



## **CONFERENCE PROCEEDINGS**

**7th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius**

**14-15 December 2018**

## **CONFERENCE VENUE**

**Voilà Bagatelle Hotel, Mauritius**

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## **Preface:**

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## **KEYNOTE SPEAKER**



**Professor Kaviraj Sukon**

**Director-General of the Open University of Mauritius, Mauritius**

Professor Kaviraj Sukon is the first Director-General of the Open University of Mauritius. He started his career as a Lecturer in Mathematics at the University of Mauritius in 1996 after completing his Ph.D. in Mathematics from the University of Mauritius and University of Loughborough, UK. He also holds an MBA with Distinction from University of Surrey, UK. He later joined the Mauritius Examinations Syndicate as Research and Development Officer where he started the marking of the first international paper in Mauritius. In 2005, he joined HRDC as the Manager-Research/Head of the Research Division at where he led the development of the first National Human Resource Development Plan. He has been the Chairman of the Board of the Mauritius College of the Air as well as the consultant for ADEA (Association of Development of Education), UNESCO, ILO, and UNDP. He has prepared The Peer Review report on educational reforms in Mauritius, 2000-2005, UNESS (UNESCO National Education Support Strategy) for Mauritius in 2010 as well as National Employment Policy for Mauritius in 2011. He has published many research papers in reputable international journals and supervised many MPhil/Ph.D. theses.

## **KEYNOTE SPEAKER**



**Dr. Mahboob Sooltan Sohawon**

**Senior Lecturer, Mauritius Institute of Education – MIE**

**Head of the Educational Administration and Management Department, Mauritius**

Dr. Mahboob Sooltan Sohawon is a senior lecturer at the Mauritius Institute of Education – MIE – and Head of the Educational Administration and Management Department. Prior to joining the MIE, he has been an educator, Head of the English Department and Acting Rector. He holds a Ph.D. in Education with specialization in Leadership and Management and a Post Graduate

Certificate in Higher Education He has been lecturing for Mancosa, Doha Academy of Tertiary Studies, University of Technology – Mauritius, Middlesex University – Mauritius Branch Campus and the Open University of Mauritius for BA/ BeD and MA, MEd – Leadership and Management. He has written many course handbooks on leadership and management and many articles. He has participated in many conferences both local and abroad. He is a member of the International Leadership Association (ILA) and in 2011 was the winner of the Leadership book from the keynote listening event – International Leadership Association (ILA) Global Conference.

<p><b>Ahmed Brahim</b> ERCICRTEL1807051</p>	<p><b>Promoting Learner Autonomy; Does it really work?</b></p> <p><b>Ahmed Brahim</b> Center for Preparatory Studies, Sultan Qaboos University, Muscat, Oman</p> <p><b>Abstract</b> This will be an interactive workshop where I will report on the procedures and satisfactory results of an action research that I did in 2016 with pre-intermediate EFL foundation programme students at Sohar University, Oman, using a mixed method approach. The scope of the study was to investigate teachers' and learners' beliefs and practices to account for the constraints to promote Learner Autonomy (LA) in this context (quite similar to other non-western contexts, e.g. Asian cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster LA in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important 21st century skills, especially LA, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they train their students to be autonomous, what difficulties they faced, how they went about overcoming these and what they think would or wouldn't work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trailed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present some practical classroom recommendations on materials development and activities adaptation, as well as on methodology. Q&amp;A to follow.</p>
<p><b>Boniface Odey</b> ERCICRTEL1807053</p>	<p><b>Citizenship Education: A veritable Tool For Sustainable National Development in Nigeria</b></p> <p><b>Boniface Odey</b> Department of Political Science, Faculty of Arts and Social Sciences, Federal College of Education, Obudu in Affiliation with the University of Calabar, Obudu, Nigeria</p> <p><b>Abstract</b> Since independence in 1960, there has been increasing need for national consciousness and participation in national life. This situation has resulted in the need to create adequate functional awareness of national democratic values for a better socio-political setting. In order to realize this vision of Nigerian state, certainly citizenship education provides the necessary tool by which the citizens can face the reality of a challenging world situation. The paper surveys the concept of citizenship education, objective/relevance of citizenship education, national development and factors militating against national development. The paper advocated that, Nigerians in administrative positions, political office holders and various ministries and departments of information should firmly embrace awareness campaign to educate the citizenry towards societal transformation if the citizenry are not connected with the policies and programs of government. The paper</p>

	<p>concluded that citizenship education be strategize not only in the school system alone but also in multi-dimensional sectors of the economy in other to reach the unreached towards a better society.</p>
<p><b>Martin Ojie</b> ERCICRTEL1807054</p>	<p><b>Key words: Citizenship Education and National Development</b> <b>Universal Basic Education Programme (U.B.E): Catalyst For Sustainable National Development</b></p> <p><b>Martin Ojie</b> Department Of Political Science, Faculty of Arts and Social Sciences, Federal College of Education, Obudu in Affiliation with the University of Calabar, Obudu, Nigeria</p> <p><b>Abstract</b> Education is considered the bedrock of any meaningful development and the Universal Basic Education programme plays a critical role in this direction. Universal Basic Education if properly implemented serves as the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve all round development in Nigeria and the World over. This paper therefore examine; The historical background of Universal Basic Education in Nigeria, Objectives of Universal Basic Education, Implementation blue print of Universal Basic Education with regards to funding, provision of infrastructural facilities, recruitment and training of supervisors and monitors, instructional materials and teachers motivation. Also the paper highlighted Universal Basic Education in the context of sustainable national development. The study concluded that since ‘a hungry man is an angry man’. There should be an urgent aggressive revalidation of existing motivational strategies by government which will act as a stimulant for quality instruction and teacher retention in the system. This will promote and encourage a harmonious interplay of mutual socio-economic and political benefits for even national development.</p> <p><b>Key words; Universal, Basic Education, Development.</b></p>
 <p><b>Uday Mehta</b> ERCICRTEL1807056</p>	<p><b>Significance of Freirean Critical Philosophy In Indian Education System: Causes And Remedies to Oppression In Indian Education</b></p> <p><b>Uday Mehta</b> Faculty of Education, University of Mumbai, Mumbai, India</p> <p><b>Abstract</b> Social reality in India persists in the form of deprivation, oppression, and inequality. In general, Indian education is largely characterized by teacher-centred classrooms, wherein students are generally discouraged from asking too many questions or from participating in a discussion. In the present study, a qualitative approach was followed to understand how student-teachers of B. Ed. colleges make sense of Freirean pedagogy and philosophy of education and how it influences their ideas about critical pedagogy and liberating education. It was based on the lived experiences of participants on system of education in India and oppression in Indian society and their perceived meaning and essence of Freire’s theory of ‘pedagogy of the oppressed’ in the present day context. The research study used the empirical, transcendental phenomenological method. The intervention program of 24 hours was followed by focus group interviews for 6 hours at the same college with 15 B. Ed. student-teachers of a private aided college of education. Major themes emerged from the data, namely, (a) Causes of Oppression in</p>

