CONFERENCE PROCEEDINGS

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Middlesex University Mauritius, Cascavelle, Coastal Road, Flic en Flac, Mauritius

<u>KEYNOTE SPEAKER</u>

Mahend Gungapersad
Manager/Rector at Bhujoharry Quartier Militaire, Mauritius

Mahend Gungapersad is a pedagogue who has been in the educational sector since 1993 to date. He has served as an educator at the Mahatma Gandhi Institute and was the rector of the Rabindranath Tagore Secondary school. He has also been part time lecturer at the Mauritius Institute of Education (MIE). He was the awarded the President's Distinguished Service Medal (PDSM) for his contribution in the field of education in 2011. He has a BA English (Hons) from Delhi University, an MA in Applied Linguistics/TESOL and an MBA in Educational Management from University of Leicester and in July he will be the recipient of a Doctorate in Education (University of Brighton). His main research interest is educational and teacher leadership. He regularly shares his pedagogical views on a number of issues in the local press. He is currently solicited by a few private secondary schools to share his professional experience in order to boost up their performance and restore discipline.

KEYNOTE SPEAKER

Raj Babajee
Mauritius Institute of Education Lecturer on PGCE, Mauritius

Rajesh Babajee is a British Law lecturer and educator. Originally a civil servant for the Department for Education and Skills, he read Law and Politics at Keele University between 1991 to 1994.

He worked for HM Treasury Solicitors' representing the Home Office and Foreign and Commonwealth Office. He then moved to private practice opening his own firm in 2008.

Rajesh decided to change his career in 2012, focusing on education and training. He has taught on the LLB programme in Middlesex, UCLAN and Aberystwyth Universities.

He holds a PGCertHE and currently undertaking his Phd in Legal Education. He is opening his own Business School in Madrid in 2019. Further he enjoys Tai Chi and is currently screenwriting a play on Pakistani women claiming asylum in the UK.

Milind M. Ahire
GICICTEL1809051

Special Material for Special Students Designing Instructional Materials for Specially Abled Students

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Abstract
The constitution of India (Article 21 (A) has made the provision of free and compulsory education to all children up to the age of fourteen. Indeed, every child shall get an equal and fair opportunity and resources to have quality education. Nevertheless, specially abled students need more opportunities and resources to uplift themselves. The State is accountable for making such provision. The constitution of India holds it to be mandatory. Simultaneously, theoretical provisions across the world have also been made to materialize this objective of education. The United Nations accepted the Declaration for specially challenged children on 9th December, 1975. At home, the Child Development Board of India established in 1952 looks after the educational and professional problems and needs of the specially abled children. Education plays a crucial role in identifying the needs of the specially abled students and create a supportive system for them to confidently build and sustain their self-esteem.
The present article tries to explore the role and function of instructional materials in teaching English to specially abled students studying in Aadhar (a special school for specially abled students) school in Malegaon, Nashik (Maharashtra, India) run by an NGO. Moreover, the author has attempted to design instructional materials and related activities to teach English with specific reference to specially abled students.
Keywords: Specially Abled Children, Instructional Materials, Activities, Teaching

He Keyong
GICICTEL1809054

Diversity of Foreign Language Teaching in the Ethnic areas in China

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Abstract
The ethnic region which comprises 64 % of the Chinese territory and near 9% of its population is faced with the double tasks of streaming into the trend of globalization and trying to retain its ethnic traditional cultures. Foreign language teaching in such an area is different from other parts of China as it is confronted sociologically with what can be defined as diversity that is reflected in imbalance in socioeconomic development, the difference in education investment, multilingualism and the complexity brought by it, cultural diversity, different degrees coming from the cross-border influence, difference of teaching staff, and differences in training objective and instruction. Suggestions are provided to target such diversity.

Maryam Ali Muhammad
GICICTEL1809055

Values And Value Orientations: Essential Prerequisites For Multicultural Counselling

Maryam Ali Muhammad
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Abstract

School counsellors may be unable to effectively assist clients from diverse cultural backgrounds. To be able to effectively deal with clients' concerns which the multiculturalism is seen as a way forward. Multicultural counselling is the type of counselling that enable school counsellors identify and appreciate differences in the cultures and values of both the counsellor and the counsellee in the counselling process. This paper looks at the intricacies arising as a result of differences within and between cultures. Values are the constituent parts of cultures. Value orientations are essentially the understanding, assimilation and actual practices of culture. The paper therefore presents values and value orientation as essential prerequisites for multicultural counselling. It briefly explains what value is, its impact on counselling practices, what value orientation is and how it affects counselling practices as well. The paper further pointed out how much of oneself should a counsellor allow into the counselling relationship in terms of her values and value orientation. It also provided the benefits of knowing and using values and value orientations while using a multicultural counselling approach.

Keywords: values, value orientations, counselling, multicultural counselling.

Dr Chris Dali **GICICTEL1809056**	**Cultural intelligence of student teachers as a pathway toward education decoloniality: A literature review** **Dr Chris Dali** **Senior Lecturer, School for Continuing Professional Development, South Africa** **Abstract** It is almost three years since the South African university students organised themselves under the banner of #FeesMustFall, and foregrounded an international debate about decolonisation of education. Despite its conceptual evasiveness, decolonisation manifests itself as a useful discourse for black and white student teachers who have to cross cultural boundaries in their teaching practice. However, there has been paucity of empirical and theoretical research that fosters alternative pathways for student teachers to engage effectively in decolonisation. This article sought to explore student teachers' perceptions on how cultural intelligence could enhance their school-based learning competencies to decolonise education. Findings from 8 focus group interviews and document analysis of student teachers' reflections on school-based learning, revealed that paying attention to their metacognitive, cognitive, motivational and behavioural components of cultural intelligence was critical as a pathway toward the decoloniality process of education. Keywords: cultural intelligence, decoloniality, school-based learning competencies
Dr. Mohammed Sani **GICICTEL1809057**	**Improving The Quality Of Life Of The Physically Challenged Persons Through Sports Participation** **Dr. Mohammed Sani** **Department of Science Education, Human Kinetics and Health Education Unit, Federal University Dutsinma Katsina State, Nigeria, Federal University Dutsinma, Katsina State Nigeria., Dutsinma, Katsina State, Nigeria** **Abstract** Good health-related fitness and participating in sporting activities are important to health promotion and feeling well. Regular participation in sporting activity not only help prevent illness and disease of the physically challenged, but also help them look good, feel good and improve their quality of

