti, Ekiti State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Teacher training institutions should aim at producing teachers with the requirements for teaching responsibilities. However, majority of pre-service science teachers in Colleges of Education in Southwestern Nigeria have been found to exhibit poor teaching skills and attitude to teaching. This may negatively affect science teachers' performance in the classroom and inhibit the attainment of the objectives for teacher training as stated in the National Policy on Education. Many studies have focused on problems involve in training of science teachers and their challenges in the classroom but not much has been done on their experiences in training especially to become reflective teachers. Therefore, this study determined the effects of self-reflective and peer reflective teaching observations on pre-service science teachers' teaching skills and attitude to teaching in southwestern Nigeria. The moderating effects of science teaching efficacy and gender were also examined.</p> <p>The study adopted a pretest-posttest control group quasi-experimental design using a 3x2x2 factorial matrix. Purposive sampling technique was</p>

	<p>used to select three government owned colleges of education. One hundred and forty four pre-service science teachers (70 males and 74 females) from three intact classes were used for the study. They were randomly assigned to self (48) and peer (36) reflective teaching observations and conventional (60) groups respectively while treatment lasted 11 weeks. Instruments used were: Microteaching procedure ($\pi = 0.73$), reflective teaching observation checklist ($\pi = 0.78$). Attitude to teaching questionnaire ($r = 0.88$), Science teaching efficacy scale ($r = 0.86$), teaching skills evaluation scale ($r = 0.83$) and instructional guides. Data were analyzed using Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance. There was significant main effect of treatment on pre-service science teachers' teaching skills ($F_{(2,120)} = 4.06$, partial $\eta^2 = 0.74$) and attitude to teaching ($F_{(2,120)} = 12.10$, partial $\eta^2 = 0.18$). There was significant main effect of science teaching efficacy on pre-service science teachers' attitude to teaching ($F_{(1,120)} = 5.49$, partial $\eta^2 = 0.02$). There was significant main effect of gender on pre-service science teachers' teaching skills ($F_{(1,120)} = 5.17$, partial $\eta^2 = 0.04$), with males (52.12) and females (63.34). There was significant 2-way interaction effects of treatment and science teaching efficacy on pre-service science teachers' teaching skills ($F_{(6,120)} = 2.21$, partial $\eta^2 = 0.10$) and attitude to teaching ($F_{(2,120)} = 3.92$, partial $\eta^2 = 0.09$). There was significant 2-way interaction effects of treatment and gender on pre-service science teachers' teaching skills ($F_{(2,120)} = 3.91$, partial $\eta^2 = 0.03$) and attitude to teaching ($F_{(2,120)} = 3.20$, partial $\eta^2 = 0.06$). There was significant 2-way interaction effects of science teaching efficacy and gender on pre-service science teachers' attitude to teaching ($F_{(1,120)} = 4.05$, partial $\eta^2 = 0.06$). Self and peer reflective teaching observations enhanced teaching skills and attitude to teaching. Conventional microteaching was more effective on teaching skills than peer reflective teaching observation due to inadequate training to provide helpful feedback in southwestern Nigeria. These strategies with best practice should be adopted in teacher training institutions for teaching practices. Keywords: Self and peer reflective teaching observations, Microteaching, Teaching skills, Attitude to teaching.</p>
<p>Dr Sachin Kamble GICICTEL1711189</p>	<p style="text-align: center;">The impact of concept mapping on achievement and attitude in a thermodynamics course</p> <p style="text-align: center;">Dr Sachin Kamble A. C. Patil college of Engineering, Kharghar, University of Mumbai, Navi Mumbai, India</p> <p style="text-align: center;">Abstract</p> <p>This study investigates the impact of the use of concept mapping on achievements and attitudes in the classroom teaching of the second law of thermodynamics. The study also explores differential effect on gender and achievement level. The experiment was carried out on 60 second year mechanical engineering students who were divided into of 30 each. The study was conducted in six weeks in a class which met three times a week. The experimental group received instructions based on the use of concept mapping and the control was given a traditional teaching-learning method. An achievement test consisting of 44 multiple choice questions based on Bloom's taxonomy was carried out to compare the performance of the two groups. An analysis of achievements shows that there is a statistical difference between students' achievement at the comprehension, application and above level and the total score of the Bloom's cognitive domain. There was no statistical difference between their achievements at the knowledge level. There were significant differences between the achievements of students groups at comprehension and application and above level of Bloom's taxonomy. Keywords: Concept mapping, Bloom's taxonomy, the second law of thermodynamic</p>

<p>Udegbunam Nneka Salome GICICTEL1711190</p>	<p style="text-align: center;">Concepts of educational technology in enhancing school curriculum in Nigeria</p> <p style="text-align: center;">Udegbunam Nneka Salome Bursary Department / Institute Of Management And Technology Enugu Nigeria, Institute Of Management And Technology Enugu Nigeria, Enugu, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Educational technology is "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources". Educational technology is the use of both physical hardware and educational theoretic. The teacher chooses to keep average to good teaching where children with insufficient knowledge would not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, no frustration, and humiliation while for the most advanced children teaching will be boring. The fact that the educational system has undergone major structural changes. That is from pedagogical methodology to the current phase of more sophisticated, but user friendly technology-based instructional methodology, there is need to introduce educational technology into the Nigerian schools' curriculum as an innovation. Furthermore, the prominent role of educational technology in the advancement of knowledge and skills necessary for effective functioning in the modern world has been stressed, but it should be noted that the effective introduction of educational technology into our curriculum, educational system, and subsequently into the classrooms and other societal settings, is a complex, multifaceted process that involves not just the technology, but indeed, enough initial financial capital for acquiring the technology; but also the right curriculum and pedagogical manpower, institutional readiness, teachers' competences, and long-term financing among others. The paper therefore examines the concept of curriculum, educational technology, some instructional design models for educational technology integration, as well as the impact of educational technology on curriculum innovation. Keywords: Educational technology, Educational theoretic, Integration, Curriculum innovation,</p>
<p>Prof Dr Selviana Napitupulu GICICTEL1711197</p>	<p style="text-align: center;">Teacher's classroom strategy in teaching english As a foreign language (A Case Study of English Teachers in Primary School Pematangsiantar)</p> <p style="text-align: center;">Selviana Napitupulu Department of English, Faculty of Teacher Training, Nommensen HKBP University, Medan, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>This study concerns with teaching strategies used in teaching English as a foreign language in Pematangsiantar as one of the cities in North Sumatera Province, Indonesia, especially in primary schools. The objective of this study is to find out the strategies used by teachers in teaching English as a foreign language for Indonesian students at Primary School. The subjects of this research are English teachers teaching English in the private primary schools. The problem of this research is "What instructional strategies are used by the English teachers in teaching English at primary school?. To answer the question, some theories are applied, such as, Anthony in Brown (2001); Carter and Nunan (2001); Domke (1991); and Harmer (2002). The participants of the study are some English teachers and students at private schools. To get the data of the research, the writer makes observation and interview to find out the quality of research. From the data observation and interview, it is found out that the teachers of English use strategy in teaching English as a</p>