	<p>Indian Education (Acceptance of unfair situations by students, power imbalance, casteism, untouchability in schools, inefficacy of National Policy of Education and Corporal punishment) and (b) Remedies to Oppression in Indian Education (Need to change the purpose of education, developing critical self-improvement, fostering independent, critical thinking and self-expression, promoting problem-posing and inquiry-based learning, practicing freedom, coping with reservation quota, eradicating casteism and abolition of corporal punishment at the grass-root level). This research paper discusses the oppressions in the Indian education system and suggests practical suggestions for improvement in the system of education to become a pivotal tool for social change and democracy and for critical orientation toward the world with Freire's pedagogic and theories.</p> <p><b>Keywords:</b> Indian education, social reality, critical pedagogy</p>
<p><b>Icarbord Tshabangu</b> ERCICRTEL1807057</p>	<p><b>Violence, Abuse and Power differentials in Education: Some Theoretical Perspectives.</b></p> <p><b>Icarbord Tshabangu</b> <b>Institute of Childhood and Education, Leeds Trinity University, Leeds, United Kingdom</b></p> <p><b>Abstract</b></p> <p>This paper advances a view that while adults' freedom and liberties are constantly kept in the mainstream in almost every sphere of life, freedom and social justice for children and young people has lagged, especially within schools. Violence within schools continues to manifest in various forms which amount to physical, sexual and psychological abuse and the denial of opportunity for young people to meaningfully participate in decisions that affect them. The study analysed existing evidence in selected countries against some critical theoretical perspectives such as Foucauldian, Freirean and Weberian, to shed light on the depth of the crisis. There is a strong correlation between large, poorer communities and higher levels of child abuse. Despite notable awareness on children's rights and the adoption of the United Nations Convention on the Rights of the Child charter in almost all countries, and the refinement or repeal of disciplinary instruments such as corporal punishment in some countries, the violence and abuse visited on children within some schools, continues unabated.</p> <p><b>Keywords:</b> Child abuse, violence, education, maltreatment, power</p>
<p><b>Makwalete Johanna Malatji</b> ERCICRTEL1807059</p>	<p><b>Embedding Technology in the Teaching and Learning: Venturing into the Lecturers Third Space</b></p> <p><b>Makwalete Johanna Malatji</b> <b>Department of Early Childhood Development, Faculty of Education, University of Pretoria, Pretoria, South Africa</b></p> <p><b>Abstract</b></p> <p>Literature shows that the use of technology to promote teaching and learning agenda is becoming central in the institution of higher learning. The use of various technologies to enhance teaching and learning has increasingly adopted by many universities. This calls for lecturers to move from their comfort zones and infuse technology into their teaching practice. This paper examines literature on the importance of embedding technology in the teaching and learning and problems associated with the use of technology. The paper presents some definitions of E-learning; the use of ICT in higher</p>

	<p>education; advantages and disadvantages of E-learning; conveniences of E-learning; major issue when using technology and the use of social media in higher education. The study concludes by emphasizing the importance of using technology to enhance teaching and learning. Lastly, the study recommended that teaching and learning centers in the institution of higher learning be capacitated in order to give lecturer maximum support on the use of technology.</p> <p><b>Key words:</b> Integration, learning, teaching, technology, quality teaching</p>
<p><b>Khashane Stephen Malatji</b> ERCICRTEL1807060</p>	<p><b>Exploring Student s Voices in Lecturers Teaching and Learning Developmental Trajectory</b></p> <p><b>Khashane Stephen Malatji</b> Department of Primary Education, Faculty of Humanities, Tshwane University of Technology, Pretoria, South Africa</p> <p><b>Abstract</b> Students’ evaluation of teaching (SET) is the common way of assessing quality of teaching at universities and also to trace the professional growth of lecturers. The aim of the study was to investigate the role played by student evaluation to inform teaching and learning agenda in one South African university. The researcher used qualitative approach with case study research design. With regard to data collection, 6 students were interviewed using focus group interviews, while 4 lecturers from 2 faculties were interviewed on individual interviews. Evaluation reports were also reviewed to monitor the growth of lecturers whom were evaluated during the academic year 2016 and 2017. Data from both interviews and evaluation reports were presented and analysed in a qualitative approach in a form of thematic analysis. The results of the study have revealed that students’ evaluation is the most relevant tool to inform teaching and learning agenda at the universities. Lecturers whom were evaluated were found to grow academically. The study therefore, recommends that lecturers conduct student evaluation for each module they teach every semester. Furthermore, the study has recommended that lecturers should attend to all areas that are negatively commented by students during evaluations in order to improve.</p> <p><b>KEYWORDS:</b> Student’s voice, teaching agenda, evaluation, feedback, responses</p>
<p><b>Ahmad Isa Waziri</b> ERCICRTEL1807063</p>	<p><b>The impact of Financial Management System on Accountability</b></p> <p><b>Ahmad Isa Waziri</b> Department of Public Administration, School of management Studies, Kano State polytechnic, Kano, Nigeria</p> <p><b>Abstract</b> A modern leadership recognizes high standards of public procurement system, with considerable rate of efficiency transparency and accountability because public procurement makes serious impact on public. Governments have already taken a number of steps to ensure accountability in public procurement by creating acts and establishing bureaus in order to standardize the procurement system. Despite all these efforts, however, ensuring sustainable accountability in undertaking national and regional public procurement process is still challenging. This proper compares the actual practice of accountability with the policy guidelines and standards of public procurement in Nigeria, and it has been found that the level of compliance with the policy guidelines and require standards was low.</p>