	life. This paper therefore discussed the values of sports, causes of disability, disability sport and its benefit, the rise in physical inactivity, the health benefits of sport and physical activities, improving the quality of life of the physically challenged through sports participation and concluded that the physically challenged must be encouraged to participate in various sports because they need to keep fit to achieve good quality of life. It also recommended that all physically challenged should be encouraged to participate in one form of sports or the other in order to enhance their health and well-being. Keywords: Participation, Physically Challenged, Quality, Sports
Annika Hofmann **GICICTEL1809059**	**The Theory Based Intercultural Sensitizer as an Intercultural Training Method** **Annika Hofmann** **Kiel University, Strandholm 18, 24857 Fahrdorf, Germany** **Abstract** In times of globalization people are more and more called upon to interact with members from different cultures. During my dissertational project I developed a so-called Intercultural Sensitizer based on the cultural theory of Trompenaars/Hampden-Turner (2012). An Intercultural Sensitizer is a method for trainees of intercultural communication. The trainees read a situation about members of the target culture and then select the answer from a multiple-choice-system they believe best describes the behavior of the person presented in the situation. In the feedback section it will be revealed if the answer was culturally adequate and if so, what cultural standard lies behind it. If the trainees select an inadequate answer, the feedback area will provide information about why this choice might be less probable than any other and they will be asked to try again. This theoretical mix offers multiple advantages. For once, in contrast to the method of the Critical Incidents (Thomas et. al. 2000) cultural differences as well as similarities will be displayed. Plus, cognitive, affective and behavioral attitudes can be measured. With this building block for a holistic intercultural training, a deeper cognitive understanding about the concept of culture (in Germany) can be achieved. Keyword: Intercultural Communication, Intercultural Competence, Intercultural Training
Danladi Sa'adu Ibrahim **GICICTEL1809060**	**Relationship Between Continuous Assessment And Semester Examination Scores Of Undergraduate Education Students Of Bayero University, Kano** **Danladi Sa'adu Ibrahim** **Department of Education, Faculty of Education, Sule Lamido University, Kafin Hausa, Kafin Hausa, Jigawa State, Nigeria** **Abstract** This study was carried out to determine the relationship between students Continuous Assessment (CA) and their semester examination scores. The study adopted a correlational research design with Two Hundred and Seventeen (217) subjects drawn from a population of Five Hundred and Eighteen (518). Data was collected by direct observation of examination record. Three null hypotheses were formulated to guide the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyses the data using Statistical Package for Social Science (SPSS) 18 software. The findings of the study revealed among other things that, there is no significant relationship between students Continuous Assessment and Semester examination scores among undergraduate students of Department of Education, Bayero University, Kano

	in 2014/2015 Academic session. It is recommended that Lecturers should use varieties of means in administration of CA and Examinations to makes the system more relevant, efficient and effective.
Dr. Umma Abdulwahid **GICICTEL1809061**	**Effect Of Cognitive Restructuring Technique On Academic Procrastination Among Senior Secondary School Students In Jigawa State, Nigeria** **Dr. Umma Abdulwahid** **Dean, Students Affairs, Sule Lamido University** **PMB 048, Kafin Hausa, Jigawa State, Nigeria** **Abstract** The study investigated the effect of cognitive restructuring technique on academic procrastination among Senior Secondary School Students in Jigawa State. The quasi experimental design involving pre-test post-test was used for the study. The population of this study was 94 undergraduate whereas 60 students were purposively sampled and used for the study. An instrument tagged Academic Procrastination Inventory (API) was used to collect data. Data collected were analyzed using mean, standard deviation, and t-test statistics. Findings revealed that; no significant differences was found between male and female students in the effect of CRT on reducing academic procrastination. ($t = 1.208$, $p = .237$). This implies that CRT treatment is effective in reducing academic procrastination among the male and female students. significant difference however existed between the treatment and control group on reduction of academic procrastination among the students ($t = 1.890$, $p = .000$). That is, students exposed to CRT have reduced academic procrastination than those in the control group. It was therefore recommended among other things that Counselors, and School Psychologists should be encouraged to use CRT in helping students with academic procrastination irrespective of their gender. Keywords: Cognitive Restructuring Technique, Academic Procrastination, Senior Secondary School students.
Lynn Huynh **GICICTEL1809062**	**Using process writing for L2 learners in teaching academic writing** **Lynn Huynh** **English Language Center, The Hong Kong Polytechnic University, Hong Kong, China** **Abstract** Students are learn often taught to write academic essays, by deconstructing a sample essay. However, this learning to write process, does not allow the students to fully understand the language, structure and organization of an academic essay. It also, does not provide students with an authentic writing experience. The writing process approach, was then used for two semester with first year undergraduate students. This approach, asked the students to write a short 250 academic essay (problem solution) without, teacher's input. The teacher then quickly look at the students' short writing and helped the students to first learn about academic style and language, by underlining the mistakes. Students are then asked to correct the mistakes that teacher had underlined, on academic language. As each week proceeds, students will learn a different aspect of academic writing, and they continued to revise their 250 words essay. This repetitive approach, makes writing and learning more authentic and individualized. It also allows the students to understand their own strengths and weaknesses. Furthermore, learners understood the writing process. The results from students were collected and analyzed, it was found that students' first graded academic essay showed improvements in using academic style and tone,