	<p>foreign language at their school, although they have different strategies in teaching English. Regarding planning and preparing the instruction, the English teachers do the same stages in teaching, such as they master the material, prepare for the activities, and prepare teaching aids to support the activities. Concerning the implementation of the teaching and learning process, the teachers use games as a teaching method for different purposes such as games only for fun and games as a vehicle for learning. On the other hand, the teachers do not teach English in integrative ways. Key words: Foreign Language, Strategy, Classroom Interaction, Teachers' role, Students' achievement.</p>
<p style="text-align: center;">Dennis Fung GICICTEL1711199</p>	<p style="text-align: center;">Teachers' perceptions of the Introduction and implementation of liberal studies in hong kong secondary schools: implications for its way forward</p> <p style="text-align: center;">Dennis Fung Faculty of Education, The University of Hong Kong, Room 323, Runme Shaw Building, Pokfulam Road, Hong Kong, China</p> <p style="text-align: center;">Tim Liang Faculty of Education, The University of Hong Kong, Room 323, Runme Shaw Building, Pokfulam Road, Hong Kong, China</p> <p style="text-align: center;">Abstract</p> <p>This article probes into the perceptions of over one hundred Hong Kong teachers who were asked to reflect upon the implementation of Liberal Studies in secondary schools in response to the latest government review of the subject's curriculum. Questionnaire-based surveys and semi-structured interviews were conducted to reveal the participating teachers' perceptions and suggestions regarding the subject's objectives, content and assessment, with the ultimate goal of tracing the subject's developmental trajectory. The findings indicate that, whilst the teachers appear to have faith in Liberal Studies' objective to develop students into critical and independent thinkers, they feel that the pedagogical challenges with which they have been confronted have influenced their teaching motivation and support for the subject's mandatory status in secondary education. Further, the potential tension between the challenges they have encountered in reality and the ideal outcomes envisaged by policymakers raises the question of how Liberal Studies can move forward in giving teachers a greater role in educational reform. Recommendations for relieving that tension, as well as the findings' implications for future research on curriculum development in Hong Kong and elsewhere, are also discussed. Key Words: curriculum development; curriculum review; Liberal Studies; pedagogical challenges</p>
<p style="text-align: center;">Abdulsamad Alkhalidi GICICTEL1711201</p>	<p style="text-align: center;">Awareness of the Concept of Universal Design in Interior Design Education</p> <p style="text-align: center;">Abdulsamad Alkhalidi Interior Architecture and Design Program, College of Fine Arts and Design, University of Sharjah, Sharjah, United Arab Emirates</p> <p style="text-align: center;">Abstract</p> <p>Universal Design (UD), a term coined by Ron Mace is a concept of equality of use of space, built environment and products irrespective of the limitations and disabilities users may have. The concept is founded on eradicating the discrimination, marginalization and social disengagement of the disabled. In addition to those born with disability, and those who have become disabled because of mishaps, a more disconcerting situation is the demographic change caused by a steadily growing aged population across nations. The elderly, as with other disabled populace, find it difficult to complete even their routine daily tasks due to diminished</p>

	<p>accessibility. The aim of this paper is to assess the awareness of UD amongst students pursuing interior design in the U.A.E. Since most of the Universities and academic institutions in the region are either run by American, Canadian or British Universities or follow or are affiliated to them, this work will be able to reflect on the importance such universities give to UD in their curriculum. Health care and social engagement of the disabled is a growing concern, hence. Providing avenues for the disabled implies creating universally accessible and usable built environments and products. Designers need to be cognizant of the relevance of Universal Design as an integral part of their profession. Such awareness requires that the values and concept of Universal Design be taught during the formative years in the schools and colleges. More specifically the designers of built environment – the Architects and the Interior designers should take concerted efforts to understand and implement the philosophy of Universal Design.</p>
<p>Hama Karim Barzan GICICTEL1711205</p>	<p style="text-align: center;">Exploring the Status of Information Communication Technologies in Foreign Language Classroom Teaching: The Case of Iraqi Kurdistan</p> <p style="text-align: center;">Hama Karim Barzan Department of English language University of Halabja</p> <p style="text-align: center;">Abstract</p> <p>Over the last few years there have been important calls for the use of Information Communication Technology (ICT) in the teacher education programs in the context of Iraqi Kurdistan. Yet teachers continue to pursue traditional teaching approaches in language education. The role of teachers in this problem has not been investigated, there is no evidence about how teachers' pedagogical and circumstantial consideration may influence the use of use of ICT in the process teaching language. The goal of this paper was twofold. On the one hand it intends to study the pilot procedure of a quantitative research data collection instrument (questionnaire) that was designed to describe the situation of ICT in the foreign language classroom. On the other hand it examines the attitudes, pedagogical and circumstantial considerations regarding the use of ICT in foreign language (FL) teaching in the departments of English language at five public universities in Iraqi Kurdistan. The researcher designed and distributed an online survey to seventy teachers. The descriptive analysis shows that there is a high degree of internal consistency and collaboration among the items of the scales of the quantitative instrument. The results disclose that the participants have positive attitudes towards the use of ICT into their classroom teaching. Almost all the participants have basic knowledge of ICT tools and they use these tools for different teaching activities. Despite their high frequency of ICT use in their language teaching, the participants reported on some critical issues such as insufficient of ICT elements in the classrooms, lack of training, and lack of specific knowledge on how to use ICT that might impede them from using ICT in their foreign language teaching.</p> <p>Keywords: ICT, Pedagogy, EFL teachers, Attitude, Pilot</p>
<p>Fatma Satiroglu GICICTEL1711207</p>	<p style="text-align: center;">Review of interactive whiteboard usage in computer lessons: does income level of students cause any difference in their learning progress?</p> <p style="text-align: center;">Fatma Satiroglu Department of Education Technology, Faculty of Educational Sciences, Ankara University, Ankara, Turkey</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study is to decide whether Interactive White Board (IWB) usage cause any difference in learning progress of the 6th grade students who belong to two different income levels. This study aims specifically to inspect the utilization of IWB in Computer lessons. A total</p>

	<p>of 260 students constitute the research group. Data needed to conduct the study is collected by semi structured queries. Questions are developed in consequence of an extensive literature review. To identify the difference between the two different sample groups, low and high income, t-test and one-way ANOVA were used. According to the result of the study, IWB usage makes no significant difference between the two sample groups in terms of learning pace of students in computer lesson. Main reason behind this similarity is, although students who have high income level are more familiar with the usage of digital tools like IWB or tablet PC, low income level students are more eager to practise on them mainly because of their privation of such devices in their daily life. Keywords: Interactive Whiteboard Usage, Income Difference, Computer Lesson, Instructional Technologies</p>
<p>Rendani Makhwathana GICICTEL1711211</p>	<p style="text-align: center;">Effects of Teachers' Emotions in Teaching and Learning in the Foundation Phase</p> <p style="text-align: center;">R. M. Makhwathana MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p style="text-align: center;">N. P. Mudzielwana MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p style="text-align: center;">S. A. Mulovhedzi MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p style="text-align: center;">T. J. Mudau MTECH Education, Department of Early Childhood Education, University of Venda, South Africa, Thohoyandou, South Africa</p> <p style="text-align: center;">Abstract</p> <p>A conducive environment coupled with positive emotions creates a good platform for teaching and learning. This paper sought to describe the effects of teachers' emotions in learning and teaching in the Foundation Phase. This paper adopted a qualitative approach with a population of two primary schools and a purposive sample of six teachers. Data were collected through an open-ended questionnaire. Data were analysed and coded according to themes. It was found out that positive emotions made teaching effective. Negative emotions made teachers to lose control, shout, and become careless when talking. Teachers' negative emotions made learners humiliated, scared and ultimately withdrew from talking during learning. It was also found out that negative feelings, thoughts and actions encourage negative behaviour. It is recommended that teachers be trained through workshops and short courses on anger management during class time. Teachers should be competent in training learners on anger management. Keywords Anger Management. Anxiety. Cognitive. Motivation. Negative Emotions Positive Emotions</p>
<p>Dr. Vivian Khamis GICICTEL1711213</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</p>