 <p><b>Anand Purohit</b> ERCICRTEL1807065</p>	<p><b>Keywords: Accountability, Procurement, Policies, Public Services Involving Google in Education</b></p> <p><b>Anand Purohit</b> Department of Computer Science, Duddupudi Degree College for Women, Akkamahadevi Womens University, Vijayapura, Sindhanur, India Abstract</p> <p><b>Google Classroom:</b> Use of Google classroom, can be done to maximum extent in terms of ICT in Class Room, Interaction with student, Assignment, Assessment, provision of materials with the latest Google's online application. This would enhance the Learning experience in students and teachers. Teachers can work smart with their subjects in terms of class room teaching, Interaction with the students, Assessment and Assignments.</p> <p>This application would become a supportive document to the teachers in documenting the process involved in his/her teaching career, it can also be a document for assessment of the teaching &amp; learning process, Further it can be added with another Google's online application "Google Forms", with which a Teacher can create "A paperless Teaching Environment"</p> <p><b>Google Forms:</b> As Google classroom assists a teacher in classroom and students related activities, Google Forms helps a teacher in updating his day to day reports such as attendance, work dairy, preparation of conspectus, syllabus plans, feedback and other necessary reports.</p> <p>This application would also be helpful in the academic administration, as it serves as a collective resource for teacher activities in and outside the class room, it can be a supportive tool for Teacher appraisals, and serves as a source for report generation of any kind as and when required such as "Feedback of a teacher can be acquired at any moment from the students and for any number of times without wasting the students time in the institution" and an analyzed report of the feedback helps in effective decisions to be carried out by the Management. The saved records of Google Forms may further be customized into any format of reports as and when required for any documentation process.</p> <p><b>Conclusion:</b> These two applications can serve as "Academic Paperless Administrators" to enhance the quality of the academic performance of an institution.</p>
<p><b>Yahuza Ishaq Mohammed Jamare</b> ERCICRTEL1807066</p>	<p><b>The Efforts of Nana Asmau Bint Sheikh Usman Bin Muhammad Bin Fodios Daughter in Spreading Arabic and Islamic Civilasation In Sokoto Caliphaate, Nigeria</b></p> <p><b>Yahuza Ishaq Mohammed Jamare</b> Arabic Department, School of Languages, FCT College of Education, Zuba, Abuja-Nigeria</p> <p><b>ABSTRACT</b> Women deserve to be recognized by researchers for their contributions and vital roles in cultural, social and political aspects, under the Sokoto caliphate in West Africa. They believe with responsibilities that fall upon their shoulders which clearly appear in every fields of life. This humble essay aims at highlighting the position of women and their effort under the Sokoto</p>

	<p>caliphate as transparent persons whose efforts reflect on various fields. It is a type of essay that adopted descriptive analytic method which depends on describing and analyzing events. It also used some mechanism of authorized library concerning the topic. Some of the most important outcomes of this research are participation of Nana Asma'u in country's affairs, giving women education opportunity, and insisting in seeking and impacting knowledge in order to establish education system for the benefit of rural society where women will be educated by using Arabic and local languages alike.</p>
<p>Seema Uikey ERCICRTEL1807067</p>	<p><b>Future of Language Journalism in India</b></p> <p>Seema Uikey Department of Communication Research, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal, India</p> <p><b>Abstract</b> India is a land of a myriad languages and dialects. The press in India is said to be two different kinds, the English Press and the Language Press. The language press is identified on regional and local basis, having readers both are literate and semi-literate. The paper will deal with present scenario of Indian language journalism. It will also analyse the curricula of Indian language programme offered in Central Universities with regards to various aspects like the training they provide, development related component. It will also present the response of journalism educator with respect to the industry preparedness got by the regional media students. <b>Key Words: Media, Indian Language Journalism, Education, Students</b></p>
<p>Pinkie Mthembu ERCICRTEL1807069</p>	<p><b>The district officials' leadership role in supporting teaching and learning in schools: A case study of two education district offices</b></p> <p>Pinkie Mthembu School of Education, College of Humanities, University of KwaZulu-Natal, South Africa</p> <p><b>Abstract</b> While South Africa has gone past 20 years after democracy there is still a huge gap on learner achievement between former model C schools and township and rural schools. This has put the government and education department under pressure to improve quality education by reducing these achievement gaps in order to address inequalities of the past. Policy initiatives have been developed, among others, National Development Plan 2030 and Action Plan, Towards Realisation of Schooling 2025. However these have not yielded positive outcomes. District level leadership has been recently recognized to be vital in system wide teaching and learning improvement. As a result, there has not been much research that has been done on education district leadership role on teaching and learning. This paper is based on my work in progress PHD case study findings that seek to explore from a constructivist perspective the understanding of district management as system level leaders on their role in supporting teaching and learning. Data was analysed inductively so as to contribute towards scholarship on the district managers' conceptualisations of their roles in supporting teaching and learning. This PHD study's findings is that district office management, to some extent used different interventionary approached to supporting schools. What came out strongly is the way the district management team used accountability sessions and data based support sessions informed by learner performance in all grades to support</p>