	structure and organization, citations, and the presence of a thesis statement. However, writing mistakes such as sentence construction and grammar are still problematic.
Joyti Sehrawat **GICICTEL1809064**	**ICTs and Special Education : A Literature Review** **Joyti Sehrawat** **Ph.D. Research Scholar, Bhagat Phool Singh Women University, Haryana, India** **Abstract** **Today, in this era, information and communication technologies (ICTs) have become an important factor in developing the new global economy and bringing rapid changes in the society. During the past decade, the new ICT tools and techniques have radically changed the way people work, communicate including the way they learn. ICT have brought significant transformations in every field of society i.e. industry, medicine, business, engineering etc. Education cannot be isolated from these technological evolutions. One cannot teach or learn nowadays the same way as a century ago. Thus, all the recent advancements in the ICTs have influenced the knowledge, teaching and learning. ICT is considered a tool to bridge the gap between different groups of children such as the children with special educational needs. Recently, there has been a growing number of researches that supports the utilization of ICTs and various assistive technologies to enable children with special educational needs to lead more fulfilled lives. Various ICT based tools can better recognize and integrate learning difficulties across students, and can play a significant role in a child's life. However, it also formed new gap to them and caused their lives to be marginalized by the digital society.** **In this paper, review of literature regarding the role of using ICT in education of children with special needs is presented. Result may also shed light on issues and problems disabled children meet while using ICTs in digital society.** **Keywords: ICT, Children with special needs, Special Education, sensory and physical impairments, learning difficulties, disabled divide.**
Alyssa L. San Jose **GICICTEL1809067**	**How Pinteresting: Investigating The Internalizing Disorders Content On Social Media** **Alyssa L. San Jose, Phd Candidate** **The Pennsylvania State University** **Cristin M. Hall, Associate Professor** **The Pennsylvania State University** **Abstract** **Many efforts have been made to understand social media and the resources existing online (Feng, Cong, Chen, & Yu, 2013; Granger & Reiter, 2015; Pham, 2014; Seaman & Tinti-Kane, 2013; Wang, Yang, Zheng, & Sundar, 2016). However, prior studies have seldom been rigorous in researching specific platforms and particular areas of interest as well as thoroughly assessing the content being shared. This study examined Pinterest content sharing as a proxy for interest and possible implementation related to internalizing disorders amongst school personnel. Using the coding scheme from Hall and Breeden (under review), a sample of 49,627 pins from 499 randomly selected pinners following the National Association of School Psychology Pinterest account were coded by content area and subsequently assessed for level of evidence base. Significant associations were found in Chi-square analyses between the category of internalizing disorders, level of evidence base, and types of pins shared.**

Additionally, the category of internalizing disorder and the level of evidence base were found to have a significant interaction on how easy an intervention is to implement. Researching and assessing the content being shared amongst educational professionals on Pinterest may inform future studies concerning evidence-based implementation difficulties in schools.

Keywords: Social networking, internalizing disorders, evidence based practice, implementation

Effects of Advanced Organisers on Performance in Conservation Concepts among Secondary Biology Students in Jahun Education Zone, Jigawa, Nigeria

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Abstract
The study investigated effects of advanced organizers on the performance in conservation concepts among secondary Biology students in Jahun, Jigawa State, Nigeria. One hundred and thirty seven (137) students were randomly selected from eleven (11) senior secondary schools that constituted the sample for the study from a total population of one thousand two hundred and twenty five (1225) SSII students in Jahun zone. The study adopted the pretest, post test and post-post test quasi experimental and control group design. The students in experimental group were taught using lecture method enriched with advanced organizers while those in control group were taught using lecture method for the period of six weeks. The topic taught was conservation of Natural Resources from senior secondary school curriculum. The instrument used for data collection was Conservation Concept Performance Test (CCPT) with reliability coefficient of 0.89. Two Research questions and two Null Hypotheses were formulated and tested using independent t-Test at 0.05 level of significance. Pictorial and textual advanced organizers were developed and used for the study. The major findings from the study include: obtaining a significant difference between the mean academic performance scores of students taught conservation concepts with advanced organizers and those taught without advanced organizers in favour of the former. Another finding is that there is no significant difference between the mean academic performance scores of male and female students taught conservation concepts with advanced organizer . Based on the findings it was recommended that advanced organizers should be used by biology teachers to teach in senior Secondary Schools among others
Keywords: Advanced Organizers, Consevation, Natural Resources.

Preparing Children for Life and not just Careers: Teaching, Curriculum, Environment

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Abstract
Ever-since I took child development seriously, I have believed that the learning begins from mother's womb. This concept is not new, this is right from our existence. Have we missed to think on these lines? Are preschools believing in the same manner and supporting learning or only talking about innovations?
Mythological reference
I have known a story from my childhood but the context got revised few years back when I saw parents going to parenting coach or counselling. The story goes like..."Once there lived a demon "Hiranyakashyapu" He was against god and wanted to take revenge in his lifetime and wanted people to consider him to

	be their god. His wife Kayadhu conceived a child when there Devtas and demons were in conflicts. Kayadhu was in that kidnapped by Indra.. and Narad ji interfered and made him realised that he is not doing it right. To save kayadhu, Narad ji took her along with him in his Ashram/gurukul where she was safe in the war. Kayadhu, throughout the time only her good, chanting of shri hari, veda and only heard about god. To the knowdlge when Prahlad was born, the first thing he said was "Jai shri hari". And became a great devotee of God." Now then, what happened in the story? How did a Demon's child become devotee of God?? The answer to this is "Environment". The environment provided to the child right when he is in mother's womb is utmost important and that is creating the thoughts, ideas, emotions and connection to the world. This is how we get to see the world. We fight, shout, speak lies, break rules, be untruthful in front of our children and demonstrate that they can also do the way we did. This is creating their thought, connections, perception of looking at the things.
Anam Shams **GICICTEL1809070**	**A Comparative Study of Self-regulated Behavior, Self-reflective Practices, and Self-efficacy in Writings of ESL Learners with Extra-curricular Skills** **Anam Shams** **Department of English, Faculty of Arts, Aligarh Muslim University (A.M.U), Aligarh, U.P., India** **Abstract** **This paper statistically defines the level of self-regulated behavior, self-reflective practices, and self-efficacy in writings of ESL learners with different artistic interests. The study has gone further to compare these artistic learners with the learners who do not perform any extra-curricular activities and only focuses on their usual studies. The study has tried to find out the difference in the level of self-regulated behavior, self-reflective practices, and self-efficacy in writings among the artistically inclined learners and has statistically compared these differences. The study has focused its attention towards the extent to which the learners with different extra-curricular interests differ from the learners who are solely fixated on academics. Learners with extra-curricular skills, like drama, music, creative writing, and art have been included in the study. The study has tried to emphasize the importance of extra-curricular activities in enhancing the 'self' and 'identity' of the learners. The study focuses on the importance of extra-curricular engagements of the learners which indirectly aid their self-regulatory behaviour, self-reflective practices, and self-efficacy. Barry A. Oreck's (2004) works have emphasized the importance of an arts-infused curriculum to develop the self-regulated behavior and efficiency in the performance of the learners. The researcher collected the data through a self-developed questionnaire, carefully divided it into three sections covering self-regulation, self-reflection, and self-efficacy in writing. The data were analyzed using SPSS and various tests were applied. Independent t-test, Mann Whitney's U test, ANOVA and Kruskal Wallis test were applied to find out the statistical relevance of the results. The findings of the study conclude that extra-curricular skills boost cognitive and learning skills. An arts infused curriculum is encouraged to develop self-regulation, self-reflection, and self-efficacy among learners.** **Keywords: Self-regulation; Self-reflection; Self-efficacy; ESL writing; Extra-curricular activities**
Adil Khan **GICICTEL1809071**	**Identifying the Effectiveness of Corpus-based Speaking Activities in an ESL Language Classroom**