	<p>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 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).</p> <p>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>Key words: Hyperactivity; Palestinian and Lebanese children; War atrocities; Religiosity; Trauma.</p>
<p style="text-align: center;">Aisha Atif GICICTEL1711225</p>	<p style="text-align: center;">The Efficacy of Computer-Assisted Language Learning (CALL) Pedagogy in Learning EFL for Saudi Students: A Study from English Language Teachers' Perspective</p> <p style="text-align: center;">Aisha Atif PYP department, Buraydah Private Colleges, Buraydah, Al-Qassim, Saudi Arabia</p> <p style="text-align: center;">Abstract</p> <p>The study explores the efficacy of CALL (computer assisted language learning) pedagogy in learning EFL for Saudi Students. The demanding literacy of English language in Saudi Arabia has realized Saudi student the importance of English Language but still, there is the lack of enthusiasm for learning EFL. The Saudi institutes and Universities are equipped with computing language units with networking facilities but still, there is room for improvement. The research paper aims to expose the actual use of technology in class to teach integrated language skills and how much the English as Foreign Language teacher is able to motivate Saudi learner with new strategies and technologies. On the teachers side the progression of language teachers is key factor to teacher training programmes and subject to timely attention. The EFL teacher always</p>

	<p>needed to be interested in techniques and strategies that are more useful in language classes. The scope of the study is limited to the college and University teachers working in public and private sectors in Saudi Arabia.</p>
<p style="text-align: center;">Cecilia Silva GICICTEL1711229</p>	<p style="text-align: center;">A Scaffolding-based Porfolio in Language Teaching: a Visual Path to Speaking</p> <p style="text-align: center;">Cecilia Silva Institute For Excellence In Higher Education, Tohoku University, Sendai Shi, Japan</p> <p style="text-align: center;">Abstract</p> <p>The present work will describe a scaffolding-based portfolio project for supporting speaking skills in the class of Spanish as a foreign language at level A1 (CEFR) in one semester. The goal set for this work is the following: “From one sentence and one minute, to a page and 4 minutes”. This presentation contains three parts: a) description of a portfolio project as a contextual support for oral skills, b) students’ evaluation of their portfolios regarding oral communication, c) discussion about scaffolding resources and contents in portfolios.</p> <p>While analyzing the concept of scaffolding resources, we also consider the concepts of self-assessment and reflection. In fact, we propose making assessment a challenging task by turning it into an aspect to guide students to reflect on their accomplishments and set their own goals and learning strategies in one semester. Students were asked to reflect on their works and assess their own progress. Students are asked to check their works and reflect on: the relation between their expectations and actual achievements; in case of slips and mistakes: causes and ways of fixing them; to what extent has the view of their accomplishments enhanced their self-confidence and their motivation to improve and study Spanish, and to what extent can students define their own goals and learning strategies from now on.</p> <p>We are presenting results in terms of students’ assessment and reflection on their achievements and on the scaffolding process and resources used to accomplish the main goal set for the semester.</p> <p>Key-words: foreign language teaching, portfolio, scaffolding, self-assessment, reflection</p>
<p style="text-align: center;">Wakil Ajibola Asekun GICICTEL1711231</p>	<p style="text-align: center;">Constructing future expectations among adolescents in some selected neighborhoods in Lagos</p> <p style="text-align: center;">Wakil Ajibola Asekun, PhD Department of General Studies, Lagos State Polytechnic, Lagos, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Adolescence is a period charcterised by critical psychological events, among which is construction of future expectations, the construction may be negative or positive, the present study examines how adolescents in poor economic environments handles this crucial aspect of development. The study was conducted among a purposely selected adolescents in schools located in Mushin, Ajegunle and Oshodi. These communities are considered as poor and volatile in Lagos suburb in Nigeria. The study hypothesed that Future expectation would have a significant effect on adolescent’s self-esteem, and that Adolescents with negative future expectation would have a record of low academic achievement, It was further hypothesized that Family relationship would have significant influence on adolescent’s future expectation The results of the study confirms all the stated hypothesis. The implications of these findings on transition of adolescent to adulthood were discussed.</p> <p>Keyword: adolescents, self-esteem, academic achievement, future expectation</p>

<p style="text-align: center;">Abdul Latif GICICTEL1711242</p>	<p style="text-align: center;">Freedom of religion in indonesia: reveal and revitalize it concept</p> <p style="text-align: center;">Abdul Latif Universitas Islam Indonesia, Indonesia</p> <p style="text-align: center;">Sahid Hadi Universitas Islam Indonesia, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>Indonesia is a State with Pancasila as the core ideology which is a crystallization of pluralistic of Indonesian society, start from their cultural until their beliefs. The pluralistic then dialectically raises the value of tolerance as one of the core value of themselves. These values of tolerance are in fact evidenced by the history of the formulation of Pancasila itself, through the removal of 7 words on the first principle with the result that it reads as the current provisions. However, the tolerance value seems to be an ideology only, separated of its essence. In fact, since 2014 - 2016 occurred an increasing number in cases of religious intolerance in Indonesia. For example, the case of a University vs a certain mass organization in Yogyakarta, which is caused by religious differences. This paper tries to reveal the understanding the idea concept of freedom of religion in Pancasila as core nation Ideology and revitalize it concept. Then, this research is a normative research with legislation and conceptual approaches. It means that in building the existing ideas, the authors set out from every existing regulation and concepts which constructed prismatically to find responsive and applicative solutions. The conclusion of this paper is that historically and philosophically, the concept of freedom of religion based on Pancasila has been well organized about religious diversity in Indonesia. This is reflected in the process of Pancasila's formulation and the philosophy of the first principle. However, in sociological landscape there are still many people who don't understand the essence of its principle. Thus, as the output of writing, this paper offers an effort to revitalize the concept of freedom of religious in Indonesia by elaborating the historical, philosophical and sociological base in order to realize tolerant Indonesian society, especially in religion.</p> <p>Kata Kunci: Pancasila, Tolerance, Freedom of Religion</p>
<p style="text-align: center;">Dr. Doss Parimala GICICTEL1711255</p>	<p style="text-align: center;">Equity And Education</p> <p style="text-align: center;">Dr. Doss Parimala Assistant Professor Department of Education Central Institute of Education University of Delhi-110007 INDIA</p> <p style="text-align: center;">Abstract</p> <p>Inequity, in its various forms is one of the most significant problems facing the contemporary world. In a country like India, where poverty and deprivation are still widespread, where survival is still a matter of daily struggle, it cannot be assumed that all sections of the population will be able to prioritize education to the same extent. Education represents only one of the facets of the prevailing order of inequities. In India, there is a need to strive towards a more equitable representation of different groups and claimants to the shared resources of knowledge and learning. Social insecurities are bound to affect every facet of our social interaction. The seeds of stagnation in Indian society were sown by the rigid system of social stratification in which access to learning was determined by birth in a certain caste group and was restricted to the privileged section of men. This was a system that India inherited at the time of Independence – a system which was iniquitous, distorted and dysfunctional. The contemporary syndrome of inequity is the outcome of such a gifted system. Inequities in education in India are a manifestation of disparate level of socio- economic inequality and the stratified structure of society.</p>