	<p>schools. While they believe that school leadership can successfully manage and lead teaching and learning, district management believe that this should be within boundaries set by the district to ensure large scale improvement. Findings from this study will advance understanding on hardly explored district managers' leadership role in supporting teaching and learning.</p>
<p><b>Congo-Poottaren Nathalie Carole</b> ERCICRTEL1807070</p>	<p><b>The Flipped Classroom and Student Engagement: A Beacon as on a Darkling Plain? A Case Study in a Higher Education Institution in Mauritius</b></p> <p><b>Congo-Poottaren Nathalie Carole</b> <b>The Flipped Classroom and Student Engagement: A Beacon as on a Darkling Plain? A Case Study in a Higher Education Institution in Mauritius</b></p> <p><b>Abstract</b></p> <p>Research in higher education institutions show that there is a battle going on in the classroom in order to capture the interest of the students and trigger their engagement. This study owes its origins to the need of tutors to bring about changes in their teaching practices with a view to enhancing student engagement. This was a strategic objective of the institution and was being promoted through all possible contexts, avenues and occasions. In order to bridge the gap between being aware of the need to change teaching practices and addressing this issue, the institution provided support to tutors in terms of human resources, funding and facilities to support initiatives. This study centers on the application of flipped classroom for a module at B.Ed. (Hons) level. The aim of the study is to investigate the impact of flipped classroom on student engagement. A qualitative study was conducted. Data was collected by use of a questionnaire (n = 25). Findings point to a real appreciation of the change which flipped classroom brings to the teaching-learning process and ultimately on student engagement. Participants expressed their appreciation to the fact that the tutor is using technology and is relating to them using means that form part of their repertoire. However, the findings also point to the fact that for flipped classrooms to remain interesting and promote student engagement there is need for the students to review their conception of learning at tertiary level.</p> <p><b>Key words:</b> Flipped classroom, teaching practices, student engagement,</p>
<p><b>S Beebeejaun Roojee</b> ERCICRTEL1807071</p>	<p><b>To have and to hold: Exploring the use of Just-in-Time teaching to increase interest and engagement among pre-service trainee teachers in a large classroom.</b></p> <p><b>S Beebeejaun Roojee</b> <b>Senior Lecturer, Mauritius Institute of Education, Mauritius</b></p> <p><b>Abstract</b></p> <p>This exploratory case study seeks to showcase the authors attempt to link classroom learning with prior knowledge through the use of Just-in-Time Teaching (JiTT) in order to gain students' interest and participation in class. The concern of this research emerged when it was noticed that students' had taken a passive role during lectures and the tutors had adopted the traditional 'sage on the stage mode' due to large class size. This situation became very frustrating for the faculty members. Consequently taking the bull by the horns they opted for 'JiTT-ing' the class. To be able to get students' involvement, students first need to move away from the 'tabula rasa' state and come in class with some basic understanding of the subject matter. Just-in-Time Teaching (JiTT) is an approach where technology/web is used to provide students with the course material before they come in</p>

	<p>class .JiTT also allows for a feedback loop between the Web and the classroom. An observation checklist and a semi-structured interview were used to assess the use of JiTT. The findings showed that the lecture notes and “warm up” activities given before class, increases student’s responses, interest and engagement during lesson. This created an interactive classroom environment that emphasized active learning, cooperative problem solving, and also reduced the use of traditional lectures. The use of JiTT greatly helped to address the issue of passivity in a large classroom and the challenge ‘to have and to hold ‘students’ interest and engagement during lesson delivery had been to a great extent achieved.</p>
<p><b>Dr. Bati Al Shekaili</b> ERCICRTEL1807075</p>	<p><b>Teachers Beliefs About Student-Active Learning: A Quantitative And Exploratory Relational Study</b></p> <p><b>Dr. Bati Al Shekaili</b> Department of English Language Teaching, Centre for Preparatory Studies, Sultan Qaboos University, Muscat, Oman</p> <p><b>Abstract</b></p> <p>The innovative Student-Active Learning (SAL) has been quite extensively implemented in English language teaching and learning as a valuable approach towards effective students’ learning. Such implementation could be positively or negatively affected by teachers’ beliefs. An exploratory study was carried out to investigate the teachers' beliefs about using SAL in their classrooms and its relationship with their demographic variables such as gender, age, teaching experience, educational qualifications, and nationalities. The research design was a quantitative and exploratory relational. A number of 505 English language teachers participated in this study. Data was collected through a self-reported questionnaire including two parts: demographic data and questions about the teachers’ beliefs. This was to obtain a holistic picture of the teachers’ beliefs about SAL and their demography. The descriptive and cross-tabulation statistical analyses were used to analyze the data. The results indicated that the teachers possessed positive beliefs towards using SAL. It was also found that there were positive relationships between the teachers' beliefs and their demographic characteristics, but there was a negative relationship with their teaching experience. Based on this research findings, it was recommended, among others, that different interventions including training, support and sufficient materials should be offered. More collaborative opportunities between teachers from different demographic groups should be encouraged, too.</p> <p><b>Key words:</b> Relationship, Beliefs, Demographic Characteristics, Student-Active Learning (SAL), English as a Foreign Language (EFL), Innovation</p>
<p><b>Anna Noll</b> ERCICRTEL1807076</p>	<p><b>How to Overcome Reading Barriers in an Inclusive Mathematics Classroom</b></p> <p><b>Anna Noll</b> Department of Mathematics, University of Koblenz-Landau, Landau, Germany</p> <p><b>Abstract</b></p> <p>Language has a significant role for mathematics education. Students with and without special educational needs (SEN) experience differences in understanding information which is presented in written language. The goal of this study consists in investigating how such reading barriers can be reduced.</p> <p>Information can be made more accessible by linguistic simplifications like</p>

the application of easy-to-read language, as well as by the use of visual support, for example, symbols. Furthermore, it can be assumed that besides the illustration of single words by symbols, the visualization of complete sentences through photos may be helpful.