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One of the goals of teaching English is to improve the communication skills of a person, so that he/she may not feel difficulty in expressing ideas in social settings. Learners should know how to follow social and cultural rules in various communicative circumstances. The paper deals with the problems of teaching strategies, particularly those which are most relevant in the context of developing the oral skills. The complex nature of speaking English must be taken into account and should be reflected at each stage of the learning process. The present study aims to improve students' speaking and communicative skills in an ESL classroom scenario. The study presents various activities and tasks which were incorporated keeping in mind the needs of ESL learners. The study talks about the impact of incorporating corpus-based speaking activities in an ESL classroom. Moreover, these activities/tasks have been adapted from multiple corpora such as internet, audio-visuals, the British council's IELTS practice textbook, and TESOL Canada's practice texts. Study suggests that such corpus-based activities may lead to an effective training in English language use with its immediate focus on improving the speaking skill. These activities and tasks were devised by reviewing the corpora of studies and findings based on the ESL learners' needs in the second language use. Furthermore, these activities were established on the grounds of the diagnosis which was done to circle out the problems faced by the learners in their spoken English. A learner coming from an ESL educational background often complains about the incompetence in speaking the language. An educator must, therefore, plan out the possible solutions to cope with those needs. The incorporation of corpus-based speaking tasks/activities which could give practice in speaking under possible social contexts (suggested by the learners as well as the educator) would be a beneficial and effective approach which an educator could adapt to provide training to the learners by giving them a good hands-on practice in the appropriate language use. This way, learners would become more familiar with the language and its use. The effectiveness of these activities and tasks was evaluated through a study done on the high school ESL learners. These learners were given hands-on practice in speaking through implementing these activities in the classroom. Researchers took the initiative of teaching speaking to the high school ESL learners for the period of two months by implementing corpus-based speaking activities. The learners were made to practice communication while performing the tasks and activities in the class. By the end of the session, the results were comparable to the learners' post efficiency level in speaking. A speaking test was taken at the end of the session to test the effect of speaking activities which the learners have been practicing for the past two months. The performances carried out by the learners were widely contrastable to their previous state of learning which was without the implementation of the corpus-based speaking activities/tasks.
Researchers have discussed qualitative findings and relevance of the study at length. Furthermore, concluded with ample suggestions, shortcomings, and recommendations of the study for future references.

	Keywords: Education, teaching of spoken English, ESL learners, corpus, speaking activities/tasks, communication skill
Halil Elibol **GICICTEL1809072**	**Developing Intercultural Sensitivity: A Study with Prep School Students of French Language at Anadolu University** **Halil Elibol** **School Of Foreign Languages, Anadolu University, Eskisehir/Turkey** **Abstract** **In the last quarter of the 20th century and in the 21st century, Culture teaching has gained an utmost important. At the beginning of the 20th century only the target culture was being taught and cultural knowledge was in the heart of the teaching. The fact that communities and individuals interact with each other more and the immigration to Europe has increased in the second half of the 20th century has drastically changed the attitude towards integrating culture into language teaching process.** **The elements of individual's own culture and the ones of the target culture have both started to be integrated in culture teaching in foreign language classes. This concept called Intercultural competence has also taken a significant part in Common European Framework of Reference for Languages. The aim of this study is to analyse the effects of integrating extra cultural materials into language classes on Ss' intercultural sensitivity level.** **The study group consists of 30 (15 students of experimental group and 15 of control group) volunteer prep class beginner students of French as a foreign language. Intercultural sensitivity levels of teacher candidates were measured by Intercultural Sensitivity Scale developed by Chen and Starosta (2000). The scale has been applied twice at different times- at the beginning and at the end of the term. Extra cultural materials, adapted according to the curriculum, have been applied every week to the experimental group. Based on the scale, filled by 30 participants, the effects of extra cultural materials on Ss' intercultural sensitivity level were analyzed. Besides, with the collected data, relevant analyses were done and some discussions and suggestions on the issue were provided as well.** **Keywords: Interculturality, Intercultural sensitivity, Prospective Foreign Language Teachers, Education**
Sevgi ŞAhiN **GICICTEL1809073**	**Students' Language Learning Experience Through Augmented Reality** **Sevgi ŞAhiN** **School Of Foreign Languages, Department Of English, Anadolu University, Eskiehir, Turkey** **Abstract** **'Today's students are no longer the people our educational system was designed to teach' as Marc Prensky (2001) suggested. With the growing interest in the use of digital applications to enhance teaching and learning, the use of new technologies has become a key trend in language acquisition process. In this case, our challenge is to channel the natural enthusiasm our digital native students have for technology by implementing various digital applications in class.** **One of the emerging technologies is Augmented Reality (AR). Application of this technology promotes language learning by allowing students to experience auras (augmented reality scenarios created by the teachers) that extend from the real world to a virtual environment. AR is quite feasible to implement in class and greatly assists students in their journey of language acquisition. It not**

only gives learners the greatest opportunity to interact, but also contributes considerably to their motivation.

Deriving from experiences, this study presents a demonstration of AR application in class, some implications for an effective execution and possible setbacks that practitioners and curriculum designers should be mindful of.

Key words: augmented reality, digital natives, technology, language learning, digital applications

The culture of Shared Personal Practice amongst academic staff within a University of Technology (UoT)

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Abstract

The diversity of academic staffs' background prior to becoming lecturers in higher education presents a gap in the practice of teaching and learning. Most academics join academia from their respective fields with little or no previous exposure to the intricacies of content delivery and classroom dynamics. The absence of a platform for the exchange of ideas, knowledge and practices has potential to undermine the teaching and learning process. This disconnection is addressed by the existence of Professional Learning Communities (PLCs). PLCs endorse the sharing of experiences through the concept called Shared Personal Practice (SPP). Furthermore, the concept of SPP is embraced, because it allows for collaboration, commitment towards professional improvement, the sharing of ideas and practices, thus, eradicating the issue of remoteness amongst academics. Despite the popularity and benefits of SPP in the global context not all institutions in Africa have adopted it. This paper explores the culture of Sharing Personal Practices1, the existence of Professional Learning Communities2 and knowledge sharing3 within a U0T. A survey of academic staff members was conducted using qualitative methods, subsequently, focus group discussions were conducted with respondents grouped by commonalities in their responses, in addition, the results were thematically analysed. This study revealed the lack of knowledge and practice sharing amongst academic staff. Based on the findings, it is important that the approach used in teaching and learning be revised to incorporate activities that allow for the sharing of personal experiences by academics. The synchronization of best practices has potential to enhance the performance of academics, consequently, improving the learning experience for the students.