	<p>The parameters of equity are broader and wider to include all differences. The institutionalized framework of social inequalities, coupled with variation in income distribution, engendered disparities both in access to the institutions of formal learning and at the level of educational attainment of the different segments of Indian people. The policy measures in India, followed so far have not been able to address these issues properly, particularly in the socially backward areas and rural areas. Involvement of all students in the process of learning, abandonment of the social and economic basis of inequality, social awareness/ consciousness irrespective of caste, religion, status and creed should take place at the strategic level in the policy formulation and implementation in India.</p> <p>Keywords: Equity, Equality, Disparities</p> <p>The report deals with-</p> <ul style="list-style-type: none"> • Difference between Equality and Equity. • The importance of Equity in Education for all in South Asia specifically India. • Historical importance of Equity in relation to India. • Importance of policy formulation for Equity.
<p>Ahmad Shallal Alshammari, Phd GICICTEL1711074</p>	<p style="text-align: center;">To what extent are used the cooperative learning method in teaching science in Kuwait intermediate school.</p> <p style="text-align: center;">Ahmad Shallal Alshammari, Phd Department of Curriculum and Instruction. School of Basic Education Public Authority of Applied Education and Training (PAAET), Kuwait</p> <p style="text-align: center;">Abstract</p> <p>This study is focus to exploring the extent of using the cooperative learning method in teaching science in intermediate schools of Kuwait. It aims also to find out what are the obstacles of implementing it from the science teachers' viewpoint. The study includes a 180 questionnaires and 12 interviews which has been carried out at intermediate schools in Kuwait by science teachers to reach the findings of this study. The aim of this study is to contribute in filling the gap of the knowledge about the cooperative learning in Kuwait schools and to explore the current status of utilizing such educational method in teaching sciences. The study finding noticed that most of science teachers did not have more ideas about how can using the cooperative learning in teaching science and they faced some obstacles which hinder use this method in the classroom. Therefore, the researcher thinks that some additional efforts must be exerted to clarify the situation of cooperative learning method in Kuwait as a whole to help the policymakers for developing the education in Kuwait. This study finding can help the decision makers at the Ministry of Education in Kuwait to review the techniques of education in Kuwait and to develop the methodology of science education and the education in general. This study suggests also further researches to be carried out in the field of cooperative learning in Kuwait.</p> <p>Keywords; Science Education, Cooperative learning, Science Curriculum, Teaching and learning</p>
<div style="text-align: center;">  <p>Mohamad Arif Ismail</p> </div>	<p style="text-align: center;">Revisiting the Implementation of Task-Based Language Teaching (TBLT) in Indonesian Secondary School: Current Issues and Possibilities</p> <p style="text-align: center;">Mohamad Arif Ismail School of Arts, University of Leicester, United Kingdom Lembaga Pengelola Dana Pendidikan (LPDP)</p> <p style="text-align: center;">Abstract</p> <p>Task-Based Language Teaching (TBLT) has been widely administered in</p>

<p>GICICTEL1711075</p>	<p>Asian countries including Indonesia. This paper aims to investigate its implementation in Indonesian secondary school context using the previous research to present comparison. As identified, either target language issue and national examination as it is applied in curriculum remain in the same situation. Another finding has indicated that the notion of TBLT contradicts to the cultural value of Indonesian students. Having reviewed the relevant studies, this article suggests some potential alternatives in order to move forward, covering utilizing the teaching procedure namely ‘Engage, Study, Activate’ (ESA), employing ‘mediated learning’, and embedding local culture in the teaching materials. Finally, this study addresses the possibility of TBLT in the future particularly in Indonesian context.</p> <p>Keywords: TBLT, Indonesian secondary school, current issues, possibilities</p>
<div style="text-align: center;">  <p>Kareen Guscott GICICTEL1711081</p> </div>	<p style="text-align: center;">Online Recruitment – Hiring and Training of Instructors for Online Teaching</p> <p style="text-align: center;">Kareen Guscott Programme Manager Academic Programming and Delivery Division The University of the West Indies, The Open Campus Mona, Kingston 7, Jamaica</p> <p style="text-align: center;">Abstract</p> <p>Maintaining the highest standard of delivering online education at the University of the West Indies Open Campus (UWIOC), requires a pool of qualified, experienced and technologically competent facilitators. To attract such persons, the Internet is the tool of choice the university utilize for recruitment.</p> <p>The virtual nature of online hiring, for online teaching makes finding quality instructors challenging (Reneau, 2016). This paper will report on the UWIOC instructor hiring and training experience.</p> <p>In addition to new recruits, transitioning existing instructors to online modality at UWIOC had to be considered and was somewhat daunting due to resistance to change. Those who spent most of their academic careers in bricks-and-mortar settings, with limited technological skills tend to be the most difficult to transition.</p> <p>Given the challenges experienced, the objectives of this action research were to assess the processes, identify successes and devised strategies for improvement of practice.</p> <p>The methodology used included information from documents compiled from the onset of the process, including advertisements placed on Websites, communication from respondents to the adverts, interviewing of shortlisted applicants and reports on training outcomes.</p> <p>The findings were quite encouraging. Despite challenges, UWIOC online recruitment of instructors was successful due to:</p> <ul style="list-style-type: none"> • Methods applied to treat with online versus traditional face to face hiring. • Strategies implemented to transition existing face to face instructors to online modality • The training model used to prepare instructors for online teaching <p>Online recruitment affords the University the opportunity to attract a cadre of expert facilitators from across the globe, on a significantly low budget. However, review of literature on online recruitment of instructors for online higher education remains limited and underexplored. Opportunities abound to conduct comparative studies of other Universities that should yield valuable information and best practices that may benefit the online education community</p> <p>Key words: Online, Recruitment, Training, Instructors</p>



Hanadi AlSuwaidi
GICICTEL1711082

Technology-Enhanced Learning Model in Vocational Education for a Better Employability

Hanadi AlSuwaidi

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Abstract

This paper provides an overview of the first part of my doctoral studies whose main objective is the introduction of reflective practices and collaborative learning in vocational education institution (ADVETI) to increase the employability of the graduates. In the emerging UAE vocational education system, these approaches are not only new, they are also timely, building on the ubiquity of smart technologies and mobile devices.

The methodology uses a mix of qualitative and quantitative approaches based on design-based experiments to study the impact of the introduction of reflective practices and collaborative learning. By using several technology-enhanced pedagogical scenarios to clarify the skills required by the industry urging ADVETI to introduce new models for a smoother transition between studies and work to build on the employability of the graduates

The paper includes a primary literature review about reflective practices and collaborative learning in this context, and previous research on new pedagogical scenarios supported by smart technologies, known as computer supported collaborative learning (CSCL).