This leads to the research question: Does the use of easy-to-read language and/or enriching text with symbols or photos facilitate students' comprehension of mathematical learning tasks? The sample consisted of students with learning difficulties (N = 144) and students without SEN (N = 159). The students worked on the tasks, which dealt with introducing fractions, individually, in one of the following versions:

- EG 1: Easy-to-read language
- EG 2: Easy-to-read language + symbols
- EG 3: Easy-to-read language + photos
- EG 4: No linguistic or visual support

The participants' reading ability and their IQ were elevated beforehand to build comparable groups.

There is a significant effect of the different settings on the students' results  $F(3,140) = 2,932; p = 0,036^*$ . A post-hoc-analyses with multiple comparisons shows that this significance results from the difference between EG 3 and 4. The students in EG 3 worked on the exercises significantly more successfully than the students in EG 4. Further results and practical implications of this study will be presented at the 7th ICRTTEL 2018.



Prof N Wadesango  
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#### Effects of Professionalization of Teaching on Pedagogical Skills Of Academics As Experienced By One Postgraduate Diploma in Higher Education Cohort Group

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#### ABSTRACT

Universities across the globe are increasingly pressed to find ways of providing their worth not only in the preparation of students, but also how they are linked to business and industry (OECD, 2012). Such expectations challenge HE to respond pedagogically to the challenges of this environment using various forms of teaching and learning patterns (OECD, 2012). Similarly, Mutshaeni (2016) has revealed that most of academics who are without teaching qualifications experience some challenges during their early careers as university teachers. Some studies, point to the fact that teacher quality has been found to be highly correlated with student learning (Darling-Hammond; 1999). One of the elements to consider in fostering quality teaching is to encourage a quality teaching culture through support systems in the institution such as staff academic development (OECD, 2012). In South Africa, many universities put in place various academic staff programmes meant to support academics to improve and professionalize their teaching practices and this included the Postgraduate Diploma in Higher education. According to Adesina (2005) professionalization of teaching refers to building into teaching career some control device to ensure that the practitioners are worthy members of the profession. Professionalization refers to the good attitude and behaviour of an individual who can differentiate between work and pleasure and having the skills and knowledge in the particular discipline he/she forms part. In this view, professionalisation of teaching in higher education has been found to be vital

	<p>for lecturers (Lueddeke, 2003; Postareff, Lindblom-Ylänne &amp; Nevgi, 2008). University teachers are to show a systematic knowledge relating to teaching and learning or maybe even to possess a teaching qualification (Biggs, 2011; Evans 2008; Winch, Oancea &amp; Orchard, 2015). In this regard, recent trends in Higher Education make the development of academic teaching skills a priority. The purpose of this study is to determine effects of professionalization of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education (PGDHET) cohort group. This study elected to be guided by Guskey's 4 step model of teacher change where PD is viewed as a catalyst or vehicle for changing teaching practice (Guskey, 1986). The theory suggests that after the teacher has gained the pedagogical skills through the development program and applied them, there is a change in student learning outcomes, with this promoting teachers' change in beliefs and attitudes (Guskey, 1986). The study will adopt a qualitative approach. A case study will be used to engage with academics who are in their second year in the PGDHET programme. Purposive sampling will be used to select six participants: two lecturers, two senior lecturers and two professors from a total of 16 academics enrolled for the qualification. Both one on one and focus group interviews will be used to collect data. A thematic approach will be used to analyze the data. Keywords: Professionalization, PGDHET, teaching and learning, University, teaching qualification</p>
<p>Hulya Sezer ERCICRTEL1807079</p>	<p><b>The effects of Using Drama Tasks in Foreign Language Classes</b></p> <p>Hulya Sezer School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p><b>Abstract</b></p> <p>Second language learners most generally have a tendency to hesitate whenever they are expected to speak in the target language- unless they are in a safe and comfortable environment. Teachers of English have preferred adding drama activities into their schedules for a long time, which is known to be very effective in terms of motivating students. Another effective method to engage students in classroom activities is benefiting from movies and TV series. Therefore, benefiting from drama activities that are centered around the scripts adapted from well-known movies might create an authentic language-learning environment. In this respect, this study seeks to find out the effects of using drama tasks in language learning classes. For this purpose, a 6-week lesson plan was designed. The study was carried out with 24 pre-intermediate level English learners at the Preparatory School of Anadolu University, a state university in the central Anatolian region of Turkey. In the process, two different data collecting tools were utilized. Firstly, a questionnaire was given to students to understand their perception about the process and then a semi-structured oral interview was conducted. The questionnaire data was calculated based on a five-point Likert scale. Based on the findings, it was concluded that benefiting from drama tasks in language learning classes was quite efficient. In addition, learners reflected positively on the use of drama tasks in terms of improving their motivation, vocabulary competence, pronunciation and fluency. Key words: drama, motivation, foreign language teaching, movies, TV series</p>
<p>Harriet Nabulo ERCICRTEL1807080</p>	<p><b>The Effect of a Health-Education-Based Intervention on Knowledge of Pregnant Women Regarding Pregnancy-Induced Hypertension in a Rural Community in South Western Uganda</b></p> <p>Harriet Nabulo</p>

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**Abstract**

**Background:** A history of pre-eclampsia, one of the deadliest hypertensive complications of pregnancy, increases cardiovascular disease (CVD) risk by four times. Pregnancy-related hypertensive complications are associated with a predisposition to chronic hypertension, premature heart attacks, strokes, and renal complications. A history of pre-eclampsia/eclampsia is one gender-specific CVD risk factor that is often overlooked. (Chen, Jaffe, & Karumanchi, 2014). Eclampsia contributes 19% to maternal mortality in sub-Saharan Africa (Moodley, 2011). Many women with preeclampsia/eclampsia never reach the formal health care system, or arrive too late to be saved because they associate it with witchcraft (Boene et al., 2016; von Dadelszen et al., 2013). Uganda's maternal mortality rate stands at 368 deaths per 100,000 live births with pre-eclampsia/eclampsia being the third leading direct cause (UDHS, 2016).

