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KEYNOTE SPEAKER




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<p>Thais Daniela Sant Ana E Pereira GICICTEL1718051</p>	<p>The Teaching Of English As A Second Language For Children In Brazil: A Discussion</p> <p>Thais Daniela Sant Ana E Pereira Department of Language, Faeso - Faculdade Estacio De Sa De Ourinhos Sme - Secretaria Municipal De Educacao De Ourinhos ,Brazil</p> <p>Abstract</p> <p>This paper aims to discuss the process of English language acquisition and learning among First Phase of Primary school children (grades I – V) in non-speaking of English countries. The teaching of English as a second language in Brazil officially starts at Second Phase of Primary Education (grades VI - IX), according to the Law on Brazilian Education Guidelines and Bases and the National Curriculum Parameters, however, significantly, most schools throughout the country, public or private ones, start teaching the subject at Primary Education Schools (age six) while some start at Pre-school education. According to the Law the “Secondary Education has taken on the feature of being an end stage, which means ensuring all citizens the opportunity to consolidate and deepen the knowledge acquired in Elementary Education”, so, the construction of basic competences of a second language - oral comprehension and production as well as written comprehension and production – has undergone major changes and approaches in the current educational priorities and concerns must be discussed and developed in order to ensure the effective learning to children as an element of social and cultural development.</p>
<p>Prof Juaneé Cilliers GICICTEL1718052</p>	<p>The Perceptions Of E-Learning</p> <p>Prof Juaneé Cilliers Unit for Environmental Sciences and Management, North-West University, South Africa, 2520.</p> <p>Abstract</p> <p>Education plays a vital role in today’s global society for both the whole of society and for the individuals within society (Betts et al., 2009:100). While education and training provide the foundation for knowledge and skill development, it is through learning simulation and work - integrated learning that students acquire practical experience and engage in professional development while preparing for new careers, career advancement, or career transition (Betts et al., 2009:99). Technology is, in this sense, transforming the current education systems and approaches to teaching-learning strategies. As a result, e-learning initiatives are gaining importance. Although various approaches and methods of e-learning strategies are well documented in literature, the perceptions regarding e-learning, as perceived from different generations, are not clearly captured. The wide disparities between Generation X and Generation Z calls for a thorough investigation of perceptions relating to e-learning. This research attempted to capture such by employing qualitative research methods to identify and understand the perceptions of e-learning, from both the student (Generation Z) and lecturers (Generation X) viewpoint, based on a case study conducted among third year Urban Planning students from the North-West University .Keywords: Perceptions, e-learning, Generation Z,</p>

<p>Dr Matome L Ramalepe GICICTEL1718053</p>	<p style="text-align: center;">Generation X</p> <p style="text-align: center;">Moral Purpose-Driven Leaders: Catalysts for School Improvement</p> <p style="text-align: center;">Dr Matome L Ramalepe Limpopo Department of Education/University of South Africa Tzaneen, Limpopo Province, South Africa</p> <p style="text-align: center;">Abstract</p> <p>Leadership is one of the key catalysts for school improvement. At the heart of leadership that focuses on student achievement is a compelling and legitimate force, a moral purpose that drives leaders towards school improvement. Thus, leaders driven by moral purpose engage critically with school’s academic vision. Generally, these leaders have commitment to improving standards, no matter what, and ensuring that the gap between students is narrowed when it comes to achievement. However, to understand the effects of moral purpose on student achievement, every leader should find concrete answers to this chief question: “What are the characteristics of moral purpose-driven leaders who are agents for school improvement? The participants in my study of how school leaders cultivated moral purpose in Limpopo, South Africa offered what can serve as a point of departure for understanding and describing the defining characteristics of moral purpose driven leaders. One participant claimed that moral purpose is fulfilled when the whole school management team [leaders] plays a role via monitoring classes, checking the work that has been done, all the work that need to be done, and providing guidance (Ramalepe, 2014). This response surfaces critical attributes of moral purpose driven leaders. In essence, leaders who are driven by moral purpose tend to monitor teaching and learning, share leadership, and create and share a vision for academic success for all students. After a thorough study of the literature and after the analysis of my research findings (Ramalepe, 2014), I conceptualise and delineate seven characteristics of leaders who are driven by moral purpose, leaders who are catalysts for school improvement. Therefore, the objective of this paper is to discuss seven characteristics of leaders who through their moral purpose improve their schools.</p> <p>Key words: Moral purpose, Moral purpose-driven leader, monitoring and support, shared leadership</p>
<p>Sevim Karaoglu GICICTEL1718056</p>	<p style="text-align: center;">Turkish Pre-School Teachers’ Understanding Of Social Emotional Development And Learning In The Context Of Play</p> <p style="text-align: center;">Sevim Karaoglu University Of Sheffield, School Of Education</p> <p style="text-align: center;">Abstract</p> <p>This study investigates the relationship between play and social and emotional learning and development (SELD) in the Turkish early years education system. Specifically, the concept of the association between social emotional aspects of development and learning will be explored through free and structured play. Some of goals are very abstract some of them very concrete and it is arguable whether they are useful for early years or not. It is intended that children gain satisfactory skills in clarifying their own identities and that of their families, expressing emotions, obeying rules, becoming creative, communicating, fulfilling their responsibilities during the school based activities, and becoming aware of citizenship within an</p>