The paper shows that our research is one of the first of this kind in the UAE, it recommends to use the power of the new tools available today with mobile technologies to introduce reflective practices and collaborative learning applied to hands-on training.

Keywords: Vocational Education, TVET, Employability Skills, Reflective Practices, Collaborative Learning, Pedagogical Scenarios.

Docks r. Jere
GICICTEL1711094

Factors that influence undergraduates' learning experiences in universities with large enrolments in a single class: the case of malawi.

Docks r. Jere

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Abstract

Since 2007, many institutions of higher learning have been founded in Malawi as a means of broadening and increasing access to higher education. While this is a welcome development, nonetheless, many of these institutions have been confronted by many challenges such as high student enrolment rates, inadequate classroom and hostel infrastructure, and human and material resources. The surge in student enrolments has resulted in very high student-teacher ratios sometimes reeling at well over 1:200 in most cases. Such incongruent teacher-student ratios present a daunting task in the teaching and learning processes.

The purpose of this study was to examine undergraduates' perception on the challenges they encounter in their respective degree programmes. In order to do so, students were asked to identify the major issues that confront them during their degree programme. They were also asked to suggest possible solutions to such issues. The study adopted a qualitative research design: a causal study involving a sample drawn from 2nd year and 3rd year cohorts at Mzuzu University. The results from the analysed data revealed that there were both educational and economic factors that confront students' learning experiences by gender and age. The paper concludes by highlighting that as higher education in Malawi undergoes significant reforms by way of broadening and increasing access and

	<p>equity, issues of quality against quantity should not be relegated to one end. To this end, we recommend faculty members of staff to be equipped with responsive and innovative teaching strategies that will present a perfect fit for such large classes if we are to produce high quality graduates who will be relevant and competitive on the market. Keywords: learning experiences, large enrolments, gender equity, case study, UN, SDGs, MDGs, LCDS.</p>
<p style="text-align: center;">Pineteh Angu GICICTEL1711104</p>	<p style="text-align: center;">Understanding the voices from the margins: Social injustice, identity and agency in first year students' literacy narratives</p> <p style="text-align: center;">Pineteh Angu Unit for Academic Literacy Faculty of Humanities, University of Pretoria, Pretoria, South Africa</p> <p style="text-align: center;">Abstract</p> <p>This paper analyses the literacy narratives of first year students in the Faculty of Humanities at the University of Pretoria. It uses excerpts from a literacy narrative assignment in an academic literacy module, to explain how students' different learning experiences can be brought to bear on broad issues such as social injustice, identity construction and agency. The paper argues that although the main purpose of this writing task is to assess students' literacy development and the impacts on their academic writing skills at the university, it inadvertently provides a lens through which we can access students' human experiences beyond their abilities to read and write. For example, these narratives do not only reveal how students struggle with higher education literacies but they also image their social structures and how their different families have dealt with the social injustices of post-apartheid South Africa. In addition, they portray how these students have constructed and reconstructed their identities in response to these injustices, and how these social issues and processes have provided them with a sense of agency as they enter the university. Key words: Literacy narrative, injustice, agency, identity, academic literacy</p>
<div style="text-align: center;">  <p>Sehrish Hamid Butt GICICTEL1711112</p> </div>	<p style="text-align: center;">1) Analysis of student choices and trends towards Service Learning field projects</p> <p style="text-align: center;">Sehrish Hamid Butt Community Service Program Of Nust (Sponsored By School Of Mechanical And Manufacturing Engineering- Smme), National University Of Sciences And Technology (Nust, H-12 Islamabad), Islamabad, Pakistan Asia</p> <p style="text-align: center;">Abstract</p> <p>Community Service Learning Course is offered to all final year undergraduate students of NUST. As part of course requirements besides class room sessions students are required to complete 30 hours of field work. Under the umbrella of various social work focus areas students devise their projects. A similar trend of choosing projects from same focus area was observed and the researcher felt the need to transform this trend into a formal research study. Applicable Theory: <u>Problem solving</u> Model: The social work volunteer assists people with the problem solving process. Rather than tell people what to do, social workers teach clients how to apply a problem solving method so they can develop their own solutions. Students pick field work project areas like basic human values, human rights and religious moderation, free tutoring and education, disaster response and recovery, working for orphanages, special children and old homes, renovation of schools, hospitals or other community centers, and community awareness for social health and hygiene issues.</p>

	<p style="text-align: center;">2)Impact Assessment of Service Learning at NUST</p> <p style="text-align: center;">Sehrish Hamid Butt Community Service Program Of Nust (Sponsored By School Of Mechanical And Manufacturing Engineering- Smme),National University Of Sciences And Technology (Nust, H-12 Islamabad),Islamabad, Pakistan Asia</p> <p>In this study the impact of Community Service Learning course (CSL-401) on young individuals has been analyzed. Community Service learning course was embedded into NUST’s curriculum back in 2013 keeping in view positive trend of student’s volunteers towards community service. Applicable Theory: Social learning theory : It is based on Albert Bandura’s idea that learning occurs through observation and imitation. New behavior will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behavior is modeled as well. The main objectives of this course are: To impart awareness, knowledge and guidance To develop students into socially active citizens creating a discernible positive impact on society. The main aim of the study was to check whether the objectives of the course are achieved or not.</p> <p>Research Questions: Research Question 1: Community Service Learning Course imparts awareness in students of various areas of society? Research Question 2: Community Service Learning Course enhances knowledge of students about various segments of society and also guides them about various areas of society? Research Question 3: After course completion Community Service Learning course students turns into socially active citizens creating a discernible positive impact on society?</p> <p>In countries like Pakistan there is a dire need to promote the culture of community service where every year the country face various natural calamities and political distress like terrorism and internal conflicts. NUST is the only university in Pakistan so far which embed Community Service Learning Course into its curriculum. The study was descriptive in nature and the outcomes of the study were determined with a help of a survey questionnaire with a five degree level of measurement scale. The results revealed that the course objectives were achieved significantly, with a need to further promote the culture of volunteer social work.</p>
<p>Afareez Abd Razak GICICTEL1711126</p>	<p style="text-align: center;">Peace Education for Preschoolers: Bridging the Gap for Conflict Awareness and Resolution</p> <p style="text-align: center;">Afareez Abd Razak Social Foundations and Educational Leadership, The International Islamic University Malaysia, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>Peace Education (PEd) is ubiquitous. In countries around the world, Peace Education has been infused in the mainstream curriculum and part of the main agenda of conflict resolution and when dealing with sensitive issues . However, Peace Education is almost unheard of in Malaysia. However the root of conflict, especially concerning racial issues are eminent. According to Shamsul AB and Anis Yusoff (2011)the downside of the on-going negotiation between ethnic interest groups in Malaysia is that the potentially negative and divisive ethnic fault lines, based on very significant differences in religion, language, dress and diet, have become highlighted more so than ever before. This awareness of conflict and resolution should start early in an individual’s life. Therefore, this investigation examines the importance of Peace Education especially to the</p>