**Aims:** Eclampsia caused 14.4% of the maternal deaths and was the 4th leading direct cause at a busy regional referral hospital in South Western Uganda (Ngonzi et al., 2016). Most of these deaths hailed from a given rural community. So we set out to explore the perception of women regarding the manifestation of pre-eclampsia/eclampsia and establish their knowledge regarding its recognition and management in this community.

**Methods:** This was a mixed methods mini quasi experimental study. 20 Key informant (KI) interviews were conducted and a researcher-administered questionnaire administered to 300 pregnant women. These provided our baseline data that informed the need for implementation of an ongoing health-education based intervention employing pictorial Information, Education and communication (IEC) materials to increase awareness about the condition in this rural community. Qualitative data was analyzed thematically by N-Vivo II and quantitative data analyzed using stata version 13.

**Baseline Results:** KIs included women outside child-bearing age, Village Health Team members (VHTs) and traditional birth attendants (TBAs). The disease has no local name and no specific suggested local remedy. Most KIs associate whole body swelling to having little blood (anaemia) and convulsion/fits to meningitis and headache to stressful marital relationships. They state that the condition can be managed through eating a well-balanced diet, seeking medical care and counseling respectively. From the quantitative arm of the study, there is a knowledge mix up. For example, 62% think it presents with severe headache, 55% blurred vision, 55% with high blood pressure and 42% with fits yet from the same sample, 58% believe that history of pre-eclampsia is a risk factor for recurrence in subsequent pregnancies and 57% contend that it can be a result of witchcraft.

**Conclusion:** Knowledge of the manifestation of preeclampsia/eclampsia in this community is limited/poor. There is a mix up between the true manifestation of the disease and its causes.

**Recommendation:** A country-wide education campaign to increase awareness about pre-eclampsia/ eclampsia is vital to demystify misconceptions, promote timely care seeking for the condition; to eventually lower the associated maternal mortality.

**Key words:** preeclampsia/eclampsia, pregnancy -induced hypertension, health education- based intervention and IEC materials.

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An Analysis of South African Grade 9 Natural Sciences Textbooks For  
Practices of Inquiry-Based Learning

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**Abstract**

Within the South African education context, teachers exhibit a strong dependency on textbooks in teaching science. This is largely explained by a lack of confidence in their content knowledge and pedagogical content knowledge. This situation is even more dire for the implementation of inquiry-based learning that forms the cornerstone of school science curriculum reform in this country. In acknowledging the role of the textbook in school science teaching, this study investigated the extent to which grade 9 natural sciences textbooks represent features of inquiry-based learning. The analytical framework that guided the analysis is based on “practices” of inquiry-based learning that are articulated in “A Framework for K-12 Science Education” of the US. . These “scientific practices” include: asking questions; developing and using models; planning and carrying out investigations; analysing and interpreting data; using mathematical and computational thinking; constructing explanation; engaging in argument from evidence; and obtaining, evaluating, and communicating information. Intersecting with this framework, a rubric called Scientific Inquiry Skills Analytic Rubric (SISAR) was applied in defining the level of structure and guidance related to these “practices”. The rubric defines four level at which “practices” can be manifested, and these extend from 1 “more teacher-centered” to 4 “more student-centered”. The results of this analysis show that in all four textbooks analysed, the “practices” of “constructing explanations” and “engaging in argument form evidence” were silent. Where other “practices” were evident, these were depicted as largely “teacher-centred”. It is concluded that these textbooks provide learners with scant opportunity to engage in inquiry-based activities. As learner autonomy and learner activity is a key aspect of inquiry learning, the implication of this finding is that textbooks represent a perspective on inquiry-learning that is contradictory to its fundamental tenets. This invokes the need for the education ministry in South African to re-examine the brief that is given to textbooks publishers and authors with a view to reinforcing the need for textbooks to be more representative of inquiry “practices” and also provide more opportunity for learner autonomy in activities.

**Keywords**

**Inquiry learning; Natural Sciences; school science; textbooks**

**Instructional Leadership and Classroom Practices: The Role of Teacher Leaders in Schools in Free State Province, South Africa**

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**Abstract**

The role of leadership in the successful implementation of education reforms at school level has long been established in the literature. In recent time, various scholars have explored the nature and influence of teacher leadership in such successful implementations. Teacher leadership is therefore one of the important aspects to be considered in any education reform. As a result, any teacher professional development initiatives should