	<p>Ataturk themed target. These targets, which are the critical points of this research, aim to ensure that children gain basic behaviours of SED in the concept of early years in Turkey.</p> <p>SEL is the process through which children and adults obtain knowledge, attitudes and skills to recognise and manage their emotions, set and achieve positive goals, display caring and concern for others, establish and maintain positive relationships, make responsible decisions and handle interpersonal situations effectively (Joronen et al, 2011). Weare (2007) claimed that “clearly the explicit aim of work on SEL is to help pupils and staff improve their emotional health and well-being, and there is a great deal of evidence that effective programmes can deliver this” (p. 241). In this perspective SEL is not only advantageous to children but also useful for staff. Therefore, the current research aimed to explore the understandings and roles of teachers which are important as it is the teachers who provide the educational experiences and environments in which SELD is supported through the pedagogical approach from the literature which is based on the sociological and psychological perspectives. This study aims to raise the profile of SELD in the Turkish pre-school system. The outcomes may lead to teachers and policy makers having a better understanding of the importance of SELD that may inform policy and practice.</p> <ol style="list-style-type: none"> 1. How do pre-school teachers in Turkey understand SELD in the context of play? 2. How do teachers plan for play in their settings, to incorporate SELD experiences? 3. How do teachers interpret SELD through their assessment practices? <p>The answers to these questions will be reached through a multiple case study using video-taping, interviews and observations in two schools, within 2 different classes from each school. The research questions will be addressed through interviews and observations examining the case under investigation through the data collected from the two contrasting settings. The data collection methods for the research will include pre-video interviews, videotaping of the play activities and post-video interviews with teachers.</p> <p>Keywords: play, learning, social emotional development and learning, pedagogy, teachers’ practice</p>
<p>Adenike Akinrotimi GICICTEL1718057</p>	<p style="text-align: center;">The Impact of Technology on Cultural Heritage among Preschool Children</p> <p style="text-align: center;">Adenike Akinrotimi Affiliation: Department of Early Childhood Care and Education, Adeyemi College of Education, P M B 520,,Ondo, Ondo State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Globally, Education has been identified as vital tool for any form of development for any society (community); be it Economic, Social, Political and Cultural development. It is the determinant level of prosperity, welfare, security and sustenance of the people of a particular community. Education could be formal, informal and non-formal. Cultural development of an individual and of the community as it were is a lifelong process, where individual learns from daily experiences, exposure to the environment at home, at work, at play and it enriches human and environmental potentials. This type of education can be referred to as cultural heritage. It is built on learner participation and assimilation. Preschool programme also referred to as Early Childhood Education is critical to holistic development of a child</p>

	<p>cultural development inclusive. It is a dishearten thing in our current day society/community that informal and non-formal education is no longer held in high esteem. This paper examines the impact that technology has on cultural heritage among preschool children. Some practical ways to reduce the negative impacts are provided. Keywords: Technology, Cultural Heritage, Pre-school, Education.</p>
<p>Dr. Oluyemi Ojo GICICTEL1718058</p>	<p>Information Communication Technology in Early Childhood Education: An Assessment of The Quality of ICT in The New Mega Primary Schools in Ondo State, Southwestern Nigeria</p> <p style="text-align: center;">Dr. Oluyemi Ojo Affiliation: Department of Early Childhood Care and Education, Adeyemi College of Education, P M B 520,,Ondo, Ondo State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study seeks to investigate the quality of ICT provided in the new Caring Heart schools in Ondo State, Nigeria. The population for the study was all caring Heart Mega Schools in Ondo State, Nigeria. Research questions were generated; two instruments CCCMS and TQCUC were used to elicit information from the schools and the teachers. The study adopts descriptive survey approach. The studies revealed and concluded that ICT components were available and adequate in these schools, Charts showing ICT components and other forms of computer devices used as instructional materials were available but were not adequate; teachers teaching computer studies are competent in the delivery of instructions and in handling computer gadgets in the laboratory. The study recommended the provision of steady electricity, uninterrupted internet facilities and provision of adequate ICT components and charts for effective teaching delivery and learning.</p> <p>Key words: Facilities, Information Communication Technology, Mega Primary School, Primary Education.</p>
 <p>Wynand Viljoen GICICTEL1718059</p>	<p>Utilizing e-learning effectively in the training of student teachers in 3D CAD and 3D printing.</p> <p style="text-align: center;">Wynand Viljoen Instructional Designer (Multimedia) Innovation in Learning and Teaching (ILT Central University of Technology, Free State Bloemfontein South Africa</p> <p style="text-align: center;">Abstract</p> <p>This article reports on the experience of Computer aided drawing (CAD) and 3D printing in the Engineering Graphics and Design (EGD) class at the Central University of Technology (CUT). The study wants to argue the influence of technology in education and focused on two dimensional computer aided drawing (2D CAD), three dimensional computers aided drawing (3D CAD), 3D printing and the difference the HoloLens could be make in teaching. A literature study was done to collect information about the influence of CAD and 3D printing on education. A critical elevation was done to determine what the preference is by students when it comes by formal lecturing by a lecture or the use of eLearning material for the education of CAD. A mixed method design was used with data being collected from questionnaires, interviews and observation. At the Central University of Technology (CUT), in the Free State, student teachers in</p>

	<p>Engineering Graphics and Design are educated in 2D- and 3D CAD and 3D printing to operate these facilities in a school environment. This education on CAD at the CUT is based on a combination of e-learning and a lecturing in class.</p> <p>Keywords: 3D printing, 3D CAD, 2D CAD, Computer aided drawing (CAD), Technology, Engineering Graphics and Design (EGD), Central University of Technology (CUT)</p>
<p>Mohammad Faghiri GICICTEL1718060</p>	<p>A new model for teaching Persian language in Europe based on pedagogy and assesment of Kanoon Farhanghi Amoozesh (Ghalamchi Educational Foundation)</p> <p style="text-align: center;">Mohammad Faghiri Kanoon Farhanghi Amoozesh, (Ghalamchi Educational Foundation),Iran, Tehran</p> <p style="text-align: center;">Kazem Ghalamchi Kanoon Farhanghi Amoozesh, (Ghalamchi Educational Foundation),Iran, Tehran</p> <p style="text-align: center;">Abstract</p> <p>Kanoon Farhanghi Amoozesh (Kanoon) is a private charitable educational organization with more than 14 000 employees that covers half a million students at pre-university level in 450 branches in Iran. Kanoon offers three main educational services: (a) holding bi-weekly Developmental Exams (b) providing educational support and planning through cooperative learning e.g personal tutors and 3 - 5 students gatherings; (c) developing educational products such as books,videos and multimedia products. In bi-weekly exams, the assessment is done by six type of report cards which enjoy different goals; the retrieval report card, called question card, shows correct, incorrect and unanswered questions. 5 type lesson report card which indicates 5 types of lessons in a weak to strong spectrum called weak, flick, challenging, strong and sustainable strong lessons. Subject report card in which students can distinguish their weak to strong points in topics of the lessons. Goal setting report card shows if the students have reached their goals or not. Project report card helps the students to find if they have progressed from their previous project or not. The major report card (the exam card) tells the score and rank of the students to them. The authors are going to offer the pedagogy and assesment of Kanoon which is based on cooperative learning and continuous assesment for teaching Persian to European university departments interested in Persian language teaching and learning.</p> <p>Keywords: tool box, report card, pedagogy, assesment, Persian Language</p>
<p>Aisha Richards GICICTEL1718061</p>	<p>Student Collaboration - Pedagogies of Social Justice in an Art & Design Context</p> <p style="text-align: center;">Aisha Richards Shades of Noir, University of the Arts London, UK</p> <p style="text-align: center;">Abstract</p> <p>Since 2010 Shades of Noir (SoN) has supported curriculum design, pedagogies of interstecional (Crenshaw, 1991)social justice, accessible knowledge and a community of practitioners. SoN is inspired by Freire (2000), responding to data that suggests Art and Design has the second largest attainment gap around ethnicity of all subject areas in higher</p>