	<p>younger generation (preschoolers) and how it can make a lot of difference to multicultural society such as Malaysia. The general objective of this investigation is to find out how Peace Education can be imbued in the early childhood education curriculum, specifically the Taman Bimbingan Kanak-kanak, KEMAS. In so doing, it aims to highlight the importance of Peace Education from the perspectives of the children themselves, Curriculum Developers, School administrators and also teachers. A mixed method study employing the semi-structured interviews with all three different perspectives of the respondents, self-administered questionnaire to as many as 500 teachers from Tabika KEMAS in Malaysia and also document analyses will be carried out. The analyses that will be derived from the questionnaire will include descriptive analyses. While the qualitative data is analysed using Thematic analysis following Braun and Clarke (2006).The results obtain from this framework will be able to inform the stake holders, especially the curriculum developers of the immediate need to introduce Peace Education as early as preschool level into the school curriculum.</p>
<p>John F. Maune GICICTEL1711137</p>	<p style="text-align: center;">A Few Teaching Hacks For The Classroom</p> <p style="text-align: center;">John F. Maune Junior College English Department, Hokusei Gakuen University, Sapporo, Japan</p> <p style="text-align: center;">Abstract</p> <p>Students will learn with most any teaching style, but a teacher's goal should be to maximize their own effectiveness during class time. The melding of neuroscience, psychology, and education (mind, brain, and education—MBE) has to led to findings attempting to understand why some methods are effective, and to suggest new strategies. This presentation will detail some proven methods, or hacks, that teachers can utilize to improve their effectiveness and the reasoning behind them. Incorporating new strategies can be a daunting task, but the strategies outlined in this talk are all relatively simple. Slight changes in teaching style can profoundly influence student's engagement, thus achievement. A few methods discussed will be on social awareness, humor, and attention spans. They can be used immediately requiring little or no preparation or alteration of class content. The course these methods are used in is an English as a Foreign Language (EFL) content-based course, Life Science, but are applicable to any course or lecture.</p> <p>Keywords brain, education, EFL, mind</p>
<p>Kew-Cheol Shim GICICTEL1711145</p>	<p style="text-align: center;">Development of Science Education Programs using Engineering Design Process</p> <p style="text-align: center;">Hwa-Jung Han Department of Biology Education, Kongju National University, Gongju, Chungnam, 32588 South Korea</p> <p style="text-align: center;">Kew-Cheol Shim Biology Education, Kongju National University, Gongju, Chungnam, 32588 South Korea</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study was to develop the educational program on the basis of an engineering design process model and to apply actually to the science subject. The engineering design process model for science education consists of five phases such as defining the problem, ingathering the information, generating multiple solutions, selecting the best solution, and evaluating the solution. It is called as DIGSE model. In the phase of "Defining the problem," the students are asked to recognize a problem in</p>

	<p>a given situation related to the learning topic and state the problem to be solved in a detailed and precise manner. In the phase of "Ingathering the information," they need to collect various pieces of information related to the problem to solve. In the phase of "Generating multiple solutions," they should propose a range of solutions for the problem. In the phase of "Selecting the best solution," they should decide the best solution through a decision-making process. Finally in the phase of "Evaluating the solution," they are required to make a prototype based on the best solution they have chosen, test its functions, supplement and improves its disadvantages, and complete a finished one. We examined its educational potentials actually applicable to the science subject though pilot application in science education.</p>
 <p>Shih-Yin (Stella) Hsu GICICTEL1711148</p>	<p style="text-align: center;">Adopting an English-Only Approach for Oral Language Development</p> <p style="text-align: center;">Shih-Yin (Stella) Hsu Foreign Language Education Center, National Kaohsiung Marine University, Kaohsiung, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>The traditional teaching method in terms of Grammar-Translation, which includes teacher-centeredness, overuse of the first language and bilingual process in their English classes, is still prevalent in English as a foreign language (EFL) education in Taiwan to help Taiwanese students to pass various entrance examinations. Students are usually not offered opportunities to learn to use the target language for oral language development in their EFL classes. As a result, it is a very common phenomenon that after studying English for more than ten years, many people in Taiwan have just acquired the so-called "Mute English"— they can read and understand English but not speak it well (From Wikipedia). This paper explored what challenges 84 EFL freshman undergraduates encountered to transition to English-only approach in college. In addition, the paper also examined whether code-switching was a benefit or a problem for transitioning to an English-only approach. Data collection was from multiple sources, comprising classroom observations, interviews and an open-ended questionnaire. The findings of the study indicated: the students encountered a significant diversity in the new learning approach, which frequently necessitated them to use English to make presentations, interactions and communications; they changed from negative to positive attitudes toward the English-only approach; code switching was found only necessary initially but was gradually reduced or not to use at all as the students progressed in their proficiency levels; they gradually developed more effective learning strategies, confidence and motivation in using the target language for interaction, presentation and communication; when students developed more effective learning strategies and higher proficiency levels, they seemed to benefit more from the English-only approach. The research attempts to elucidate how new students in a university in Taiwan develop oral language skills and make the transition to an English-only approach.</p> <p>Keywords: code-switching, an English-only approach, oral language development</p>
<p>Mary Effiong GICICTEL1711152</p>	<p style="text-align: center;">Challenges of translation studies in french in nigerian universities at the post- graduate level</p> <p style="text-align: center;">Nyong Department of French College of Education, Ikere-Ekiti, Nigeria</p> <p style="text-align: center;">Mary Effiong Department of French College of Education, Ikere-Ekiti ,Nigeria</p> <p style="text-align: center;">Abstract</p>

	<p>Acquisition of knowledge in Nigeria at all levels is generally characterised by challenges. However, the challenges differ in scope and magnitude according to disciplines. In the Arts and Humanities, students studying foreign languages face peculiar challenges quite different from those students studying English language. This paper is interested in the challenges faced by French language students studying translation in Nigeria at the post-graduate level. The paper concludes that the major challenges are the absence of a translation institute, the absence of a national translation library and inadequacy of personnel in the field of translation in Nigerian universities.</p>
 <p style="text-align: center;">Anne C. Ihata GICICTEL1711167</p>	<p style="text-align: center;">Reading in English as a Foreign Language: Relative Contributions of Vocabulary and Phonological Awareness</p> <p style="text-align: center;">Anne C. Ihata Musashino University, Tokyo, Japan</p> <p style="text-align: center;">Abstract</p> <p>This study examines the relative contributions to EFL learners' reading comprehension of vocabulary size and phonological awareness, potentially significant for the mainly Japanese university students who were the subjects of the study, because of the transfer of L1 reading behaviours which may interfere with fluent reading in English, a growing necessity for the 'global human resources' Japan needs to participate fully in international society. 40 university students took vocabulary, and reading and listening comprehension, (essentially phonemic distinction) tests, and the data was analysed for possible relationships. The study was inspired by the role for accurate pronunciation in rapid decoding of text suggested by Walter (2007), and by Han (2013) in relation to speed of lexical access. Much research exists supporting the role of vocabulary knowledge in EFL reading comprehension, but far less conclusive research on the role played by accurate phonological interpretation. A one-way Anova analysis of the results suggested little obvious correlation between vocabulary size and reading comprehension scores. A stronger linear relationship appeared to exist between subjects' phonological awareness and reading comprehension. However, further analysis using Pearson's chi square found evidence of interaction between vocabulary and phonemic ability, and suggested that (a) EFL learners' reading skills could improve significantly if they were given additional training in pronunciation, as well as reading strategies and skills, and (b) it will be useful to investigate the nature of the interaction between vocabulary knowledge and accuracy of pronunciation, and its impact on reading comprehension, more closely.</p> <p>Keywords: EFL, Reading, Comprehension, Vocabulary, Phonology</p>
 <p style="text-align: center;">Elif Dulger GICICTEL1711185</p>	<p style="text-align: center;">Learning Quality in Higher Education</p> <p style="text-align: center;">Elif Dulger Adapazari Vocational School, Sakarya University,</p> <p style="text-align: center;">Christine Merrell Centre for Evaluation and Monitoring, University of Durham,</p> <p style="text-align: center;">Abstract</p> <p>Academic researchers should to begin to focus on service business' needs by adapting industrial engineering concepts, quality-control processes to service businesses¹. According to one OECD Report, learning outcomes which is targeted by quality assurance are indeed the key to meaningful education². On the other hand, quality is perceived differently by different quality experts, so there are many quality definition in literature³.</p>