	<p>therefore be linked to the issues of leading, for without addressing issues of leadership, the new learning from any initiative is likely to remain at a personal level and become restricted to an individual classroom. While much research has been done about teacher leadership in general, little is known about how the phenomenon of teacher leaders' instructional leadership role plays itself especially in the developing world, including South Africa. This research is framed on the conception of leadership as a "social influence process" – a change in an individual's thoughts, feelings and attitudes that results from interactions with another individual or a group. Using a qualitative case study design, this reported research explores in detail the role of teacher leaders in shaping mathematics teachers' classroom practices in one district of the Free State province of South Africa. To collect the relevant data, five mathematics teachers and five heads of department were interviewed with the use of semi-structured interviews. The data reveals that negotiating the space for instructional leadership depends on the head of department knowledge of what is going on the classroom.</p> <p><b>Key words:</b> Instructional leadership, classroom practices, professional development, teacher leadership</p>
<p><b>Karien Jooste</b> <b>ERCICRTEL1807064</b></p>	<p><b>The Need for Self-Leadership in Research of Nurse Educators</b></p> <p><b>Karien Jooste</b> <b>Department of Nursing Science, Faculty of Health and Wellness Sciences, Cape Peninsula University of Technology, South Africa</b></p> <p><b>Abstract</b></p> <p><b>Statement of the Problem:</b> Self-leadership is the process in which people should direct and motivate themselves to behave and perform in a desired way in order to take responsibility for creating the conditions that help them to achieve set goals. Self-coaching through constructive thoughts and sharing of ideas could enhance the perceptions of self-leadership of individuals. In an environment of merging a university with nursing colleges, a team approach is needed to capacitate nurse educators to contribute to research output. The purpose of the study was to develop a research academic program for lecturers. The research explored nurse educators' concerns regarding their development as novice researchers and leaders. <b>Methodology &amp; Theoretical Orientation:</b> Constructivism was followed with the beliefs that learning is interactional, active and relative. Participatory research was initiated and narratives written by twelve academics. This was followed by three groups each with four lecturers critically reflecting on the topic. Their brainstorming was then presented in a drawing. Open coding was conducted. <b>Findings:</b> The pictures indicated various shapes, conceptual meanings, picture sizes, different aspects on different position, details such as time constraints, sizes of the details, facial displays, words and symbols. Themes came to the fore with categories. Research was seen as a journey, with positive and negative steps of a variety of aspects from grants, supervision of students, own studies, partnerships. <b>Conclusion &amp; Significance:</b> The importance of this study is for nurse educators to identify with a research process as a lifelong process of scholarship while developing professionally in leading themselves forward. Resources was a major challenges while confidence in conducting research was hampering their partaking in own research. The way in which lecturers see their own world of research varied.</p>
<p><b>Manal Alharbi</b> <b>ERCICRTEL1807068</b></p>	<p><b>Attitude, Knowledge, and Practice towards Evidence-Based Nursing Practice among Pediatric Nurses in a Training Hospital</b></p>

	<p style="text-align: center;"><b>Manal Alharbi</b> Department of Maternity and Child Health Nursing, College of Nursing- King Saud University, Riyadh, Saudi Arabia</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Background:</b> EBNP is the gold standard in delivering quality healthcare. At present, few studies have explored the perceptions of paediatric nurses in EBNP.</p> <p><b>Objectives:</b> To determine the predictors of knowledge, practice, and attitude towards evidence-based nursing practice (EBNP), and to examine the enablers and barriers to EBNP</p> <p><b>Design:</b> Mixed methods was used as research approach.</p> <p><b>Settings:</b> The study was conducted in the pediatric units in a university training hospital in Riyadh, Saudi Arabia.</p> <p><b>Patients/ Respondents:</b> The paediatric nurses caring for pediatric clients.</p> <p><b>Main Outcome Measures:</b> The EBPQ score.</p> <p><b>Sample Size:</b> 133 respondents were surveyed using Evidence-Based Practice Questionnaire (EBPQ).</p> <p><b>Results:</b> The overall mean score of EBPQ was 2.55 (SD ± 0.83). Knowledge, attitude, and practice, respectively, scored the highest to lowest in mean scores of the EBP dimension. The subscales showed a negative correlation with demographic attributes, but positive ones with organisational factors. Demographic factors that were identified as predictors were year qualified, position, and specialty. Under EBNP attitude and practice, organisational support for EBNP implementation as predictor, whereas under knowledge, EBP implementation in nursing practice served as the only predictor.</p> <p><b>Conclusion:</b> Organisational support and work-related demographics impact EBNP perceptions. The study recommends that organisational support be sustained as this predicts the EBNP knowledge, practice, and attitude of paediatric nurses</p> <p><b>Limitations:</b> Several limitations include generalizability, recall bias, and that no causal relationship was determined. Nonetheless, qualitative findings have provided further support to study findings.</p> <p><b>Conflict of Interest:</b> To the author's knowledge, no conflict of interest, financial or other, exists. Each author has participated and contributed sufficiently to take public responsibility for appropriate portions of the content.</p> <p><b>Keyword:</b> Attitude, Knowledge, Practice, Pediatric Nurses, Evidence-Based Nursing Practice</p>
<p><b>Barennise Arries</b> ERCICRTEL1807072</p>	<p style="text-align: center;"><b>Knowledge, Perceptions And Practices Of Members Of The Healthcare Team Involved In Stem Cell Transplantations In The Western Cape</b></p> <p style="text-align: center;"><b>Barennise Arries</b> RN, PGDiP Education, Crit Care, BTECH Degree in Oncology, Dip. inMngment, Mtech, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Statement of the Problem:</b> Stem cell transplantation is a very sensitive choice for patients suffering from a hematological disease. There are life-threatening risks and complications associated with this type of transplantation. Quality treatment is important, as it can be the only option which improves a haematological diagnosed patient's quality of life and life span. Members in the healthcare team should have the necessary knowledge, to advise patients on the implications, treatment and care of their condition.</p>