Keywords: Professional Learning Communities (PLCs); Professional Development; Higher Education (HE); Shared Personal Practice (SPP)

Moral Purpose-Driven Assessment (MPDA) Model: Rethinking School-Based Assessment

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Abstract
School-based assessment (SBA) or continuous assessment (CASS) is a crucial policy underlying the South African curriculum. It is an ongoing diagnostic and school-based strategy employed by teachers to ascertain the learners' knowledge, skills, and values using variety of assessment methods, tasks, and tools. CASS enhances learning by promoting frequent classroom interactions and assists teachers to assess learners' strengths and weaknesses on continuous basis (Ramalepe, 2015). In practice, however, implementing CASS in schools had always been problematic, with impediments such as lack of monitoring and support, learner discipline and lack of parent involvement undermining its value in teaching and learning. Unfortunately, even today there appears to be no decisive plan to overcome these critical factors. It is against this background that this paper raises a question of how to improve school-based assessment. For this question, I first point out the root of the problem and the strategies to resolve it. The basic cause seems to be that there is no a compelling and shared moral purpose to guide classroom assessment. Therefore, the strategy shall involve infusing moral purpose into school-based assessment. The central moral purpose consists of making a gradual transformation of learners into fuller and richer human beings by constantly improving learning standards and ensuring that achievement gaps between higher and lower performing learners are narrowed (Barber & Fullan, 2005, Bezzina, 2010, Fullan, 1993, 2003, Ramalepe, 2015). Therefore, the proposed model advocates for an assessment that is moral purpose driven. Through systematic literature review methodology, this paper reanalyses and summarises the findings from my studies and papers (Ramalepe, 2010, 2014, 2015) to come to a conclusion that a moral purpose-driven assessment model could be a useful tool in improving school-based assessment. However, the model's benefits and disadvantages should be considered before school managers embark on the journey to implement it.
Keywords: Moral purpose, monitoring, Continuous assessment, Authentic learning

Application Of Learning Management Systems (LMS) In Quantity Surveying Education: A Blended Learning Approach

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Abstract
The purpose of the study is to investigate the utilization of LMS in quantity surveying (QS) education and to demonstrate the uses and advantages. Lecturers should realise the importance and the impact of technology on current teaching practices. Technology should be utilized to improve the learning experience of students and to enhance student engagement. LMS

	support lecturer instruction and teaching activities through a virtual environment. The blended learning approach refers to the purposeful "blending" of physical activities and online activities to create optimal learning experiences for students. Lecturers often feel intimidated by technology and/or find the process (of utilizing virtual platforms?) time consuming and some lecturers do not want to embrace change. A qualitative research approach will be followed which will include a case study of an undergraduate quantity surveying programme and the use of LMS. This forms part of a brief exploratory investigation to determine the feasibility of the study for possible application at other higher education institutions offering QS education. Primary data collection will take place from an electronic entity known as BlackBoard. The findings may indicate that the current LMS used for QS education is underutilised due to the unawareness of the (multitude of) uses and advantages of LMS. The practical implication or value of this paper may be seen to highlight the uses and advantages of the application of LMS for QS education for lecturers and possibly increase the utilization of such platforms in future. Keywords: Blended learning, Higher education, LMS, Quantity Surveying Education
Dr. Naushad Ali Mamode Khan **GICICTEL1809081**	**Challenges in the Learning Process of Tertiary Students: The aspects of Time Management and Motivation Criteria among University Graduates** **M. Sookaram** **University of Mauritius, Réduit** **Z. Jannoo** **University of Mauritius, Réduit** **N. Mamode Khan** **University of Mauritius, Réduit** **N. Auchoybur** **University of Mauritius, Réduit** **Abstract** **Time management and motivation are some of the common factors that influence the academic performance of students at the different stage of their academic growth curves. This paper studies the relationship between the academic achievement, time management and motivation among students of University of Mauritius. A modified questionnaire adapted from both Britton & Tesser (1991) and Printrich, et al., (1991) was used to collect data on time management and motivation from a sample of 200 students with a response rate of 82.6%. Principle Component Analysis (PCA) and Multiple Linear Regression (MLR) were applied to the data. PCA summarised time management into short range planning and time attitudes while motivations into intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance and test anxiety respectively. Results from MLR revealed that short range planning, extrinsic goal orientation and test anxiety were the significant explanatory variates. Female students exhibit superior time management and motivation characteristics than male students.** **Keywords: PCA, MLR, Academic, Motivation, Time Management**

Connecting Mathematics to Real Life Problem using Instructor Quality and Availability, Mathematics Facility and Teacher Motivation for Prediction

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Abstract
The mode of instruction in mathematics education has received a lot of criticisms where many have advocated a paradigm shift from traditional method of instruction to methods that emphasises on conceptual understanding. The major aim of this study is to investigate by means of confirmatory factor analysis the factors that influence teachers' ability to connect mathematics to real life problem. The study deplored probability sampling techniques to randomly select 1,263 participants from over 80,000 students' population in the Ashanti region of Ghana. The partial least squares(PLS) linear structural equation modelling (SEM) techniques was adopted to verify goodness of fit effects among the overall model, structural model and the measurement model. The results and the findings from the study revealed that, teachers ability to connect mathematics to real life problem is significantly influenced by instructor quality and availability as well as teacher motivation ,however mathematics facility have positive but statistically have no significant influence on teachers ability to connect mathematics to real life problem. The study concluded that teachers' ability to connect mathematics to real life problem is directly influenced by teacher motivation, instructor quality and availability as well as mathematics facility availability. The study concluded further that teacher motivation and availability of mathematics facilities influence instructor quality while teacher motivation is further influence by mathematics learning facilities. The study recommended for improvement in mathematics facility, instructor quality and teacher motivation for better connectedness in teaching and learning of mathematics.
Keywords: Connecting Mathematics; Mathematics Facility; Instructor quality; Teacher Motivation;