	<p>There are some techniques which enable the quality of items and measurement scale as a whole to be evaluated. The Rasch Method provides information about the fit of items within a measurement scale, the reliability of the measure. It is increasingly widely used in education and the social sciences more broadly.</p> <p>One of the important advantages of the Rasch Method is that allows the measurement of item calibration which is independent of person's ability⁴. The model uses the quality control limits at this calibration⁵. These concepts are similar to those in the quality literature, as above.</p> <p>In "The Quality Trilogy", Juran defended his opinion that quality could be elaborated as planning, control and improvement⁶.</p> <p>At the conference we will discuss for higher education quality beyond the quality assurance. As is known, quality assurance concentrates accountability & enhancement and to learning outcomes, but it should be given same attention to learning process. Because quality of outcome is effected by quality of process.</p> <p>Learning process may be can manage using together formative assessment and SPC (Statistical Process Control) quality technique.</p> <p>In this study, we offer an approach to tertiary students' learning quality which can be evaluate, in terms of not only in terms of learning outputs but also their learning process. Thus, in the next step, it could be possible that learning process, the outputs of this process and ultimately acquisition degree of learning outcomes can be improved.</p> <p>Keywords: Quality Assurance in Higher Education, Learning Quality, Assessment Quality</p>
<p>Zuriyatini Hj Zainal GICICTEL1711215</p>	<p style="text-align: center;">Parent-child shared reading interactions in Brunei</p> <p style="text-align: center;">Zuriyatini Hj Zainal UCL Institute of Education, London Universiti Brunei Darussalam</p> <p style="text-align: center;">Abstract</p> <p>Research has shown that parent-child shared reading interactions in the preschool period can enhance children's early language and literacy development. The key determinant in young children's literacy and language development lies in the social opportunities that are available to them. These opportunities are importantly embedded within the routine interactions found between the parents or adults and the young children. The aim of my study is to explore the shared reading interaction behaviours of parents and their young children in Brunei homes, which promotes young children's language and literacy development. My study had undergone through a two-phase explanatory, sequential mixed method design. The first phase used survey as an instrument that was distributed to 355 preschool parents from 18 funded, government schools. For the second phase, the researcher employed interviews and home reading observation to eight volunteered mother and child dyads from varied socio economic backgrounds. They were audio taped during the interview and were visually recorded during the home reading observation. Data was collected and was both transcribed verbatim. The outcomes of the study was that the parents' literacy beliefs and home literacy practice only partially reflects on what was envisaged to be good reading habits at home. Reading success does not necessarily occur through the accessibility of literacy resources but it needs to be mediated and modeled by parents at home to give significant outcomes to children's language and literacy development</p> <p>Keywords: parent-child reading interactions, shared reading interaction, mixed method, early childhood</p>

 <p>Ansar Ahmed GICICTEL1711277</p>	<p style="text-align: center;">Student Engagement In The Classroom</p> <p style="text-align: center;">Ansar Ahmed Office Of The Pro Vice-Chancellor, BRAC University, Dhaka, Bangladesh</p> <p style="text-align: center;">Abstract</p> <p>An engaged student is a successful student. However, the factors associated with student engagement go beyond the students' own capabilities and motivation; it involves the typical profile of the entering students, effective teaching methods, institutional resources and program quality. This paper explores the confluence of all of these and uses the BRAC university example to demonstrate a successful implementation of student engagement techniques and processes. The key findings are that the institutional mission and vision must reflect the desired profile of the graduating student, which in its turn is necessarily reflected in the learning outcomes at the institutional level and learning objectives at the course level. Effective teaching methods in the classroom target these outcomes and objectives to bring it all together and create student engagement. This last piece is critical in the determination of institutional outcomes and in the success of the students.</p>
 <p>Mohamad Arif Ismail GICICTEL1711075</p>	<p style="text-align: center;">Revisiting the Implementation of Task-Based Language Teaching (TBLT) in Indonesian Secondary School: Current Issues and Possibilities</p> <p style="text-align: center;">Mohamad Arif Ismail School of Arts, University of Leicester, United Kingdom</p> <p style="text-align: center;">Abstract</p> <p>Task-Based Language Teaching (TBLT) has been widely administered in Asian countries including Indonesia. This paper aims to investigate its implementation in Indonesian secondary school context using the previous research to present comparison. As identified, either target language issue and national examination as it is applied in curriculum remain in the same situation. Another finding has indicated that the notion of TBLT contradicts to the cultural value of Indonesian students. Having reviewed the relevant studies, this article suggests some potential alternatives in order to move forward, covering utilizing the teaching procedure namely 'Engage, Study, Activate' (ESA), employing 'mediated learning', and embedding local culture in the teaching materials. Finally, this study addresses the possibility of TBLT in the future.</p> <p>Key words: TBLT, Indonesian secondary school, current issues, possibilities</p>
 <p>Yarhands Dissou Arthur GICICTEL1711155</p>	<p style="text-align: center;">Triangular law of students' Mathematics Interest: A Model with motivation and perception as predictors in Ghana</p> <p style="text-align: center;">Yarhands Dissou Arthur Department of Interdisciplinary Studies, College of Technology Education., University of Education, Winneba, Kumasi, Ghana</p> <p style="text-align: center;">Samuel Asiedu –Addo Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;">Charles Assuah Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;">Abstract</p> <p>The main purpose of this study is to verify by means of structural equation modelling (SEM) how students' interest in mathematics (SIM) is affected by students' perception and students' motivation to learn</p>

	<p>mathematics. Subsequently, the study presented the effect of students' perception (SP) on students' motivation (SM) to learn mathematics. The study used simple random sampling techniques to administer an average of 150 questionnaires to 10 public senior high schools in Ghana. The total students included in the study were 1,500 but 1,263 questionnaires were properly field representing 84.3% response rate. The constructs reliability for SIM.SP, and SM were 0.71, 0.82, and 0.68 respectively. The linear structural equation modelling was deployed to verify the goodness-of-fit influences among the measurement model, structural model and the overall model. The findings from the study revealed that, students' interest in mathematics is positively and significantly influenced by the student motivation and students perception. The study further explains that the more positive students perceive mathematics as well as motivated to learn mathematics the more interested the student are to learn mathematics. The paper concluded that, students' interest in mathematics is significantly and positively predicted by their perception and motivation about the mathematics. The study further concluded that student perception about mathematics further predicts their motivation to learn mathematics significantly. The study recommended for stakeholder and mathematics educator to invest activities that will positively improve student perception in mathematics and further motivate them both intrinsic and extrinsic</p> <p>Keywords: Students' perception; students' motivation; students' interest; Ghana; Mathematics</p> <hr/> <p style="text-align: center;">Effect of Mathematics Facilities, Mathematics Connection, Teacher Motivation and Instructor Quality on Students Interest in Mathematics</p> <p style="text-align: center;">Yarhands Dissou Arthur Department of Interdisciplinary Studies, College of Technology Education., University of Education, Winneba, Kumasi, Ghana</p> <p style="text-align: center;">Samuel Asiedu –Addo Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;">Charles Assuah Department of Mathematics Education, Faculty of Science Education University of Education, Winneba-Kumasi Campus, Ghana</p> <p style="text-align: center;">Abstract</p> <p>The relevance of students' academic interest in mathematics is of great concern to stakeholder in education. The present research aims at modelling students' interest in mathematics (SIM) using mathematics facility (MF), mathematics connection (MC) teacher motivation (TM) as well as instructor quality and availability (IQA). The studies randomly selected 1,263 participants from 10 high schools in the Ashanti region of Ghana and were made to respond to validated and self-administered questionnaires with a-reliability of 0.74, 0.69, 0.70, 0.699 and 0.68 for SIM, MC, MF, IQA and TM. Findings from this study show that MC, MF, IQA and TM explain 71.6% of the variance in students' interest in mathematics. The study concluded that students' interest in mathematics is influenced significantly by the teachers' ability to connect mathematics to real life and the immediate environment, availability of mathematics facility, teacher motivation as well as instructor quality and availability. The study recommended for mathematics educators to take into accounts the influence of these factors and integrate them in the delivery of mathematics in the high schools</p>
<p>Benedict Emunemu GICICTEL1711272</p>	<p>The Influence Of Gender Roles On The Career Advancement Of Women In Administrative Positions In The University Of Ibadan, Ibadan, Nigeria</p>

	<p style="text-align: center;">Benedict Emunemu Department Of Educational Management, Faculty Of Education, University Of Ibadan, Ibadan, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study investigated the influence of gender roles on the career advancement of women in administrative positions in the University of Ibadan, Ibadan, Nigeria. The descriptive survey research design was adopted. The study population comprised all female administrative staff of the University. The multi stage sampling technique was adopted. A stratified sampling technique was adopted, following purposive procedure. A questionnaire entitled “The influence of Gender Roles on Women Career Advancement” was administered to the respondents. Also, an in-depth interview was conducted on five (5) Deputy Registrars of the University of Ibadan. Descriptive and inferential statistics such as frequency, mean and multiple regression and ANOVA were used to analyse the data. There was no significant influence of gender role on women career advancement. Glass ceiling significantly influenced women career advancement. Mentoring significantly influenced women career advancement in the University. Also, work/family-life balance had no significant influence on women career advancement. Likewise, the University of Ibadan policies had no significant influence on women career advancement. The study recommended that the Establishment Unit should take proactive steps to break the glass ceiling phenomenon by re-examining organisational culture; re-evaluating workplace policies and practices; establishing and leading change management programmes; ensuring regular staff development; guaranteeing support for women in career development; and assigning mentors for staff. Also, the University should implement career advancement programmes such as providing training that is related to administrative positions. The University should also emphasize the link between employee development and advancement programmes.</p> <p>Keywords: Gender roles, Women career advancement, Women in administrative positions, University of Ibadan, Nigeria</p>
<p style="text-align: center;">Durr E Sameen GICICTEL1711281</p>	<p style="text-align: center;">Usage Of Information & Communication Technology In Education Of An Under-Developing Country-Pakistan</p> <p style="text-align: center;">Durr E Sameen Department Of Computer Science, Faculty Of Computing & Technology, University Of Gujrat, Gujrat, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>Information & communication technology includes all communication device and applications used for this purpose. It includes computer systems, cell phones, satellite systems and all applications associated with them. In this paper we discuss ICT role in education of Pakistan. As Pakistan is an under developing country its resources are less, its development progress rate is low, so the rate of people using ICT is also very low as compared to other well established and developed countries. In this paper we have showed statistical information about the use of ICT in education of Pakistan. Data was collected from Gujrat, Pakistan using questionnaires for students & teachers to understand the facts about use of ICT in a country like Pakistan. Our survey based on the students of average age of 14-22 years & teachers from Schools & University. In schools ICT is being used in very less frequency, because education system of Pakistan is not providing much facilities for ICT, even maximum of the school going students don't know how to use computer or what is its purpose, while students of higher education are fairly familiar with ICT use but still they are not as advance as they should be. Paper also discusses the possible solutions to make e-learning more effective in the area.</p>

	<p>Keywords: Information & Communication Technology, Student, Teacher, Education, Social Media, Technology Devices.</p>
<p>Chris Chambers GICICTEL1711286</p>	
<p>Rebecca Natrajan GICICTEL1711287</p>	<p style="text-align: center;">Importance Of Promoting Employability Skills Module Among Higher Education Students To Equip Them For Greater Future.</p> <p style="text-align: center;">Rebecca Natrajan Business Studies, Fairfield School Of Business, London, United Kingdom</p> <p style="text-align: center;">Abstract</p> <p>“Give a Man a Fish, and You Feed Him for a Day. Teach a Man to Fish, and You Feed Him for a Lifetime.” Lao-Tzu.</p> <p>The aim of this paper is to discuss the importance of promoting ‘Employability Skills’ module among the students who wish to improve and develop their academic literacies and career opportunities. It does this by fostering ecology and addresses the diverse needs of individuals, families and their communities. In order to build sustainable identities for the twenty first century, Employability Skills is a module which needs to be introduced for the first year undergraduate students who would like to become an Employability skills advisor or work club advisor or whatsoever their area of expertise in the near future . Employability skills introduce students to a range of study and academic/professional skills/attributes, including time management, communication skills, academic skills, study skills, problem solving, decision making and team work. It will encourage the engagement, creativity and attendance of students. To better prepare students for year 4 and year 5 by developing their self-confidence, self-efficacy, creativity and academic skills which are the prerequisites for employability (Bandura,1997 & 1994)</p> <p>Key words: self -efficacy, employability skills, study skills, academic skills and ecology</p>
<p>Dom Thompson GICICTEL1711288</p>	<p style="text-align: center;">How sensitive do you need to be: The role of the teacher in a 21st century FE Business classroom</p> <p style="text-align: center;">Dom Thompson HE Manager ,Teaching and Learning Coach,</p> <p style="text-align: center;">Abstract</p> <p>This paper reports the findings of a small-scale practitioner-research study funded by the Education and Training Foundation (ETF) as part of its Research Development Fellowship programme. The aim of the project was to explore if/how traditional theories of learning and teaching inform practice in business education courses in a further education (FE) college in England. The research population consisted of 4 teachers and a total of 80 students who were observed and interviewed over a period of 60 days to identify the role that the teacher plays in enabling learning within an FE business classroom. A key focus of the research was to establish the importance business education teachers placed on theories of teaching and learning. A major consideration at the outset was to explore the role of technology in business education contexts. However, as the research progressed this became a secondary focus of the study. Whilst this research project does not seek to diminish or dismiss the role of technology in business education contexts in FE its impact upon teaching and learning in business education will be discussed where relevant.</p>

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