	<p>education, Finnigan, Richards (2016), the student’s request to decolonise and liberating the curriculum, as stated by the National Student Union, (2011) and the student experience as 1 in 6 students of colour suffer racism within their current institution, as suggested in Race for Equality Report, (2011).</p>
<p style="text-align: center;">Tshabangu GICICTEL1718063</p>	<p style="text-align: center;">Gendered Perceptions, Childhood Development and leadership challenges in Africa</p> <p style="text-align: center;">Tshabangu Leeds Trinity University, Leeds, LS18 5HD, United Kingdom</p> <p style="text-align: center;">Abstract</p> <p>There are long standing perceptions on women’s leadership. In largely paternalistic societies such as in Africa, leadership has generally been associated with men and male traits characteristics and consequently the perception of a leader tends to be dominated by male stereotypes. Though women continue to be marginalised particularly in senior leadership roles, there is a school of thought that women bring unique qualities to leadership and management positions, which help organizations, maintain a competitive advantage. This study posits a view that women marginalisation and paternalism, which tends to exclude women from senior leadership roles is inextricably linked to Africa’s challenges, such as high-levels of child poverty; child mortality; child soldiers; child labour; and child trafficking and indexes socio-economic and leadership failures at a macro level. Through an analytic review strategy, the study examined existing perceptions and traditional thought on gender roles and how this impacted children’s development as future leaders. Evidence is presented showing how the empowerment of women could positively influence child development and potential for future good governance in Africa. Key words: Women, Leadership, childhood, paternalism</p>
<p style="text-align: center;">Muhammad Suleiman GICICTEL1718064</p>	<p style="text-align: center;">Applying ICT In Business Education: A Driving Tool For Poverty Eradication In Nigeria</p> <p style="text-align: center;">Muhammad Muhammad Suleiman Department Of Entrepreneurship Development & Management School Of Rural Technology & Entrepreneurship Development, Rano Kano State Polytechnic Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Information and Communication Technology (ICT) should be considered as an ideal tool to speed up the development process in Nigeria, especially in the case of business education programs. This has not been effectively implemented in business education because of various social, economic and geographical reasons. ICT is particularly relevant to the objectives of increasing business education students’ participation In the educational process and promoting lifelong learning. This paper attempted to discuss the concepts of ICT and how ICT tools, such as computer system, internet, digital camera, projector and all other ICT resources that can be used for facilitating teaching and learning business education in Nigeria. Among others, the paper recommends that government and voluntary organisations should release more fund to purchase essential ICT infrastructures and the entire institutions should be networked</p> <p>Keywords: ICT, Business Education, Computer, E-learning, Computer,</p>

	Poverty
<p style="text-align: center;">Yusuf Muhammad Anas GICICTEL1718065</p>	<p style="text-align: center;">Entrepreneurship Education and Capacity Building of Nigerian University Graduate</p> <p style="text-align: center;">Yusuf Muhammad Anas Administration and General Services, Kano State Polytechnic, Kano Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This paper examines the suitability of the content and relevance of National university curriculum in developing competent and confident entrepreneur's attitude of University graduates. Based on the survey of 1500 final year students, the paper discover the curriculum coverage of entrepreneurship course content, teaching and learning methods with emphasis on respondent capacity to start a business. The result shows that weaker correlation between the entrepreneurship development course of the university and preparedness of graduate to create business, at least from the student's perspective may largely influence by the teaching and learning methods. Key words: Entrepreneur (ship); Education, curriculum, content</p>
<p style="text-align: center;">Jamilu Haladu GICICTEL1718066</p>	<p style="text-align: center;">National Development Plan: Issues, Policies And Implementation Frame Work In Nigeria</p> <p style="text-align: center;">Jamilu Haladu Affiliation: Administration and General Services, Kano State Polytechnic Central Administration, Kano Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The Nigerian economy has been pestilence with numerous challenges over the years while development remains the critical and essential to the sustenance and growth of any nation. Nigeria has been battling and grappling with problems of development despite abundant human, material and natural resources in her domain since independence. Nigeria celebrate her 56th independence amidst declining oil revenue, incessant act of terrorism, kidnapping and youth restiveness, with no single clue of its attainment of freedom for development or sound workable policies. The achievement of sustainable economic growth through fiscal policy in Nigeria has remained a mirage, The paper therefore examine the impact of economic policies frame work as facilitators of development, the paper revise macro-economic reforms instituted in Nigeria to address the economic recession by the present administration of APC led Government under realm of Muhammad Buhari. The paper recommends that Nigerian economy be place along the path of sustainable growth and development, government must stop the excessive foreign borrowing, wasteful spending in foreign travel, political appointees, foreign exchange auctioning and embark on more specific policies aimed at achieving increased productivity in all sectors of the economy.</p>
<p style="text-align: center;">Prof. Rudolf Wu GICICTEL1718068</p>	<p style="text-align: center;">Science Education: Global Trend, Opportunity And Challenges</p> <p style="text-align: center;">Prof. Rudolf Wu Department of Science and Environmental Studies The Education University of Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>We are in the era of knowledge explosion and human knowledge doubles</p>

	<p>every 4 or 5 years. Notably, the vast majority of the new knowledge generated since the 17th century are in science. Science which underpins the development of innovative technology, will be the most important driver for human wellbeing and national GDP in the future. We here argue that knowledge per se becomes less important since it is no longer possible for anyone to master knowledge on everything. Instead, the ability to acquire new knowledge, scrutinize and analyze information acquired, generate innovative ideas using critical thinking and problem solving skills will become increasingly important in the future.</p> <p>China has committed to increase investment on science and technology from 2006 to 2020, to move China beyond its dependence on natural resources and cheap labour. This vision must be underpinned by effective and innovative science education. By nature, science is curiosity driven, objective and based on weight of evidence. As such, science education should focus on nurturing student's curiosity, problem solving skills and hands on experience. Science students must be dare to challenge general beliefs and existing theories and also accept failure. The existing education and tradition in most Asian countries and China stresses conformity but do not foster independent thinking, and Confucian philosophy reveres the teacher above all. The major challenge is how to tackle these fundamental problems in our future science education.</p> <p>Keywords: science education; problem-based learning; learning through experience</p>
<p>Jill Man-Ying CHIU GICICTEL1718069</p>	<p style="text-align: center;">Nurturing Global Environmental Leadership: A Successful Story</p> <p style="text-align: center;">Jill Man-Ying CHIU Hong Kong Baptist University</p> <p style="text-align: center;">Abstract</p> <p>Despite that environmental issues are typically multi-facet by nature; environmental education programs currently being offered in most countries are predominately mono-disciplinary with primary emphasis on classroom learning. With concerted efforts of environmental, anthropology, public policy, cultural and communication experts from six universities in Hong Kong, USA and Canada, we have launched a multi-disciplinary education program incorporating science, socio-economic, politics and cultural dimensions. This program provided a diverse suite of teaching and learning activities (including guided self-learning, experiential and service learning, role-play and brainstorming exercises and public engagement) to nurture students from participating universities as global environmental leaders to meet the challenges presented to us in coming decades. Observation, feedback and evaluation of this two-year program showed that this approach is highly successful and have a significant impact on their learning and critical thinking. Participating students have not only changed their perspective and able to tackle environmental issues using a holistic view built upon weight of evidence from science, socioeconomic, politics and cultural dimensions, but also develop their own ideas and effectively communicate them to stakeholders and general public.</p> <p>Keywords: science education; interdisciplinary; leadership</p>
<p>Aditi Gupta GICICTEL1718070</p>	<p style="text-align: center;">School Based Psycho-Neurobic Interventions For Childhood Depression</p> <p style="text-align: center;">Aditi Gupta</p>

	<p style="text-align: center;">Junior Research Fellow, Defence Institute of Psychological Research</p> <p style="text-align: center;">Abstract</p> <p>Depression in children is a severe and chronically disabling disorder. The extent of childhood depression (CD) was controversial before the late 1970s as it was felt that pre-adolescent children were incapable of experiencing depression due to immature personality structure. Today, ample research body not only acknowledge its existence, but also, its devolution to more pervasive and enduring psycho-pathological impairments into adulthood. The effective interventions, however, are impeded due to atypical symptom presentation, resolute school curriculum and ‘new generation’ stereotype. The present research has applied integrated method of psychoneurobic intervention, modified narrative therapy and customized academic flexibility on selected children with conspicuous risk factors and sub-syndromal depressive symptoms using Depression scale for children (Weissman, 1980). The first of its kind for using psychoneurobic therapy on students in school set-up in India, the research has accomplished to obtain significant reduction in depressive symptoms within 3 months and improved socio-academic performance. The findings are important for a number of reasons as perplexities contributing to depression are examined within cultural and legal frameworks. The research not only throws light to how sensitive issues like passive home environment, rejection and abuse by peers and elders and cyber-world is viewed from teen perspective but also empirically substantiates the potential of psychoneurobic therapy in depression. Keywords: Childhood depression, Psychoneurobic therapy, Depression scale for Children, Narrative Therapy</p>
<p style="text-align: center;">Peter Tall GICICTEL1718071</p>	<p style="text-align: center;">Strategies for the maximization of student reading scor in high stake English language tests</p> <p style="text-align: center;">Peter Tall Academic Bridge Program, Zayed University Academic City, Dubai, UAE</p> <p style="text-align: center;">Abstract</p> <p>The reading component of English language tests such as IELTS and Cambridge has traditionally been viewed by students with trepidation and anxiety. Students often attempt reading comprehension tests under the impression that it is necessary to fully read all of the texts, and to have a far better knowledge of vocabulary than they possess in reality. A large proportion of all reading texts are actually not used in the answering of questions. Where we can employ a method of guiding students to the relevant part of the text for each specific question, we can save valuable time, and rescue the student from the feeling of being swamped by incomprehensible words. On approaching a reading comprehension test, the students needs to know the basic theme of the text (Titles, sub-titles and topic sentences), then go straight to the questions. A key word is picked from the question, this should be ideally a name, a number (both written and in figures) or if these are not available, then an ‘unusual word’ i.e. something that will not occur frequently in the normal text content. The student then scans the text bearing in mind the probable location of the answer where that information is predictable (E.g. in IELTS reading texts, the questions are almost always arranged in subsequent order). Once the key word or a synonym is found, the student ‘reads around the key word’ to locate the</p>

	<p>answer. With most question types the method is useful. Where a question exists that encompasses a general overview of any text, then perhaps not, but such questions are few. (Normally only one or two in IELTS for example).</p>
<p style="text-align: center;">Ewa Mojs GICICTEL1718075</p>	<p style="text-align: center;">Analysis Of The Impact Of TomatisS Training On The Level Of Cognitive Functioning In Children With Risk Of Dyslexia.</p> <p style="text-align: center;">Ewa Mojs Chair Of Clinical Psychology, Poznan University Of Medical Science Poznan, Poland</p> <p style="text-align: center;">Abstract</p> <p>Analysis of the impact of Tomatis's training on the level of cognitive functioning in children with risk of dyslexia. The aim of the study was to assess the effectiveness of auditory training on cognitive functioning and language ability in children with risk of dyslexia. Methodology: The research was approved by the Bioethics Committee of Poznan University of Science (consent No. 882/10). 80 children were enrolled in the study: aged 6-11, 7.5 ± 1.03; in the intellectual standard diagnosed with impaired auditory processing (hearing impairment, concentration problems) with normal general health. who received chronic, neurological or psychiatric medications were excluded. The study consisted of two phases. The first study was conducted about one month before the start of the Tomatis child training. We used IDS (Scale of Intelligence and Development) and - tests for competence testing: Łatysz (test for dyslexia – reading meaningless words, Scale F (phonological skills scale), 10-word test (auditory verbal learning. The second study was conducted after 7 months using the same test battery. Each test lasted about 1.5-2 hours.</p>
<p style="text-align: center;">Saad Al-Gahtani GICICTEL1718076</p>	<p style="text-align: center;">L2 Learners' Orientation Toward Preference Organization</p> <p style="text-align: center;">Saad Al-Gahtani Associate Professor of Applied Linguistics King Saud University, Saudi Arabia</p> <p style="text-align: center;">Abstract</p> <p>Over the last decade, the focus of research in Interlanguage Pragmatics (ILP) has, to some extent, been on analyzing interactive data from the perspective of conversation analysis (CA). CA examines how talk-in-interaction is co-constructed by both the speaker and recipient, rather than analyzing data according the Cross-Cultural Speech Act Realization Project coding scheme. This shift in the field of ILP has yielded new issues that have not been investigated in previous ILP research, such as sequence organization in L2 requests; the overall normality of second language interaction; multiple-response sequences in classroom talk; and multiple requests and questions in oral proficiency interviews. Developmental pragmatics is central to ILP and the literature shows a small but growing body of research on the subject from a CA perspective. The current paper aims to contribute to this by investigating L2 learners' orientation toward preference organization, particularly how L2 learners of English with different proficiency levels co-construct request sequences. The data was collected from 40 participants divided equally into four groups: beginner, intermediate, advanced, and English native speakers (NS), using</p>

	<p>role-play scenarios in which participants played the roles of informants and conductors. The results show that pre-expansions, preliminaries to preliminaries (pre-pres), and other interactional devices were employed prior to the production of requests, an indication they carry social risk and are dispreferred. However, orientation to preference organization varied across groups - the more proficient the L2 learner, the more likely they were to reduce the effect of the dispreferred action. In addition, learners' requests shifted from direct to conventionally indirect as proficiency increased. Likewise, the use of accounts after requests increased with higher proficiency. It was therefore concluded that the more proficient the L2 learner, the more likely they are to orient to preference organization.</p> <p>Key words: Interlanguage pragmatics, conversation analysis, preference organization, requests, L2 learners.</p>
 <p>Umer Hameed GICICTEL1718077</p>	<p>Application Of Learning Theories Particularly In Visual Design Studies</p> <p>Umer Hameed National Textile University, Department of Design, Sheikhopora Road, Faisalabad, Pakistan</p> <p>Saima Umer Hajvery University Lahore, Pakistan</p> <p>Abstract</p> <p>After studying science in secondary and higher secondary schooling, I decided to opt the field of art and design. Creativity is considered as important skill for art and design students as discussed by Brown, Imms, Watkins & O'Toole(2009) . According to Robinson (2001) assignments are planned to train students to think out of the box .Aside from routine literacy skills, visual design instruction have a particular role in urging people to be more imaginative and audacious in their reasoning .To boast technical skills in alliance with creative abilities for visual designer as mentioned by Emna(2006) different assignments are planned to enhance creative abilities of students.</p> <p>Purpose of the paper is to categorize assignments into following basic types which evoke creativity in personality.</p> <ol style="list-style-type: none">1. Interactive assignments2. Design creation through observing past trends3. Design development through abstract inspirations <p>Afterwards an argument is developed to develop relationship between assignments and sociocultural theory, cognitive theory and discovery learning.</p>
 <p>Dr. Vitthal Yerande GICICTEL1718079</p>	<p>Autonomy in Higher Education from Affiliation to Self-Governing Management: An Indian Perspective</p> <p>Dr. Vitthal Yerande Principal, Maharashtra Mahavidyalaya, Nilanga, Dist .Latur (Ms) 413521,Swami Ramanand Teerth Marathwada University, Nanded(Ms),Nilanga, Dist. Latur (Maharashtra) India</p> <p>Abstract</p> <p>Many issues pertaining to autonomy of the higher educational institutions are discussed and emphasized throughout the universities and colleges in</p>


India. The UGC, NAAC and government are spearheading this movement of 'auto-nomination' of higher education institutions. Here it is important to note that the decline of quality in higher education in India underlines the importance of autonomy of the institutions. Since the last six decades, traditional higher education in India could not engender the expedient quality education, research and extension, reconstruction of curriculum, etc. The adaptation of affiliation system made the existing higher educational scenario mechanical and less useful in the era of globalization; consequently, the education system became outdated and irrelevant in the present circumstances. With this background, the universities and colleges would pursue the autonomy that ultimately results in the development of education. The traditional curriculum makes the learner suffer from the inferiority complex, i.e. there is no reliability of the degree, lack of advanced skills, least opportunities of employment, etc. The government, educationists, and liable teacher collectively opine that the existing curriculum has significantly be restructured; this fundamental change will make the process of education convenient to the newly emerged systems in the twenty first century. The present curriculum has become detrimental in the era of skill based knowledge. The traditional education system has become disadvantageous in the context of employment; and on the other hand, the degree holders do not have value in the job market. The policy of globalization, liberalism and privatization has been adapted in India in the 1990s; consequently, the education process has been associated with the employability. However, the traditional higher educational institutions have been ineffective to produce the imperative education in this era; subsequently, the learner becomes a part of least useful forces, i.e. casual workers or helpers. To deal with the criticality, autonomy of the educational institutions is enforced by various controlling organizations. However, the autonomy emphasizes on the disseminated management in the process of education that ultimately consolidates on the self-constrained appropriate planning.

It has become the need of the hour that the financially strong colleges should imperatively adopt the concept of autonomy and restructures the curriculum according to the local needs as well as industrial requirement; make their students skilled human resources to send them in the job market. The efforts should be made to propagate the self financing courses as the government is spending more on the unproductive factors in the higher education. The autonomous colleges can stand up their own infrastructure to produce the skilled and well trained laborers for the advanced technological world market.

It is evident that the government is spending on some unproductive elements in the academics; this fund can be shifted to the strengthening of autonomy of the colleges. These colleges can save the unwanted expense and consume it for the useful education. Nowadays, various private and foreign universities are being established; these institutions are not aided by the government but the learners in these universities can easily get jobs in the advanced technology oriented market. Ultimately, the traditional universities and colleges have to compete with such institutions, so that they can increase their own financial sources. However, quality is the consequence of the best investment. The government should take into consideration that the expenditure on the education should be resulted in the production of forces useful to the national economy and in the

<p style="text-align: center;">Chialing Chang GICICTEL1718097</p>	<p style="text-align: center;">achievement of global competence An ICT Approach of Visiting the Global Village in Primary Education of Taiwan</p> <p style="text-align: center;">Chialing Chang Department of International and Comparative Education, National Chi-Nan University, Taiwan</p> <p style="text-align: center;">Abstract With the trend of technology, Information and Communication Technology (ICT) has become an indispensable tool for learners' self-learning. According to the white paper of Ministry of Education, the goals of the 2016-2020 Masterplan for ICT in Taiwan Education focus on two themes: Deep Learning and Digital Citizenship. This study mainly shows a teaching research how the teacher and students apply the ICT tool to English teaching and learning. The higher grader primary students, aged from 11 to 12 years old are investigated how they develop their linguistic competence and linguistic performance for the visiting global village lesson from another primary school. Six scenarios are visited by Station Teaching methodology while visiting. Cool English is a website developed by Ministry of Education of Taiwan. Students review the dialogues of the scenarios by interacting the website of Cool English providing the activities. Students' linguistic competence and performance are thus assessed by the teacher. After the conduct of the serial lessons, students are tested and investigated how much they have acquired and the effective teaching from the primary teacher will also be discussed by her reflection. English is an international language for communication around the world. Primary students not just learn English for communication but learn different cultures to enhance the understanding of global culture. However, most primary students still acquire English as a subject most of the time and ignore the importance of international understanding. According to a white paper on International education for primary and secondary schools published in 2011, four goals are identified for understanding the International Education, namely national identity, global awareness, global competitiveness and global responsibility. The main analysis includes the traditional English teaching and a promising approach in primary English education. Through ICT Learning, teachers can incorporate linguistic knowledge with the authentic situations in the instruction; EFL students thus promote their motivations in English learning and elicit their potential in autonomous learning while studying. Keywords: global village, ICT, international education, English teaching and leaning</p>
<p style="text-align: center;">Przemyslaw Kecmer GICICTEL1718098</p>	<p style="text-align: center;">Usefulness of UnderstAid website platform as an e-learning tool for unprofessional caregivers of Alzheimer's patients</p> <p style="text-align: center;">Przemyslaw Kecmer Affiliation: Department of Rheumatology and Rehabilitation, Poznan University of Medical Sciences, Poznan, Poland</p> <p style="text-align: center;">Abstract INTRODUCTION: Alzheimer's disease is a degenerative disease of the</p>

	<p>brain, as a consequence occurs: loss of intellectual abilities and motor functions. Family (unprofessional) caregivers provide full of care and they are exposed to many difficulties. There is still the limitation of the knowledge about the disease, carrying of person with dementia and giving social support. AIM: The aim of the study was to estimate usefulness of UnderstAid website platform as a e-learning tool for unprofessional caregivers of Alzheimer patients. The study is part of the Ambient Assisted Living (AAL) Joint Programme financed by the European Union and dedicated to National Financing Institutions - Agreement no. AAL-2012-5-107.</p> <p>MATERIAL AND METHODS The study included 18 caregivers: 2 men and 16 women aged 34-76 (mean age 57+10,7) participating in the project AAL UnderstAid - a platform that supports and helps to understand and assist caregivers in the care of relatives with dementia. Caregivers were instructed how to use the platform having their own computer, smartphone or tablet and internet connection. In this study were used Zarita Caregiver Burden Scale before using platform and technical questionnaire after using the platform with questions related to technical aspects of the application. The relatives were assessed to be 4 or more level of dementia in the Global Deterioration Scale.</p> <p>RESULTS In caregivers' opinion the platform was moderately positive. The most of the users rated the platform positively, giving satisfying answer of usefulness of each aspects (average score 4 out of 5). However some of the aspects were rated lower: usefulness of the guidance (26% of respondents estimated negatively), ease to find the relevant information (25% negative assessments), application responsiveness (24% negative assessments), the quality of the media files (23% of users estimated negatively).</p> <p>Key words: Alzheimer, dementia, caregiver, application</p>
<p>Amin Ali Almubark Al Amin GICICTEL1718099</p>	<p style="text-align: center;">Strategies Constrains In Rendering Islamic Religious Collocations From Arabic Into English At University Of AL Imam AL Mahdi Sudan</p> <p style="text-align: center;">Amin Ali Almubark Al Amin Dept Of English, Al Imam Almahdi, Sudan</p> <p style="text-align: center;">Abstract</p> <p>This particular study investigates the problems found in the strategies adopted by students in translating certain lexical collocations of the Islamic religious texts. For that purpose, a purposive sample of 41 B.A, translation students enrolled in the academic year of 2016-2017 at the Arts College had been selected as participants in this study. Thus, the primary objective of the study is to determine if these Sudanese students faced any problem when translating Islamic religious collocations from Arabic into English. Therefore, the researcher employed the descriptive approach to identify the problems faced by students in using several strategies for translation. As for data collection method, a test, which consisted of specific lexical collocations terms, had been carried out to analyze the obstacles that the students faced when translating Islamic religious collocations terms from Arabic into English. Hence, some main issues that were identified from the findings were reviewed in a wholesome manner and wherever possible, links were made to associate the themes to the literature examined, besides further extending the research scope via comparison with other literature in light of the finding. Finally, some recommendations are given at the end of the</p>

	<p>research mainly for students to improve their skills in translating Islamic lexical collocations from Arabic into English.</p>
<div style="text-align: center;">  <p>Denisha Seedoyal-Seereekissoon GICICTEL1718102</p> </div>	<p style="text-align: center;">Flipped classroom teaching in Higher Education: an assumption or an inevitable tool</p> <p style="text-align: center;">Denisha Seedoyal-Seereekissoon Middlesex University, Flic-en-Flac, Mauritius</p> <p style="text-align: center;">Abstract</p> <p>The conventional face-to-face lectures were effective decades ago in Higher Education. However, its efficacy is questioned, nowadays, for the Generation Z and Millenials. The latter are technology-savvy and ‘always connected.’ It is becoming more and more challenging to retain students’ attention using traditional lectures as they are ‘known’ to be multi-tasking. Often, when one would be delivering a lecture, one can notice students getting bored, or diverted by their smartphones. This paper addresses a potential way of increasing students’ engagement in class. It presents an action research study on the possibility of introducing flipped classroom in Higher Education, particularly for the production modules of the BA (Hons) Advertising, Public Relations and Media at the Middlesex University. A simple model of Action Research methodology (Dan, 1996), that consisted of planning, acting, observing and reflecting, was used. Video lectures were sent to students, for them to watch outside the classroom setting. During the actual face-to-face time, they were given practical exercises so that they had more hands-on experience with the production software. An observation of the practical session followed by a reflection on the feedback from the student lead to some critical findings. Most of them enjoyed the flipped classroom as they were able to watch the videos ‘several times’ and they learnt ‘innovatively’. Nevertheless, the major drawback was that there were some students who were not watching the video lectures at home. These led to future scope for the study. The concept of Flipped classroom is quite new in Mauritius. Although, it will take some time to be implemented, the question that remains is whether it is an inevitable that academics will have to get familiar with.</p> <p>Keywords Flipped Classroom, Video Lectures, Student’s engagement, Teaching and Learning</p>
<p style="text-align: center;">Jessica Dsouza GICICTEL1718103</p>	<p style="text-align: center;">Quality of life and treatment adherence in people living with HIV/AIDS on Antiretroviral therapy – A preliminary study</p> <p style="text-align: center;">Jessica Dsouza Department of Microbiology, Faculty of Medicine, Melaka Manipal Medical College, Manipal University, Manipal, India</p> <p>Background: Dealing with HIV/AIDS is not only a drain on health care delivery systems but it also affects the infected person’s quality of life. Due to the large number of people currently affected (36.7 million worldwide) and the alarming rate of new cases reported (2.1 million worldwide), quality of life and treatment of HIV/AIDS is an important health care issue. India has the 3rd largest HIV epidemic (2.1 million infected people) in the world with prevalence rate of 0.26%. Although antiretroviral treatment has changed the course of HIV/AIDS by dramatically reducing morbidity and</p>

	<p>mortality, non-adherence to treatment resulting in treatment failure is now emerging as a major concern.</p> <p>Aim: To determine the quality of life of HIV/AIDS patients on ART and proportion of these patients who are non-adherent to ART & factors that hinder adherence to ART among these patients.</p> <p>Materials and Methods: The study population included adults (n=130) both males and females living with HIV infection/AIDS who are receiving ART services at ART center in district hospital, Udupi district in India. Ethical clearance was obtained for this study. Questionnaire (WHOQOL-HIV BREF) comprising of 31 items was used to measure quality of life. Questionnaire comprising of treatment aspects including total number of daily pills, ART access and duration, factors supporting adherence, reasons for non-adherence and adverse drug reactions was used as the instrument to determine adherence to treatment among these patients. The questionnaires were conducted in the form of a one to one interview of 30 minutes duration. Data was sorted, coded, and entered into the computer using SPSS software version 15. Descriptive statistics was calculated for each variable. Summarization of mean and standard deviation was determined for QOL domains.</p> <p>Results: Out of the 130 patients interviewed 82 (63.1%) of the respondents were women of poor socioeconomic background (widowed-41.5%, income below 15 USD/month-38.5%) and low level of education (no schooling-20%). 10% of these patients were on second line treatment (TDF+3TC+ Ritonavir). CD4 count was below 500 cells/μL in 58.5% of these patients and below 200 cells/μL in 5.4% of these patients. Tuberculosis (25.4%) was the most common opportunistic infection seen among these individuals. 15.3% of these patients were found to be non-adherent to the treatment. Quality of life was also low among the HIV/AIDS patients and the social relationship domain was found to have lowest mean score 9.1(4.4)</p> <p>Conclusion: Although adherence to ART is well recognized to be an essential component of individual and programmatic treatment success, in our study we observed the quality of life particularly the social relationship domain and treatment adherence to be low among the study population indicating a need for educational interventions and counselling to improve quality of life as well as adherence to treatment in these individuals.</p>
<p style="text-align: center;">Nagalakshmi Narasimhaswamy GICICTEL1718104</p>	<p style="text-align: center;">Microbial Flora On Medical Students' White Coat And Students Perception On Health Care Attire In Relation To Professionalism And Potential Risk For Transmission Of Infectious Pathogens</p> <p style="text-align: center;">Nagalakshmi Narasimhaswamy Department of Anatomy, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal, India.</p> <p style="text-align: center;">Alathady Maloor Prasad Department of Anatomy, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal, India.</p> <p style="text-align: center;">Abstract</p> <p>Introduction: The white coat which is healthcare attire is believed to enhance professional appearance. However, these white coats do play a role in the transmission of infectious pathogens when health care workers do not use them appropriately. The aim of the study was 1) Study the microbial</p>

	<p>flora on white coat of medical students. 2) To study the awareness and handling practices of white coats among medical students.</p> <p>Methods: The cross-sectional study was carried out by providing peer-validated questionnaires to 2nd year MBBS students from both clinical (Batch 35, n=20) and pre-clinical (batch 37, n=20) students of Melaka Manipal Medical College (Manipal Campus). Swabs were collected from two different areas (lapel and sleeves) of the lab coat and streaked onto Blood agar and MacConkey agar plates. The growth of microbial flora was observed after 24hrs incubation at 37°C and further identified by gram stain and biochemical tests. The data were analyzed using SPSS version 16.0.</p> <p>Results: 56.7% of the students preferred the white coat as the attire of choice for a physician to look professional. 58.3% of students who had worn white coat at hospital during clinical postings were found to carry white coat outside the hospital premises because were too lazy to remove it. 97.5% students were aware of health care attire being a source for transmission of pathogens from hospital environment to community. The mixed bacterial flora found on the white coats of the clinical students included Coagulase Negative Staphylococcus spp (CONS, 85%), Staphylococcus aureus (40%), Escherichia coli (15%), Pseudomonas aeruginosa (10%) and Acinetobacter Spp. (10%). The pre-clinical student's white coat had only CONS (75%) and Staphylococcus aureus (30%).</p> <p>Conclusion: The presence of pathogenic organisms such as S. aureus, E. coli, Pseudomonas aeruginosa and Acinetobacter spp., on the white coats of students highlights the lack of awareness of good hygienic practices among medical students. Hence, it becomes imperative that they are sensitized regarding cleanliness. They should be prohibited from carrying white coats to public places to avoid the spread of infectious pathogens.</p> <p>Keywords: Medical students, Microbial flora, White coat</p>
<p>Prof Elize du Plessis GICICTEL1718067</p>	<p style="text-align: center;">Learner-Centered Teaching: Student Teachers' Voices</p> <p style="text-align: center;">Prof Elize du Plessis Curriculum and Instructional Studies University of South Africa</p> <p style="text-align: center;">Prof P Marais University of South Africa (UNISA), Pretoria South Africa</p> <p style="text-align: center;">Abstract</p> <p>Learner-centered teaching education, broadly involves methods of teaching that move the focus of instruction from the teacher to the learner. The learner-centered sticker becomes attached to teaching strategies, learning events, classroom layout and learning programs. Aspects such as active learning, learner commitment and construction of own knowledge are some principles of learner-centered teaching. Thorough training of teachers is crucial for every country. All teacher training institutions should ascertain whether they offer appropriate teacher training programmes that will enable student teachers to deal with the numerous demands associated with the teaching profession, among others, learner-centred teaching. The aim of the research reflected in this paper was to explore student teachers' understanding and implementing of learner-centred teaching. An exploratory research design and qualitative research approach was chosen as the appropriate methodology for this project. Data was collected by means of a non-compulsory written assignment set out in student teachers'</p>

	<p>teaching practice workbooks. The theoretical framework used is the constructivist learning theory. The research revealed that numerous problems were experienced by student teachers regarding learner-centred teaching. Guiding principles regarding support from and involvement of lecturers, noteworthy reflexion and the accountable intervention of mentor teachers are suggested.</p>
<p>Dr. Sweta Rout-Hoolash GICICTEL1718092</p>	<p style="text-align: center;">Is Assessed Group work ‘Troublesome Knowledge’ for students in International Higher Education?</p> <p style="text-align: center;">Dr. Sweta Rout-Hoolash Senior Lecturer in International Education, Middlesex University Mauritius, Coastal Road, Unicity, Flic-en-Flac, Mauritius.</p> <p style="text-align: center;">Abstract</p> <p>Contemporary British higher education curriculums inherently encompass the concepts of group work or collaborative learning into their study programmes. At Middlesex University Mauritius, the academic experience for the majority of students also includes group project work as an assessment tool - both formative and summative. However, almost everyone in the student population is an international student on this offshore British university campus. Within this multi-cultural setting, there is also large diversity among students in prior learning experiences at school. This is a practice-based study that presents the concept of assessed, multi-cultural group project work within modern-day teaching, learning and assessment theoretical frameworks. By establishing group work as ‘troublesome knowledge’ (Meyer and Land 2003) for many students, this talk will serve as a reminder to university staff of the challenges faced by students as they navigate through this new learning environment. Rout-Hoolash (2014) identified the important role that small group project work plays on the International Foundation Program (IFP). It used the student voice through their learning diary (reflective blog) entries and highlighted how former IFP students managed group work tasks. This study builds on that one to see if students’ reflective accounts support the theoretical framework that engaging in group work can be characterised as a threshold concept (Cousin, 2006). Similar to findings in Hassanien (2007) and Gatfield (1999), previous IFP students identified the group project phase as the single most satisfactory experience of the whole programme, despite initially approaching it with mainly negative feelings.</p> <p>Key Words: Collaborative Learning; Group Project Work; Assessment; Troublesome Knowledge; Threshold Concepts.</p>
<p>Yana Bhageerutty GICICTEL1718107</p>	<p style="text-align: center;">Employability of BSc. Psychology & Counseling skills Graduates: Synopsis of 2 years after introduction of Professional Practice Module</p> <p style="text-align: center;">Yana Bhageerutty School of Science & Technology, Department of Psychology, Middlesex University Mauritius, Mauritius</p> <p style="text-align: center;">Abstract</p> <p>Introduction & Rationale: With competing job markets and a saturation of BSc. Graduates in Psychology in Mauritius it has become challenging for students to find employment. Also with the developments in education in the</p>

	<p>region it has become salient for the Middlesex University Psychology Department to offer a dimension to the program which is unique to the local context but also matches an existing program in Hendon to ensure program consistency. Findings: All students who have completed the program score within a 2.1 range for the module and report better opportunities at finding employment. About a quarter of students are attending post-graduate programs, and about half of them are considering attending a post-graduate program. Conclusion: Implementation and running of the program is successful despite several challenges including student preference for learning format and onsite understanding of the supervisory roles. It is also concluded that more structured follow-up will yield deeper understanding into how the program functions so contextual applications can be made to attract more students and ensure more experiential placements for students. It is anticipated that this measure will establish the University's reputation through the performance and quality of students post-graduation.</p>
<p style="text-align: center;">David Donaldson GICICTEL1718109</p>	<p style="text-align: center;">LAURUS: A Methodology for the Visualization of Courseware</p> <p style="text-align: center;">David Donaldson Dept of Applied and Computer Science, Vaal University of Technology, South Africa</p> <p style="text-align: center;">Abstract</p> <p>Web services and the Turing machine, while essential in theory, have not until recently been considered structured. In fact, few information theorists would disagree with the deployment of DNS. we construct an approach for hierarchical databases (LAU-RUS), confirming that courseware and rasterization are regularly incompatible.</p>

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