	<p>However, little is known about the knowledge, perceptions and practices of healthcare team members involved with stem cell transplanted patients.</p> <p><b>Methodology and theoretical orientation:</b> An exploratory research design with a qualitative approach was employed. Data collection took place at two stem cell transplant units in the Western Cape, using a non-probability purposive sampling technique. Data was collected through personal face-to-face interviews. The nursing theory of Virginia Henderson was employed as a departure to explore the knowledge, perceptions and practices of the healthcare team at two research sites. <b>Findings:</b> The majority of the professional participants could identify the processes for stem cell transplantation, which affirmed their knowledge. <b>Conclusions and significance:</b> A few participants felt that it could be emotionally challenging to practice in such an environment, especially with paediatric patients and the dying. Some healthcare team members could detach themselves emotionally from the patients. It was evident that management of stem cell transplanted patients is complicated and that the healthcare team members must have knowledge, skills and the appropriate attitude to practice in these units. <b>Recommendations:</b> This study emphasised how vital it is for stem cell transplantation to be included in the training programs of a multidisciplinary team. It's imperative that healthcare practitioners in the field remain abreast with stem cell research in order to effectively conduct health promotions for patients and staff.</p> <p><b>Key words:</b> stem cells, transplanted patient, knowledge, perceptions, practice.</p>
<p>Hilda Frances Vember ERCICRTEL1807073</p>	<p><b>Empowering Peer educators at a Higher Education Institution (HEI) to deal with sexuality and HIV/AIDS</b></p> <p>Hilda Frances Vember RN RM PhD Senior Lecturer, Cape Peninsula University of Technology, South Africa</p> <p><b>Abstract</b></p> <p><b>Problem statement:</b> Higher education institutions have unique ways of doing peer education on their respective campuses. However, two main arguments have emerged about sexuality education in the health care setting. On the one hand, the view is that training about sexuality could lead to "experimentation" amongst peers. On the other hand, but most importantly, the learning of sexuality issues is important for the development of all youths in the context of HIV/AIDS, regarding Sexually Transmitted Infections (STIs) and sexuality. Currently, there is no evidence to prove the commitment of trainers to this scenario or that they do make an impact on peer educators.</p> <p><b>Methodology and theoretical orientation:</b> A qualitative descriptive design was employed. Focus group interviews were used to collect data. Thematic content analysis was applied. Social Cognitive Theory (SCT) was the theoretical framework as a departure in this study. The framework focus on issues of agency and structure, credibility and role-modeling in relation to peer education training programmes. <b>Findings:</b> Peer education should strengthen young people's decision-making skills and ability to take ownership of their sexuality, as well as help them to develop sexual negotiation skills. It is vital that all peer education training programmes and related HIV/AIDS interventions on all HEI campuses should be articulated into well-structured arrangements, as part of the institutional strategic planning, on an annual basis.</p> <p><b>Conclusion:</b> The mainstreaming of HIV/AIDS into all faculties, across all the</p>

	<p>curricula at HEI's, will have a profound effect on all role-players in HEIs in the future. It is also important that students and trainers need to reflect after each training session whether the training was successful or not. Hence, the outcome was the development of a reflective model for both trainers and peer educators.</p> <p><b>Key words :HIV/AIDS; Peer Education; Sexually transmitted diseases; Social Cognitive Theory; Reflection</b></p>
 <p><b>Oliver Belarga</b> YRSICRTEL1807051</p>	<p><b>Understanding Asian Cultures and Critical Issues Through Collaborative Online International Learning: Japanese University Experience</b></p> <p><b>Oliver Belarga</b> Kansai University, Osaka, Japan</p> <p><b>Abstract</b></p> <p>With the growth of collaborative online learning, more students are experiencing educational environments characterized by cultural diversity. This paper shall discuss recent COIL (Collaborative Online International Learning) practices between Kansai University and International Islamic University of Malaysia from April 2016 to December 2017, and how these initiatives helped enhance academic discourses in a Japanese learning environment. This paper also explores the diversity of learning styles of Malaysian and Japanese students; how cultural differences affect the learning experiences in an online course; and how diversity could stimulate a culturally inclusive learning environment. Various experiential learnings in understanding culture and critical issues prevailing in Japan are also pinned down in this paper. Finally, this intends to encourage learners and instructors to set out an online academic partnership and adopt COIL as a teaching pedagogy which may be relevant in the rapidly expanding field of global education.</p>
<p><b>Yang Yiduo</b> ERCICRTEL1807089</p>	<p><b>Defects and Solutions: A Reflection on Concept of the Spatial Narratology</b></p> <p><b>Yang Yiduo</b> School of Foreign Languages Northwest University/ College of Literature and Journalism Sichuan University, Xi'an, China</p> <p><b>Yu Xiuling</b> College of Arts and Science Shaanxi University of Science and Technology, Xi'an, China</p> <p><b>Abstract</b></p> <p>Compared with the other domestic scholars who study on the Narratology, Long Diyong has broken through the traditional research. Inspired and influenced by the "spatial turn" in the academic circles, he makes attempt to build the Spatial Narratology, and his concept has been illustrated in "The Spatial Turn in Narratological Studies". However, his thesis has not depicted a complete and definite question field of the Spatial Narratology, and there's room for improvement because he has not made clear the research category, the developing direction of the Spatial Narratology and the relations between the Spatial Narratology and the Narratology. Based on the influences of the four-literary-element theory by M. H. Abrams on the academic circles and the review of the spatial theories and Narratology as well, the paper points out that the concept of the Spatial Narratology should use the modern western literary theories for reference since it originates from the latter. Moreover, the practical utilization of the theory also proves that the four-</p>

literary-element theory, one of the modern western literary theories, is a key to the problems of Long's concept of the Spatial Narratology, namely his limitation of the question fields, his improper enumeration of reasons and the obscure position of the Spatial Narratology in the Narratology. In addition, if we take the Spatial Narratology as reference, and name the traditional narratologies as a "Temporal Narratology", we shall get a new Narratology tree as the classification of the whole Narratology studies, which is very important and significant for pointing out the developing direction of the Spatial Narratology independent from the traditional narratologies.  
Key words: Spatial Narratology; spatial dimension; four-literary-element theory; Long Diyong

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## Upcoming Conferences

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- 8th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok
- 9th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai
- 10th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali
- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- 2nd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok
- 3rd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore
- 4th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
- 5th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome
- 6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
- 7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia
- 8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon

**7th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius**

Voilà Bagatelle Hotel, Mauritius

- 9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore