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Cross Border Education and its Influence on the Quality of Higher Education

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Abstract

The rapid growth of Cross-Border academic programmes in higher education has prompted institutions to develop processes and implement strategies to ensure the quality of their offerings. Although there is no one-size-fits-all approach, there are quality standards that institutions can effectively implement regardless of context. This paper examines the influence of cross-border education on the quality of higher education. Specifically, this paper provides a background and overview of quality assurance in cross border higher education and definition of terms before delving into the rationale for cross border higher education and how the awarded qualifications is acknowledged beyond the awarding institutions. The benefits of and the threats to cross border higher education are then presented together with the challenges. The study adopted a descriptive research design using documentary analysis method. Revealed that owing to the differences in scope, size, location, mission, and extent, there is inconsistency in the institutions' strategies to addressing quality assurance in cross border higher education. However, initiatives such as integration of research, the use of English as a language for scientific communication, the growing international labor market for scholars and scientific, the growth of communication firms and of multi-national, technological publishing as well as the use of information technology among others have been put in place as part of cross border higher education. The study recommends a triad of key challenges that institutions of higher learning must address in a bid to cope with the imperatives of cross-border higher education.
Keywords: Quality Assurance, Quality Education, Cross-Border Higher Education

Mobile Phone Use and Family Literacy Practices: Perspectives from Uganda

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Abstract
This article is based on qualitative study on how mobile phones are used in enhancing family literacy practices. Data was obtained information through interviews, observation of Gayaza Family Learning Resource Centre beneficiaries and document analysis. Previous studies on mobile phone use focused on literacy outcomes in the school context thus ignoring literacy practice within the family. The study was framed within the theory of literacy as a social practice. The findings revealed beneficiaries used mobile phones to enhance family literacy practices through instant messaging and phone calling; entertainment and World Wide Web. They were also using text in print for literacy. The findings make an original contribution in the field of digital literacy and social practice of literacy. The study recommended that family literacy providers embrace both text in print and digital texts as merging them would make family learning and literacy practices more fascinating to participants.
Keywords: Mobile phone use, literacy, family literacy, family literacy practices.

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Sequence organization in Arabic and English

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Abstract

Previous research on cross-cultural pragmatics has primarily focused on how NSs of different languages perform speech acts in relation to politeness and directness. However, Kasper (2006), among others, called for adopting a more discursive approach rather than analyzing data according to the CCSARP coding scheme (Blum-Kulka et al., 1989). Therefore, this paper used CA-for-ILP to investigate sequence organization of requests in Australian English and Saudi Arabic using role-play scenarios. It specifically looked at certain issues of sequence organization: pre-expansions, pre-pres, accounts in request turn, insert-expansions, and post-expansions, and to what extent the social variable (power) affects these issues. Thirty-one male subjects participated in this study, further divided into two groups: Saudi Arabic NSs (18) and Australian English NSs (13). Overall, it was found that both languages shared some regularities of sequence organization whereas they differed in the occurrence of others. Also, power influenced the production of some regularities in both languages.

Technology Adoption Practices: A case Study for Innovation

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GICICTEL1809090

Abstract
A great deal of research has been done on the ways universities adopt technology for innovations. This article investigates the different types of technology adoption processes taken by three universities. Incorporating some of the current adoption theories, the article will shed light on the challenges faced by academic administrators, faculty and students. Perceptions of technology among end-users that could influence the adoption process will be highlighted. The presenter will also share cumulative best practices for technology adoption and the implications on teaching and learning.
Keywords: technology adoption, teaching, learning

Inclusion of an Autistic Child in a Mainstream Kindergarten Facility Case Study

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Abstract
The purpose of this study was to investigate the effects of mainstreaming an autistic child, at entrance age of four years and seven months, into the Child Care Center of the Sultan Qaboos University. The study used the Arabic Scale for Detecting Autism – ASDA (Al Qaryouti & Ababneh, 2006).
The result of this assessment indicated that the subject of this study had autism. After six months a further application of the scale showed that significant improvement had occurred, particularly in the communication and social interaction domain. Concurrently, the subject made marked progress in his academic studies, notably in the areas of math and language.
 A further application of the scale a year after the second indicated that the lack of severity of symptoms no longer warranted the autistic label.
Keywords: autistic, autism, kindergarten, case study, mainstreaming.

Kiran Odit-Dookhan GICICTEL1809098	**Attitude towards E-Learning: The Case of Mauritian Students in Public TEIs**
	Kiran Odit-Dookhan **University of Technology, Mauritius** **La Tour Koenig, Pointe-aux-Sables, Republic of Mauritius** **Abstract** **Universities in Mauritius are looking forward to introduce e-learning systems to satisfy the needs of the growing number of students. Today, it is relatively common for our students to use modern technologies in their day-to-day activities and hence it has resulted into discussing whether there is a need to incorporate these modern technologies in our learning process. This paper tries to bridge the gap by investigating students' attitudes and patterns of use of a typical e-learning system. The study focuses on the Mauritian university students as the consumer in the e-learning process. A survey was conducted using structured questionnaire to target undergraduate university students from public HEIs in Mauritius. Out of a sample of 200 respondents only 156 questionnaires were received back where only 150 were found reliable for testing. Data collected was statistically examined using SPSS and the research hypotheses were tested using regression analysis. The results reveal that students are adopting technologies in their studies and wish to use it in a more progressive way.** **Keywords: Student's attitudes, E-Learning, HEIs, Mauritius**
Prof Logamurthie Athiemoolam GICICTEL1809052	**Theatre-in-education within and beyond the university lecture room** **Prof Logamurthie Athiemoolam** **Nelson Mandela University, Port Elizabeth, South Africa** **Abstract** **The paper focuses on how theatre-in-education was used as a vehicle to explore education related issues first within the university lecture room and then staged for a wider audience.** **The theatre-in-education was implemented within the context of a third year Education module entitled 'Issues and Challenges in Education', which is a compulsory module for all B.Ed (Bachelor of Education) students. In my role as a lecturer teaching one of the groups namely B.Ed (Intermediate Phase – Language group), I implemented drama and theatre-in-education as a pedagogy to teach the module. This paper will specifically focus on the use of theatre-in-education as a pedagogy to teach across the curriculum, in this case, with specific reference to the teaching of an education module.** **Having introduced the students to the value of drama and theatre-in-education, with reference to specific units covered, I asked students to produce their own pieces of theatre based on one of the themes namely social justice that they could present to the class. On the day of the presentations, each group had an opportunity to present their theatre piece, which we used to interrogate the key issue of social justice.** **I asked the students to identify one piece of theatre that was of particular significance and that we could present to a wider audience based on the theme of social justice. The students selected a play focusing on how a disadvantaged boy rose above his circumstances to become a motivational speaker; which we staged for learners from marginalized communities.** **The students wrote reflections on their experiences relating to theatre-in-education as a pedagogy and participated in focused group interviews. The findings of the study indicate that students' perceived theatre-in-education as a**

	powerful pedagogy as it enabled them to be active participants, to share in the lived experiences of others and deepened their insights on social justice issues. Keywords: Pedagogy, Theatre-in-education, Drama pedagogy, Drama-in-education, Teacher education
Maheshvari Naidu GICICTEL1809058	**Addressing the Unseen: Diversity and Inclusivity in the Context of Higher Education** **Professor Maheshvari Naidu** **Associate Professor in Anthropology, University of KwaZulu-Natal, South Africa** **Abstract** **This paper draws on an earlier (2012) qualitative study with partially sighted students studying social sciences in a tertiary institute. The paper is a revisit of the earlier study with follow up (2015) interviews with some of the differently abled students who have now exited the university to include a critical retrospective reflexion on the students' experiences of 'education' as visually impaired students attending a higher education institute. This paper is situated at the junction of feminist pedagogy and critical disability theory and draws from the insights gained from the early interviews with visually impaired students as part of a project on 'body', learning and 'disability theory'. The paper also draws on the students experiences in the context of their narrativised memories of their experiences of having been taught as students, alongside other able bodied students. By drawing on the students' rich qualitative narratives, the paper attempts to bring into mainstream discussion, tertiary teaching amongst the visually impaired, compelling us to rethink their corporeality within our classes, The paper suggests that teaching the visually impaired calls for recognition of a more specific kind of productive pedagogy that works to embrace the (social) learning experiences of this category of student. While critical disability theory speaks to the political insights and issues of power (or lack thereof) within contexts of material and social impairment, feminist pedagogy speaks to a democratic (co)creation of knowledge, and participatory teaching and learning in classrooms that seek to be inclusive.** **Motivation** **The paper is motivated by belief that education and no less so, tertiary education is both the right and 'entitled' privilege of all and that higher education institutes need to more forcefully confront the issue of the differently abled and inclusivity**
Alejandra Caqueo-Urízar GICICTEL1809063	**Mental Health of Aymara Children in Northern Chile** **Alejandra Caqueo-Urízar** **Alejandra Caqueo-Urízar (corresponding author), Escuela de Psicología y Filosofía, Universidad de Tarapacá. Avenida 18 de Septiembre #2222, Arica, Chile** **Alfonso Urzúa** **Alfonso Urzúa Morales, Escuela de Psicología, Universidad Católica del Norte. Antofagasta, Chile** **Koen De Munter** **Koen De Munter, Departamento de Antropología. Universidad Alberto Hurtado, Santiago, Chile**

Abstract

Introduction: Anxious and depressive disorders occur in all stages of the life cycle and are the most common childhood disorders. Despite this, only during the last years has been greater attention to these disorders in school-aged children, scarcer still, studies involving indigenous people. The aim of this study is to analyze the differences in the presence of anxious and depressive symptoms among Aymara children and not Aymara children, and in the first group, assess the relationship with the degree of involvement with their culture.

Method: The sample is composed of 748 children between 9 and 15 years from 5 ° to 8 ° grade of Elementary School. 50% are boys and 50% girls belonging to nine schools with low socio-economic level, located in the city of Arica-Chile. Sorting by ethnicity indicates that 275 children are Aymara and 409, aren't.

The instruments used were: Stress in Children (SiC) (Osika, Friberg & Warhborg, 2007); Children Depression Inventory-Short (CDI-S; Kovacs, 1992) and the Inventory of Level of Involvement in the Aymara Culture (Escala de Involucramiento en la Cultura Aymara EICA) (Caqueo-Urízar, Urzúa, De Munter & Saiz, 2013).

Results: Shows the lack of significant differences between the averages of Aymara children and not Aymara in anxiety and depression. Whereas the degree of involvement, two groups were formed, those who reported a high involvement (n = 89) and low involvement (n = 186), noting a significant difference in the subscale Hopelessness from the Test CDI where those Aymara children with low involvement report higher scores (t = 2.15; p =.02). On the other hand the total scale of Anxiety shows a marginally significant difference being higher scores in children with low degree of involvement Aymara (t = 1.80; p =.06).

Conclusions: Although children Aymara have lived a process of migration from the Highlands to the city, this has not resulted in a more anxious and depressive symptomatology. When it evaluates the degree of involvement with the Aymara ethnic group, shows that a greater involvement would tend to be a protective factor. There is the need of maintenance of cultural traditions in this population.

Relation between Life Satisfaction, Acculturation, Ethnic Identity and Perceived Discrimination in Immigrant Students in the North of Chile

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Abstract
Introduction: This research is related to the migration phenomenon in education, focusing on immigrants student from 8 to 12 years, at North of Chile. In recent years the rates of people who migrated to Chile shows a significant increase in terms of the growth of this population, represented 2% of the total population, when compared from the year 1962 to 2014 (DEM, 2016). The aim of the study is to analyze the relation between Life Satisfaction, Acculturation, Ethnic Identity and Discrimination Perceived in Immigrant Students from schools in the city of Arica, Chile.
Method: This is a Non-experimental study, since variables are handled. The design is correlational since all variables are measured at a time and seeks to establish relationships between the variables, without presupposing the causality.
Sample: the sample is not probabilistic. A sampling will be used for convenience due to its greater technical feasibility. Efforts are made to have a sample of 500 participants. The population are students between 6 and 18 years of Public School in the city of Arica. Variables: Life Satisfaction, Acculturation, Ethnic Identity and Perceived Discrimination will be used specific instruments to measure each one of it.
Results: It is expected to establish the relation between Life Satisfaction, Acculturation, Ethnic Identity and Perceived Discrimination (Results will be ready on June of 2018).

Lessons from an e-learning course on the psychosocial aspects of end-of-life and bereavement counselling

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Abstract
The School of Psychosocial Health at the North-West University (NWU) introduced and piloted the following e-learning course during 2017: Psychosocial Interventions in End-of-life and Bereavement Care. Bereavement counselling is a complex intervention and it was uncertain if it will be possible to present such contents in an e-learning format. After the pilot course, the presenters and attendees critically reflected on the process, content and outcomes.
In this paper the planning, format, outcomes, contents and learning management system (LMS) will be introduced, discussed and critically evaluated.
The paper will be concluded with a critical reflection on the value and constraints of using technology supported learning in teaching complex skills and contents in social work and related health professional disciplines. A number of recommendations from lessons learned will be made to inform and

enhance similar future courses.
Keywords: e-learning; technology supported learning; social work; bereavement counselling; empathy; presence; learning management system

Conceptual Problems Involved In Learning A New Language

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Abstract
God's greatest gift to mankind is language. Animals and birds communicate by means of cries to warn about an approaching danger. Language undergoes various changes due to culture, technology, influence of other languages etc, according to changing times like fashion. Language diversifies and therefore, now we have more than 3500 languages in the world. Many words and expressions go out of use or change their meaning, many new words are introduced, Many languages of India and Europe have descended from European Languages and are inter related but at the end of eighteenth century, the languages had nothing in common. It is only within the last century language has been studied in a scientific way with careful and comprehensive observation.
The discovery of Sanskrit disclosed the possibility of a comparative study of languages. The Hindu grammar taught Europeans to analyse speech forms. This paper analyses the various problems learners come across while learning a new language. A language reveals the soul of a nation.
Learning English Language becomes a priority for social survival. Teachers teaching ESL classrooms are generally either educated native speakers or those with a comparable command of the English Language. A typical teacher in an EFL classroom is different. She has learn the language from those who themselves learnt it as a foreign language. The former normally uses the language with fluency and confidence and is generally conversant with a range of its genres and registers. There are major differences which should make the EFL teacher a better foreign language teacher in a bilingual class. These include the ability to put to good use the knowledge of language, a grasp of the strengths and limitations of the classroom and a willing acceptance of the behaviour of the student, a keen understandiug of the learning methods of pupils and the preference they have for how they want to be taught. A thorough knowledge of grammar of the target language and the ability to use that knowledge to support the teaching. This paper deals with the problems faced by the multi lingual learners in learning a new language especially a foreign language,
Keywords: Grammar Comprehensive Diversifies Comparative Learners

Need for Imparting Digital Training to Language Teachers and Use of Online Writing Tutorials in Classrooms: A Case Study Approach

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Abstract
Use of Technology in education has increased and it aims at transforming the delivery of knowledge to the learners by empowering the teachers. However, majority of the language teachers who have been given access to the online tools

of language teaching and learning, feel helpless in absence of proper training and exposure before experimenting it with the students. The present paper deals with the online teaching of writing skills. While discussing this, the paper also sheds light on how new and in- service teachers need to be given an exposure for effective implementation of online writing tutorials. One supporting study has been conducted in BITS Pilani to ascertain the efficacy of this new mode of instruction. The paper discusses the results and findings of the supporting study to further validate the exposure.

Keywords: Online language teaching and learning, Teacher training, Writing tutorials, Online Collaborative Writing

Dr. B. Bhuvaeswari **GICICTEL1809102**	**A Comparative Study On Quality Assessment Of Secondary Schools** **Dr. B. Bhuvaeswari** **Associate Professor, Adhi Parasakthi College Of Education,** **Kalavai, Tamilndu, India – 632506** **Abstract** Education prepares the individual to connect and live in harmony with the environment. Education is a powerful tool that plays a vital role to overcome many challenges. Rapid developments in Technology, Communication and Corporatization of education are forcing changes within educational systems across the world. The rate of poverty and unemployment will increase in large magnitudes if proper reforms in secondary and higher secondary educational system are not undertaken. Building a society of autonomous, productive, participative and committed citizens, will require radical shift which will inevitably involve restructuring education to address its challenges and problems. This present study compares the perceptions of principals in SSC, CBSE, ICSE, IGCSE and Matriculation Board High schools regarding the assessment of their schools towards quality and excellence especially in three aspects such as Curricular Enrichment programs, Teaching-Learning Process and Infrastructure Facilities as learning resource. This research provides a new angle and perspective to empirically perceive and understand the growing realities and is an eye opener for all stake holders in the field of education. For the present study stratified random sampling technique is used and 55 Principals from English medium secondary schools, 11 each from SSC, CBSE, ICSE, IGCSE and MATRIC Boards. Secondary Schools' Quality Assessment Questionnaire was used to collect the data which is then analyzed through descriptive analysis, Anova and t-test. From the study, it was found that there exists significant difference in Quality Assessment of SSC, CBSE, ICSE, IGCSE and MATRIC Board Secondary schools by their Principals located in Chennai in respect of Curricular Enrichment Programs, Teaching-Learning Process and Infrastructure Facilities. Key words : Quality Assessment, Curricular Enrichment, Infrastructure, Teaching-Learning, Corporatization, Secondary schools
Sasha Raj Lawrence **GICICTEL1809102**	**Teacher views on using digital media in the classroom for "at-risk" students in Singapore** **Sasha Raj Lawrence** **National Institute of Education, Singapore** **Roberto de Roock** **National Institute of Education, Singapore**

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Abstract
There exists a dearth of literature on connections between teachers' perspectives on "at-risk" students and digital media use in the classroom. Focusing on a government neighbourhood secondary school in Singapore, a digitally mature market, this paper examines the relationship between educators' deficit views of "at-risk" students and their resulting perceived challenges in utilising digital media in the classroom. We probe how teacher ideologies shape their receptiveness to integrating digital media into their teaching practices, and how teachers themselves define the challenges in sustaining student engagement with technology. We analyse the role of deficit perspectives and strength-based approaches in facilitating or impeding digital media use in the classroom. This multi-year case study utilised ethnographic methods and in-depth interviews with 15 teachers of the Normal Technical (NT) stream - the academically lowest performing secondary students. Preliminary findings premised on the grounded theory approach reveal that teachers' apprehensions in using technology for NT students are linked to deficit views of students as having low attention spans, an inability to understand complex instruction, and struggles with staying on task. Through exploring the challenges of such student deficit views and extremist perceptions of digital media usage, we highlight the need for key shifts in teacher ideologies and practices, particularly in incorporating digital media in curricular reforms, and conclude by arguing for a critical approach to integrate cognitively challenging and sustainably engaging digital media-driven tasks for "at-risk" students.
Keywords: at-risk students, low performing students, teacher deficit views, teacher ideology, digital media, technology for learning

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