



Conference Proceedings

**8th ICTEL 2019 – International Conference on Teaching, Education
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Conference Venue

Lusófona University, Lisbon, Portugal

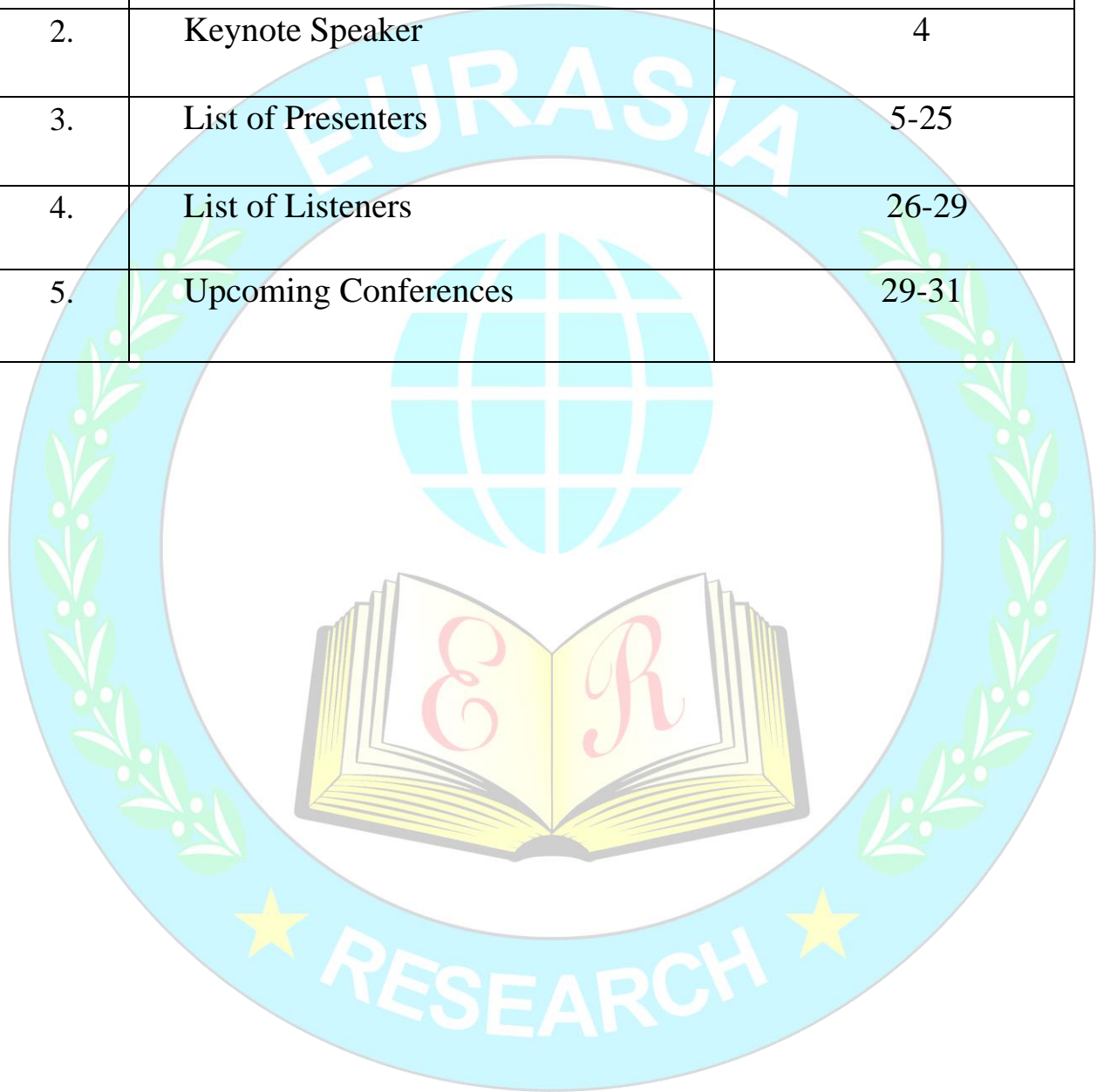
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Preface:

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KEYNOTE SPEAKER



Ana Saldanha

Translator (English and Spanish into Portuguese), Lecturer, Mentor (Member of the EMCC and Associate Board Member IMA), Lisbon, Portugal

Topic: Mentoring as a Pedagogical Tool in Universities: The Future

Ana Sofia Saldanha, professional translator, university lecturer in Universidade Autónoma de Lisboa (Portugal) and Mentor in the Portuguese Translators` Association (APTRAD). She has been interested in Mentoring since 2015 as it is a very good tool for future-to-be-translators to start a career in Translation. She is interested in the Mentoring theme and has been delivering communications around the world regarding this theme.

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PRESENTERS



Umair Ahmed Jalali
ERCICTEL1909056

Effects of Business Startups and Technology Commercialization on University Success

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Dr. Muhammad Asim

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Abstract

This paper focuses on university entrepreneurial business start-ups and the success through entrepreneurial perspectives. Despite, significance of this topic, little work can be found on the impact of entrepreneurial business start-ups on the success of universities in the south east of the world.

Factors which enable technology commercialization in universities are focused. The data pertaining to the universities have given new dimensions to the entrepreneurs. The data was gathered from the academic institutions and entrepreneurs to avoid random inputs to overview of the success of universities through business startups and technology commercialization. The importance of different location determines the rise of commercialization and entrepreneurship. The data collected via primary sources based on descriptive questionnaires survey. The sample size represents the population of the academic entrepreneurs who have launched business startup and technology commercialization within the universities. The simple mean and standard deviation tests were initiated for research data presentation.

The logistic regression model is later on applied on the data to present further insights. The results contributes towards different approaches which universities can adapt to achieve innovation and success. The objective of this paper is provide clearer pathways for universities through entrepreneurial university business startups developing a theoretical structure and contrast the variation in academic entrepreneurs, commercialization of technology, university perspective and organizational views.

Keywords: Entrepreneurial perspectives, university prosperity, business startups, technology commecialization, Faculty industry training, venture capital.

Diego Fontanive
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From Memes To Technomemes and Digital Selves

Diego Fontanive
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Abstract

For thousands of years we have been around with a biological self and a psychological self. While the biological self is based on our genetic structure, the psychological self is instead almost entirely constructed on what we have experienced, what we have been told and the ways through which we have been conditioned throughout our lives and due to the external environment. In brief: the biological self is based on genes, the psychological one is based on memes and memplexes (social and cultural systems of memes).

But today the situation is slightly different: something that never happened before.. has happened: the many of us today have a biological self, a psychological self and a digital self and a phenomenon that characterizes our times, and not only something that involves millennials, is the tendency to privilege the digital self over everything else.

The digital self is so commonly perceived as even more relevant than the psychological self. The sense of identity and even psychological security is getting more and more digitalized: from cultural / ideological / family-based propagated and indoctrinated memes we entered the digital world of technological memes and the problem is that considering how the psychological self is in itself heavily conditioned by so many memetic factors that usually go unseen and unstudied, the digital self is actually even worse than that. Not because of the onset of social media, new technologies and AI development and its applications, but rather because of the dull and acritical relationship we have with

such elements and with our own use of our thinking abilities; we are moving toward a society of entertainment and superficial thinking and this situation, which appears to be an actuality of our times, should show us what the urgency of implementing our thinking skills really is. Critical thinking should be combined with the understanding of memetics and the application of high order multilogical thinking skills.

Diego Fontanive

Keywords: Metamemetics Thinking, Intelligence, Artificial Intelligence, Artificial Stupidity, Digital Dementia, High Order Thinking Skills, Critical Thinking, Epistemic Acceptances, Ideology, Beliefs, Human Security, Psychological Security, Psychology, Conditioning, Genes, Memes, Technological Memes, Memetics, DML

Assist. Prof. Dr.
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Foreign Language Listening Anxiety and Gender

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Abstract

The current study aims to investigate whether students Foreign Language Listening anxiety decreases after being exposed to listening comprehension training for 6 weeks. The results were investigated in terms of gender and in terms of which the items with the lowest and highest scores. The study was carried out with 56 First Year ELT (English language teaching) students in the first semester. Participation was on a voluntary basis. Students were given the Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000) at the beginning and at the end of the term. The pre and post-test results of the questionnaire were analyzed considering gender and the number of students in the high anxious, moderately anxious, and low anxious ranges. Also, the item with the highest score and the item with the lowest score were determined and interpreted. Results revealed that although listening anxiety decreased, there was no significance between the pre and post-test results, both in general and in terms of gender. However, considering the number of students in the 3 anxiety ranges, differences were observed in general and in terms of gender.

The results suggest that participants usually feel average to low foreign listening anxiety which might be attributed to the former education they have received and their current major, ELT. Also, being exposed to a foreign language through online games, songs, films etc., might have had a positive effect on foreign language listening anxiety.

Keywords: Listening Anxiety, Gender, Foreign Language Learning



Adelina Valiquette
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Exploring Elementary School Teachers' Approaches to Mathematics Assessment in Response to Diverse Groups of Students

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Abstract

Classroom assessment has become an integral part of teaching and learning. While student achievement continues to be measured in relation to academic standards, the central purpose of classroom assessment has shifted from a focus on measuring past learning, to a focus on supporting future learning (Cowie, 2013). Within this current view of assessment, teachers are increasingly expected to incorporate a range of ongoing formative assessment practices that position students as active participants in the assessment process (Brookhart, 2011). The implementation of such practices has the potential to enhance both students' confidence, skills and autonomy, as well as teachers' abilities to capture what a student understands and is able to do (DeLuca & Lam, 2014). However, it also means that variation will necessarily exist in how teachers approach assessment as they respond in-the-moment, and in different ways, to the diverse learning needs of the particular students in their classrooms (Willis, Adie & Klenowski, 2013). This paper reports on a year-long case-study of 14 mathematics teachers (Grades K-8) in Ontario, Canada which explored how these teachers vary their assessment practices based on their students' unique learning profiles and how these different approaches are influenced by contextual factors both inside (e.g. classroom culture) and outside (e.g. school policies) the classroom. Results of this study highlight the need for ongoing collaboration and support for teachers as they strive to align their pedagogical approaches with our contemporary view of classroom assessment as a responsive, ongoing and context-dependent social practice.

 <p>Egle Säre ERCICTEL1909067</p>	<p>Keywords: Classroom Assessment, Elementary Education, Mathematics Education, Teacher Practice Teacher's Competence To Ask Questions Supporting Students Reasoning Skills</p> <p>Egle Säre Department of Social Science, Faculty of Education, University of Tartu, Tartu, Estonia</p> <p>Abstract Cognitive skills are important as a 21st century skills (Peterson, & Bentley, 2015) and questions are a powerful tool to develop student cognitive skills including students reasoning skills (Säre, Tulviste, & Luik, 2017). Estonian curriculums aim to facilitate student's cognitive skills to increase the chances of successful future. Philosophical group-discussions based on the programm Philosophy for Children involve developing critical, creative, caring, and collaborative thinking, in order to facilitate students reasoning and argumentative skills (Masi & Santi, 2016). Earlier investigations show that philosophical group-discussions and quality questioning are good approaches to develop students reasoning skills (Pontecorvo & Arcidiacono, 2010; Sperber & Mercier, 2010; Säre, Luik, & Tulviste, 2016). Teachers' questions are associated with the development of student's reasoning skills (Säre, Tulviste, & Luik, 2017; Walsh & Sattes, 2011). Teachers tend to ask mainly closed-ended questions to guide students to speak about the topic in learning activities or in group-discussions (Walsh & Sattes, 2012). Teacher's competence to ask quality questions in order to moderate group-discussions needs to examine, because group-discussions are very good places to develop thinking skills. In a pilot study participated 42 teachers, who attended in a pedagogical course. The aim was to investigate where teacher's skills to compose questions come from; also which questions teachers compose based on a text in order to develop students reasoning skills during group-discussion. In sum 216 questions were analysed. Results showed that teachers composed 71% questions which mainly guided to describe the situations in text, describe own opinion, to narrate or control the memory if the teachers were pleased to compose questions to encourage reasoning skills. Only 29% of questions had the potential to activate higher cognitive skills assuming to support reasoning skills. Also 69% of teachers confirmed the fact that they had never studied how to compose questions. Future results should find out how to contribute to increase teachers competence to compose questions in order to develop students reasoning skills.</p> <p>Keywords: Teacher'S Questions, Critical Thinking, Reasoning Skills, Student.</p>
<p>Molouk Khademi Ashkzari ERCICTEL1909070</p>	<p>Improving Learning and Motivation Through the Blended Learning</p> <p>Molouk Khademi Ashkzari Educational Psychology, Alzahra University, Tehran, Iran</p> <p>Abstract The present research was made on the purpose of examination of the impact of blended learning on student's learning and academic motivation. The research method was quasi-experimental designs. The statistics population of the present research was comprised of all student of faculty f education and psychology of Allameh Tabatabaei University in the semester of 2014-2015 and research sample was also comprised of one classes of Introduction to instructional technology of bachelor which were chosen available. The number of all the samples were 26 student that each group was 13 students and were divided accidentally to 2 examination groups. Tools used in this research, Academic motivation questionnaire(SIMS)to measure students' motivation, also students' final scores to measure their learning. In the beginning of the term Academic motivation pretest was both experimental and control groups. Than the experimental group were trained by trained for one semester with blended learning approach and the group were trained by face to face instruction method. After one semester of both groups were tested. Data related to Academic motivation, using analysis of covariance (ANCOVA)and the learning outcomes through independent t-test were analyzed. The results showed that blended learning is more effective on learning and Academic motivation. So it can be concluded that blended learning and Academic motivation. So it can be concluded that blended learning approach can be used as a new and effective way to enhance learning and academic motivation.</p> <p>Keywords: Face to Face Instruction, Blended Learning, Learning, Academic Motivation</p>
<p>Janeth Sanchez ERCICTEL1909071</p>	<p>Peer Tutoring in Language Learning in Higher Education: The Impact at a BIS University</p> <p>Janeth Sanchez</p>

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Abstract

The use of peer tutoring programs as an extracurricular strategy in higher education has grown globally (Chen & Liu, 2011) as young people and teachers seem to value collaborative learning processes, either because of the low levels of school performance and the derived need to address the problem or because of the effectiveness of this teaching-learning strategy (Topping, 1996). The purpose of this research is to explore the impact of tutoring on students' language learning and on students' affective and social skills development among students from a Bilingual International and Sustainable (BIS) University in the state of Puebla.

The Bilingual International Sustainable Model is described by the Secretariat of Public Education (SEP) in Mexico as a cutting-edge model that responds to international trends and is unique in Latin America. BIS Universities employ a bilingual pedagogical scheme where the courses are mostly offered in the second language. This implies the immersion of new students in an intensive English language program. The study will explore peer tutoring as a strategy for language learning during the immersion course in which learners are required to obtain an A2 proficiency level.

To evaluate the impact of implementing peer tutoring strategies within the research context, the research will follow a three-stage mixed methods research methodology. The first stage will focus on exploring the participants' perceptions about the concept of peer tutoring and tutoring sessions through a questionnaire. This diagnostic phase will provide information to plan a tutorial model. In stage two, the tutor-tutee dyads will be formed. Tutees will be low performing students (according to the institutional diagnostic exam) from the immersion course while tutors will be proficient English language learners from higher level courses. After the peer tutoring organization is established, participants' behavior/performance will be observed and documented while they work and socialize. In stage three, tutees' academic achievement will be evaluated at the end of the program through their diagnostic and final ITEP test outcomes. To investigate students' perceptions towards peer language learning, participants will be interviewed after the implementation of all the sessions.

The significance of this study is to contribute to the theory and practice of EFL peer tutoring in higher education in Mexico. The results are intended to provide valuable information for English language teachers considering employing cooperative learning in their classrooms. It may also help learners to become aware of the implications on academic performance and social skills development. Peer tutoring is expected to help BIS students to improve their academic skills. Likewise, it is expected to enhance students' social and affective skills and provide more opportunities for language practice and use.

**Dr Edidiong
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Girl's Child Perspectives of Causes of and Suggested Solutions to Their Low Involvement in STEM in Ibadan, Nigeria

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Abstract

Gilds low involvement in STEM in Ibadan, Nigeria indicates that a good percentage of the populace who supposed to contribute their quota to national development is missing out. This probably could be the reason the technological development rate is slow. Although gender could be said to have received much research attention but the disparity is still there. Therefore this study examined the girl's child perspectives of causes of and suggested solutions to their low involvement in stem in ibadan, Nigeria. The study adopted action research approach and a survey research design. A total of 69 secondary school girls that attended the educational programme on STEM and STEAM organised by Zonta club of Ibadan on 11th October, 2017 to mark the United Nations international day of the girl child constituted the sample for the study. Focus Group Discussion Guide (FGDG) was the instrument used. Participants mentioned among others causes of low involvement to include: girls underestimation of their ability, lack of interest in STEM, STEM teachers' factor, nature of STEM, peer influence, unhealthy competition, poor study habits, stress, laziness, and unexplained fear. The participants submitted that if these are addressed that girls would be more involved in STEM. It was concluded that girls are capable to do well in STEM and recommended that STEM teachers should encourage girls to study science by using teaching strategies that will raise girls' interest, build their confidence and create girls' friendly classroom.

	<p>Keywords: Girls Low Involvement in STEM, Lack of Interest, Lack of Confidence, Girls Friendly Classroom</p>
 <p>Md Islam ERCICTEL1909075</p>	<p>Religious Tolerance and Local Wisdom Values Keeping Harmony and Peace in South Sulawesi Province</p> <p>Md. Jahirul Islam Cultural Studies, Universitas Padjadjaran, Bandung, Indonesia</p> <p>Professor Dr.Cece Sobarna Professor Dr.Tajudin Nur Dr.Mumuh Muhsin Zakaria</p> <p>Abstract</p> <p>Religious Tolerance means accept and respect others religious opinion, allow religious believes, facilitate each other, mutual respect among all religious believers which is called religious freedom. Local wisdom is known as indigenus or local knowledge, or local genius, which is the basis of cultural identity. The purpose of this study has to find that religious tolerance and local wisdom values maintaining harmonious and peaceful relation in South Sulawesi province. Study method was qualitative descriptive approach. Primary and secondary data were used to find the proper result. Primary data were collected by in-depth interviews with respective religious and society leaders. Secondary data were collected from documents, books, article, website and other related areas. The findings of this research were that South Sulawesi people's daily life so much influenced by religion and local knowledge, these two values keeping harmonious and peaceful relation among different religion and different tribes.</p> <p>Keywords: Religion, Tolerance, Local Wisdom, Harmony, Peace</p>
<p>Dr Agunbiade Oluwasina ERCICTEL1909078</p>	<p>A Neuro-Fuzzy Model for Predicting Students Performance in Object-Oriented Programming Courses</p> <p>Dr Agunbiade Oluwasina Department of Economics, National Open University of Nigeria, Ibadan Study Centre, Oyo State, Nigeria</p> <p>Abstract</p> <p>Failure trend in object-oriented programming courses is mostly on the increase side, student's performance in other courses are most times better than in programming courses. One of the ways to improve the student performance is for the instructors to identify the group of students who might not perform well at the later stage of learning. From there the instructor can focus on the students in order to help them to improve their performance. Thus, in this case making the prediction of student performance a major step in identifying the potential students that needs further help such as extra classes or special tutorials and assignments. Therefore, the need for performance prediction in programming courses becomes imperative. The study will use neuro-fuzzy model to evaluate the current performance of students and then predict the students' performances in subsequent object oriented programming courses.</p> <p>Keywords: Object-Oriented, Student Performance, Programming Courses, Fuzzy-Inference, Anfis, Model</p>
<p>Kellie Steinke ERCICTEL1909082</p>	<p>Is Additional Reading Training for Foundation/Intermediate Teachers Sufficient to Improve Learners' Literacy Skills?</p> <p>Kellie Steinke Lecturer Academic Literacy, University of Mpumalanga, Mbombela Campus, Cnr R40 and D725 Roads, Mbombela 1200</p> <p>Abstract</p> <p>Past research has highlighted the correlation between reading skills and academic success yet there continues to be an under-emphasis on the development of reading skills at the earlier grade levels in South Africa. The intention of this study was to assist in the improvement of literacy skills by investigating whether additional reading training positively effects reading teachers at Grades 3 and 4 levels. The research sites consisted of two primary schools in the Midlands area of KwaZulu Natal</p>

between 2015 and 2017. A total of eight teachers and their students participated. Classroom reading teaching was captured using a classroom instrument called the Facilitative Orientation to Reading Teaching (FORT) that contains categories that are based on current best-teaching practice. The teachers were placed into two groups of four: the additionally trained teachers (ADDs) and the non-additionally trained teachers (NAs). Each classroom event was recorded on the FORT and combined with qualitative data, such as semi-structured interviews with teachers and classroom observations. The data was then analysed to ascertain whether additional reading training assisted teachers in their reading teaching. Findings show that although the additionally trained teachers were generally using a greater range of beneficial teaching strategies, all the lessons recorded remain effectively teacher led. Therefore, although additional reading teaching training is necessary, it may be insufficient to change entrenched teaching styles. It is suggested that teachers may benefit further from on-going coaching, as suggested in the Early Grade Reading Study, or EGRS report.

Keywords: Teacher Training, Literacy, Reading, Grade Three, Grade Four, Coaching.

Kelechi Lazarus
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Selected Affective Factors as Predictors of Achievement in Reading Comprehension among Students with Learning Disabilities in Ibadan, Oyo State, Nigeria

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Abstract

Many students with learning disabilities experience debilitating difficulties reading with understanding all kinds of texts and this affect their achievement in reading, a core component of the English language curriculum in Nigerian schools. Therefore, this study is interested in investigating selected affective factors which are: intrinsic motivation in reading, extrinsic motivation in reading and self-regulation as predictors of achievement in reading comprehension among secondary school students with learning disabilities in Ibadan, Oyo State, Nigeria. The study will adopt a survey research design of the correlational type. Purposive random sampling will be adopted to select some secondary schools out of many secondary schools in Ibadan for the study. Participants will be screened for the presence of learning disabilities, while data will be collected using questionnaires measuring intrinsic and extrinsic reading motivations and self-regulation as well as achievement test in reading comprehension for students with learning disabilities. The instruments will be validated and the test of reliability will be run to determine the coefficient alpha of the instruments. Data collected will be collated and analysed using descriptive statistics of frequency, percentage, mean and standard deviation and inferential statistics of Pearson Product Moment statistics and multiple regression analysis. Implications of the findings will be discussed while recommendations will be suggested.

Keywords: Reading Comprehension, Reading Motivation, Self-Regulation, Learning Disabilities

Creating a Positive Transition: Sustaining a Peer Mentor Program for Enabling Students

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Abstract

In recent times, Australian Universities have made significant efforts to widen university participation to include non-traditional students and attract a greater diversity of students. In this drive to attract more diverse students, Australia has developed enabling programs that are specifically designed to support underrepresented students gain access to higher education. While this increase in diversity is cause of celebration it is only the beginning of their journey. However, retention and attrition remain key issues in the enabling space. One strategy to help with retaining and engaging students, that all Universities have access to, is the existing University student population. Guided by the Community of Practice (CoP) research, one key method to overcome these issues is a peer mentoring program, a place where new and current students can meet socially to discuss university practices and expectations. This CoP provides a “safe space” for students from equity backgrounds to obtain relevant “hot” knowledge that is important for University success.



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	<p>The purpose of this study is to examine the effectiveness of a peer-mentor program based within an enabling program at an Australian University. This study examined the dynamics of the peer mentor program, potential implications for teaching and learning as well as the impact a community of practice has as a support tool for underrepresented students. The study evaluated a peer mentor program over a three-year period (2015 – 2018). Findings were coded inductively and three key themes emerged including personal development, transferable/ soft skills and altruism as demonstrated by the mentors. The findings have implications for the promotion and extension of peer mentoring within enabling programs. The study provides evidence that peer mentoring programs offers a host of positive outcomes and benefits for student mentors, the institution as well as the mentees. This paper offers practical implications, limitations and provides discussion on further research regarding peer mentoring in enabling programs at University.</p> <p>Keywords: Enabling Education; Peer Mentoring; Community of Practice</p>
<p>Rossella M. Riccobono ERICICTEL1909086</p>	<p>Audio-Visual Subtitling for Enterprise Teaching and Curriculum Diversification</p> <p>Rossella M. Riccobono Department of Italian, School of Modern Languages, University of St Andrews, St Andrews, Scotland, United Kingdom</p> <p>Ellie Connon Department of Italian, School of Modern Languages, University of St Andrews, St Andrews, Scotland, United Kingdom</p> <p>Abstract</p> <p>Teaching Modern Languages in Higher Education can become a powerful instrument of curriculum diversification, not only in method but also in content and themes. Engaging students through enterprise teaching allows for linguistic skills to be acquired to both promote learning and to have an impact in the real world. In Semester 1 of academic year 2018-19, I invited the students of my third-year module in Italian language to work for the duration of the semester on listening and translation skills that had as an aim a final independent project: subtitling a documentary, 'Emigrant' (2018), which was being shot and produced by film director Marco D'Agostini. The theme of the film regarded the emigration of people from a marginal Italian region, Friuli, which has a special status in Italy for having its own minority language recognised and protected. Working on this material allowed students to come in contact with transnational audio-visual narration in three languages (Italian, French and Friulian). The students worked on the project greatly refining their listening skills, and applied theoretical material to the translation of audio-visual material. The film, entirely subtitled in English by my students, was projected in Udine during an international music/film festival on 2nd December 2018, SUNS. The students' names appeared in the film's final credits. Some of the students will pursue translation studies after obtaining their degree.</p> <p>Keywords: Documentary, Subtitling, Modern Languages, Enterprise-Teaching</p>
<p>Temisan Ige ERICICTEL1909088</p>	<p>Reflective Instructional Strategies, Students Achievement And Retention Of Biology Concepts In Secondary Schools In Abeokuta, Nigeria</p> <p>Temisan .A.IGE Department of Science and Technology Education, University of Ibadan, Ibadan</p> <p>Olubukola.A .OKE Department of Integrated Science, Federal college of Education, Abeokuta</p> <p>Abstract</p> <p>Improving students' understanding and achievement in Biology is a major quest of biology teaching and requires the use of appropriate teaching methods. Over the years, many teaching methodologies have been researched for their effectiveness in instructional delivery with varying degrees of success. This study investigated the effects of two modes of reflective instructional strategies (reflective inquiry and explicit-reflective) on students' achievement and retention in biology in secondary schools in Abeokuta, Ogun state, Nigeria. One research question and three hypotheses which were tested at 0.05 level of significance guided the study while the Kolb's theory of experiential learning provided the framework.</p>

The study adopted a pretest, posttest, control group, delayed, quasi-experimental design. The sample comprised 272 senior secondary II biology students (age 13-16years) taken from three intact science classes which were randomly selected from six schools to represent the treatment groups; Reflective inquiry, Explicit reflective and Control. Five instruments were used for data collection involving three teaching guides for the treatment groups, Students' Biology Concept Achievement Test ($Kr = 0.86$) and Students' Mental Ability Test ($r=0.85$). Data collected was analysed using descriptive statistics of means and standard deviation and inferential statistics of Analysis of Covariance (ANCOVA). Results showed a significant main effect of treatment on students' achievement with the experimental groups performing better than the control group. The students in the Explicit Reflective strategy performed better than those in the Reflective Inquiry strategy. Mental ability did not significantly interact with treatment to influence achievement. The trend of achievement scores revealed a variation from pretest, through post- test to delayed post-test depending on the teaching strategy being considered. The implications of the findings for students' learning was considered and the need to actively involve students in learning using reflective strategies was recommended. Keywords: Reflective Inquiry Strategy, Explicit Reflective Strategy, Students' Achievement, Students' Retention.

Farshid Zabihian
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Design and Construction of Small-Scale Vertical Axis Wind Turbine (VAWT) Model as Tool for Renewable Energy Education

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Abstract

Renewable energy sources in general and wind energy in particular are now major contributors to the electricity generation mix in many nations. The growth in this industry has created a major new job market for students graduating from engineering programs all over the world. Engineering colleges are introducing relevant courses and programs to prepare their graduates for this fast growing market. However, the complexity and multidisciplinary nature of this field make these courses and programs very challenging. The introduction of lab experiments and hands on activities have been proposed and implemented. While the hands on approach used to introduce the principles of renewable energy resources is effective and some companies designed and manufactured required equipment, they are very expensive and unaffordable for many programs. There is a need for an affordable comprehensive display of a realistic wind turbine that will be able to teach students more about this specific form of renewable energy. This paper describes how this need can be satisfied by designing and building a working model wind turbine that displays several functions of a real-world wind turbine, including a generator and adjustable airfoil pitch. A comprehensive analysis, presented

in a clear and simple manner, will complement the working model, so that students of all levels can benefit from the display. The wind turbine setup can be used for lab experimentations to show how energy is created by wind and how different specifications of a wind turbine can change the efficiency. The main focus of this paper is to develop a small-scale, vertical axis wind turbine (VAWT) model that can be used to teach turbine design to future students. The wind turbine design project focuses mainly on the airfoils of the turbine which includes varying pitch, three different blade geometries, and an airfoil testing procedure. Although not as in depth as the airfoil analysis, the project also includes structural design and power projection analysis for the turbine. This report outlines the project design process, engineering theory, experimental testing, and software analysis used for the project. This paper will look at both the educational aspects of using this project as an educational tool for a senior design capstone project for mechanical engineering undergraduate students and how the product can be used to teach wind energy systems to students in appropriate courses.

Keywords: Vertical Axis Wind Turbine (VAWT), Design and Construction, Educational Tool, Renewable Energy Lab, Engineering Education.

Dr. Mahmoud J. Alsalkhi
ERCICTEL1909092

Criteria for Selecting the Collaborative Schools as Viewed by Female Student Teachers at Petra University

Dr. Mahmoud J. Alsalkhi
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Abstract

Educational literature absolutely believes that the practical education is the milestone of the programs of education faculties. It is the cornerstone of the preparation of teachers, and the critical factor in the educational preparation of the student teacher, without which the preparation of the professional teacher remains ineffective. The significance of practical education stems from the importance of its target goals, and their compatibility with contemporary educational trends in the process of teacher preparation

Practical education is the link between the two main aspects of the educational faculties, namely: the academic aspect and the educational aspect. Practical education is the real field through which the actual direction of the student towards the teaching profession arises. It gives the student the opportunity to practice realistically on the activities that required for the success of the teaching process. Also, practical education contributes in supporting the student's relationship with other teachers, and learn how to deal with them. In addition, the teacher student learns about the behavior of students and different patterns in their behavior and their response to the different teaching stimuli.

Field training is one of the basic components of the Bachelor's degree program at the University of Petra. It is the crucible in which all the components of the specialized program, which have already been studied, are combined to be translated into educational practices in an educational environment. The field training aims to provide the students with the specialized professional knowledge, skills and trends.

The Department of Educational Sciences was established at the University of Petra in 1991. Two specializations are offered: Class Teacher and Child Education. The role of the teacher is to prepare special teachers to teach the first three grades in basic schools. To achieve this purpose, the department introduces the "Field Training for the Classroom Teacher" course. Each course carries 9 credit hours, three days per week (Sunday, Tuesday, and Thursday) during the entire semester, where the student practices teaching in one of the cooperating schools. The field training is implemented in three phases: the observation phase, during which the student observed teaching situations inside and outside the classroom. In the partial participation phase, the student partially applies a specific educational task. In the practice phase, the student teaches a complete class period or more.

Through the experience of the researcher in the field training, he noticed dissatisfaction and complaint of some students from certain cooperative schools, especially with regard to cooperative administration, cooperating teacher, equipment and the school environment. In view of the above comments, the researcher studied the selection criteria of these cooperating schools from the perspective of trainees, to achieve the desired goals of the practical training program.

In order to achieve the desired goals, a sample of (41) was selected from female trainees of the “Class Teacher” specialty for the first semester 2018/2019. Then, the researcher prepared a questionnaire consisting of (51) criteria divided into three areas: (18) criteria for selecting the suitable academic environment, (15) criteria for selecting collaborative administration, and (18) criteria for selecting a collaborative teacher. The reliability and stability of the instrument have been verified.

The study results showed that the most important criteria for choosing the school environment as viewed by trainees in order of priority are:

- The location of the chosen school near the university
- Classes are equipped with appropriate equipment for teaching and learning.
- The school is characterized by a high level of cleanliness and develop a sense of beauty among students.
- Safety of school environment.
- Availability of textbooks and school guides.
- The availability of tools and various equipment for the production of teaching aids.

Also, the results showed the most important criteria for selecting the cooperating school administration according to its importance, as follows:

- Access of trainees to the school facilities of laboratories, library and others.
- Good treatment with trainees
- The commitment of the administration to the tasks provided to the student teacher by the Department of Educational Sciences
- The presence of the director as a guiding share for the trainee.
- Knowledge of the school rules and regulations.
- Provide a feedback to the academic supervisor on the provision of female students in training.

Regarding the criteria for selecting the cooperative teacher, which is the most important element in the field training, it was as follows:

- The cooperative teacher should have a bachelor's degree in the field of Class Teacher” specialization.
- Dealing with the trainee with respect and affection.
- Good mastery of the educational material
- Follow-up with the trainee on a regular basis
- Giving the trainee sufficient freedom to deal with students during application
- Sufficient experience of the cooperative teacher not less than 3 years
- Full knowledge of classroom assessment strategies and tools.

Keywords: Criteria, Collaborative Schools, Petra University.

Nabila Yousfi
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**An Implementation of a Systemic Functional Approach to Enhance Learners’ Interpretation of Historical Discourse
The Case of Fourth- Year Students at the Department of English, Ecole Normale Superieure Deconstantine**

**Nabila Yousfi
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Abstract

The present study seeks to enhance the instructional practices concerning teaching British and American Civilizations at the Ecole Normale Supérieure in Constantine. The primary aim of this study is to investigate the feasibility and practicability of Systemic Functional Linguistics to teach British and American Civilizations. Therefore, the author hypothesizes that learners at the training school of Constantine lack the linguistic knowledge needed to interpret historical discourse and that an implementation of a Systemic Functional Linguistics would result in raising their awareness about the role of language in construing historical texts. To establish correlation between Systemic Functional Linguistics and the participants’ interpretation of historical discourse, a mixed research design by way of a questionnaire of 28 statements was administered to Fourth-year students at the Department of English at the end of the academic year 2016/2017. To furnish a more plausible evidence for estimating the efficacy of employing this approach to teach British and American Civilizations, an interview was

conducted with two teachers of British and American Civilizations at the training school in Constantine. Additionally, one text from the syllabus of British and American Civilizations was analyzed following the devised approach. The results have demonstrated that learners are unaware of the linguistic dimensions of the historical texts. Besides, the findings have shown that Systemic Functional Linguistics can help learners to uncover the hidden meanings in historical texts and develop appreciation of British and American Civilizations. The interviewed teachers also expressed their satisfaction with the suggested approach. Therefore, a theoretical framework for the teaching of British and American Civilizations was designed to demonstrate that historical texts are part of communicative events wherein the writers' intentions and linguistic choices are of paramount concern.
Keywords: Systemic Functional Linguistics, Historical Discourse, British and American Civilization

Laurence Craven
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The Effect of Flipped Pedagogy on Students' Written Complexity and Fluency

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Abstract

Flipped pedagogy has received much attention over the past few years, the central question being whether flipped pedagogy in and of itself can improve student writing. We answered the call in the literature to continue the experimentation on the efficacy of flipped pedagogy. Thus, the following study attempted to explore whether flipped pedagogy had a significant effect on university students' written complexity and fluency. Complexity and fluency were chosen as they are used to measure proficiency in a language. A total of 80 students in composition classes at a university in the United Arab Emirates took part in this mixed methods study. The students were made up of two intact classes; one was taught using flipped pedagogy; the other was taught using traditional teaching techniques. The first essay and the last essay written during the term were collected and analyzed for writing proficiency measures, specifically fluency and complexity and lexical density. The study also included a questionnaire that attempted to elicit students' attitudes toward flipped pedagogy. This questionnaire was also used to try to discover if students with positive attitudes towards flipped pedagogy made greater gains in complexity and fluency than students who had less positive attitudes. The results indicated that there was a significant difference between the post-tests of the experimental and the control groups, showing that the effect of flipped pedagogy was to increase students writing proficiency.

Keywords: Flipped Classrooms; Proficiency; Complexity; Fluency; Lexical Diversity

Mani Ram Sharma
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Teaching English in Multilingual Classrooms of Higher Education in Nepal: The Present Scenario

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Abstract

Nepal is a multicultural, multiethnic and multilingual country. Because of its geopolitical uniqueness, it has been a place for multi-faced researches studies for the scholars from all around the world. The population census of 2001 has listed 92 identified languages and other unidentified languages. Similarly, successive research studies carried by various researchers claim that there are more than 126 languages. Most of these languages do not have their written scripts so the government of Nepal has launched some initial programs for the protection of the languages as they are the part of cultural heritages of the country. The protection of the language has been one of the political agendas of the political parties of Nepal and sometimes there emerged protests for the recognition of their indigenous languages and the establishment of an inclusive language policy in the newly established

	<p>republic of Nepal. The mother tongue education policy of the state is one of the consequences of the multilingual status of this country. For this education, textbooks have been written in more than 23 different languages by the curriculum Development Center .moreover, the government of Nepal has prepared ‘Multicultural Education Implementation Directory,2010’.This has endorsed a policy for recruiting a native-speaker teacher of the local language in each school (MOE,2010).From the pedagogical perspective ,it has been very challenging both for the teachers and students in our school level. In the same background, there have been very few discussions on how to settle or address the multilingual classroom challenges in higher education of Nepal.</p> <p>Keywords: Multilingual, Heritage, Pedagogy, Emerge, Classroom</p>
 <p>Albert Nyankson ERCICTEL1909115</p>	<p>The State of Special Schools in Ghana: Perceptions of Special Educators in Ashanti and Brong Ahafo Regions of Ghana</p> <p>Albert Nyankson Assistant Head Master, B-Life Educational Complex, Kumasi-Ghana</p> <p>Abstract</p> <p>Special education is aimed at providing a wide range of services to enable children who need special assistance, logistics and teaching methods to participate in the educational system. Special schools perform these functions by providing children with disabilities the support they need to participate in teaching and learning. This study investigated the state of special schools in Ashanti and Brong Ahafo regions of Ghana. The aim was to assess conditions in the schools, from the perspectives of special educators, to ascertain if the schools were performing the functions for which they have established. An in-depth interview was conducted with 20 participants, made up of special education officials at the national head office, district special education coordinators, headmasters and teachers of special schools. The results from the study suggest that special schools in the two regions were ill-resourced and were turning out students with low academic and vocational achievements. These findings are discussed in relation to the purpose of special education and the commitment of government to provide quality education for children with disabilities.</p> <p>Keywords: Children with disabilities, general education, special education, Ghana.</p>
<p>Ana Sofia Loreen Mirambel ERCICTEL1909118</p>	<p>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p>Ana Sofia Loreen Mirambel Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines</p> <p>Abstract</p> <p>As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.</p> <p>Keywords: Tourism, Technology, Culture, Identity, Globalization</p>



Mahya Papzan
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ESP Needs Analysis of Iranian MA Students of Electronics Engineering, University of Tehran

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Abstract

This paper attempts to clarify and analyze English language needs of Iranian Electronic engineering students of University of Tehran. The population of this study was 150 Master of Science (M.S.) students majored in Electronic engineering at University of Tehran, Iran. To achieve the goals of this research, needs analysis questionnaire has been administered among students and collected data was analyzed through SPSS software. The results of this study indicate that most of the Iranian electronic engineering students were not satisfied with course materials, teaching techniques and ESP syllabus. The participants believed that current ESP syllabus in their faculty needs essential change.

Keywords: English for Specific purposes (ESP), Needs Analysis (NA), Iranian Engineering students, University of Tehran



Angela Boateng
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Teaching Strategies and Techniques

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Preface

With part-time and adjunct faculty assuming a greater role in college teaching, institutions are assuming more responsibility in providing support and assistance to this important constituency. The expertise and experience brought to the classroom by part-time faculty is of ever increasing importance to students and institutions. This expertise, however, can only be adequately appreciated if it is appropriately recognized and incorporated into the instructional process. This document has been prepared specifically to assist adjunct faculty who have careers outside of education to efficiently grasp many of the concepts necessary for effective teaching. Realizing the time constraints facing part-time faculty, the booklet is intentionally brief but to the point. Individuals interested in examining the teaching process in greater detail may find the companion publication *A Handbook for Adjunct/Part-time Faculty and Teachers of Adults* of value. It is the hope of the author and publisher that, in some small way, this publication will assist faculty in realizing a successful and rewarding teaching experience.

Angela Boateng (Head of Staff)

Solomon Arulraj
David
ERCICTEL1909123

Transforming Teaching and Learning in Tertiary Education: Postgraduate Students' Perspectives from the United Arab Emirates

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Abstract

As contested in many previous studies, education, especially higher education is constantly changing. In particular, higher education in transition countries including the UAE has been transforming at high speed. The change affects all aspects of higher education, including teaching and learning practices. The study opens with some fundamental questions such as; what are the transformation in higher education noticed in the past two decades across the world, in particular in the UAE?, why is it necessary for us to understand the transformation in higher education when reflecting on teaching and learning in tertiary education?, and what implications does transformation on higher education have for teaching and learning in higher education? The study attempts to develop a better understanding on the current transformation of teaching and learning in tertiary education.

This study in particular is keen to understand the perspectives of postgraduate learners in one particular university in Dubai, UAE on the transformation they witness in teaching and learning in tertiary education and on the transformation, they experience and they would like to see. Qualitative data is gathered in a semi-structured questionnaire of post-graduate learners' perspectives. The responses are gathered from doctoral students who followed a module 'Teaching and Learning in Higher Education'. Thematic analysis is used to analyze the results and socio-constructivist approach

	<p>used to interpret the results. The early findings indicate that teaching and learning in the higher education is transformed largely by the use of technology, by engaging various stakeholders, several pedagogic methods, range of assessments and numerous contents and materials. The respondents indicated that the transformation has largely affected positively. Most of the respondents are prepared to embrace the transformation that are realistic, positive and innovative. They cautioned that transformation must not make tertiary education expensive, harder and unrealistic. They predicted that the future of tertiary education will be influenced heavily by technology, artificial intelligence, robotics, which may bring both opportunities and challenges that all stakeholders have to be aware. The study contents that accounting student's perspectives supports the understanding on the transformation of teaching and learning in tertiary education.</p> <p>Keywords: Transformation, Teaching and Learning, Higher Education, Postgraduate Students' Perspectives</p>
<p>Mmelika Anthony Oraekie ERCICTEL1909125</p>	<p style="text-align: center;">Linguistic Hegemony of the English Language in Nigeria</p> <p style="text-align: center;">Mmelika Anthony Oraekie English and Literal Studies, Alvan Ikoku College of Education, Megalux Painting Services, Owerri, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>the subject of linguistic hegemony and language dominance has been taken up in many studies since the wake of the twentieth century. The common denominator among these studies appears to be the linguistic hegemony of the English language as a global language and the survival of the other languages of the world. This paper critically reviews the trend that has been reported in Nigeria and re-assesses some of the proposed resistance mechanisms in literature. The aim is to proffer solutions to the reported domination of English and its effect on Nigeria's local languages. The author believes that some views about the linguistic hegemony of English might have been exaggerated thereby influencing some suggested resistance mechanisms. Thus, this paper proposes a context-sensitive and pragmatic resistant mechanism that might place the hegemony of English in the right perspective and thus conserve local languages in multilingual societies, especially in Nigeria.</p> <p>Keywords: Hegemony, English, Global, Dominance, Resistance, Nigerian Languages</p>
<p>Alyssa Dulay ERCICTEL1909135</p>	<p style="text-align: center;">Filipino Cultural Beliefs: An Input to Genetic Counseling</p> <p style="text-align: center;">Alia Nisa Balatucan Alyssa Rae Dulay Lorma Colleges, La Union, Philippines</p> <p style="text-align: center;">Jamie Harrison Jayrelle Safran Christian Roujiem Bragas Taryn Subala Tabing</p> <p style="text-align: center;">Abstract</p> <p>Genetic Disorder, a genetic problem caused by one or more abnormalities formed in the genome, is greatly being influenced by cultural beliefs, thus it needs to be addressed accordingly. This study explored the Filipino Cultural Beliefs as an input to Genetic Counseling in barangay Siboa-Otong, San Fernando, La Union. It aims to provide possible interventions to increase awareness with these Seven Common Filipino Cultural Beliefs – namamana, lihi, sumpa, gaba, pasma, namaligno, and kaloob ng Diyos, to provide culturally appropriate genetic counseling. Barangay Health Workers of Siboa-Otong were selected as the participant of the study and reported that majority of the diseases experienced by the community is being influenced by their cultural beliefs causing the patient and its family to become unaware of the proper treatment and scientific explanations behind the genetic disease. While few of the families are aware of the Genetic Disorders and submitted themselves to a genetic counseling. This revealed that there is a need to conduct Genetic Counseling among the family to completely eradicate such belief. So that the community will be more open-minded in dealing with such issues. The researchers recommended to conduct a seminar and an intensive family education program through a house to house campaign in which the researchers will give flyers to each family in</p>

	<p>Siboan-Otong through the help of the Barangay Health Workers. Keywords: Genetic Disorder, Genetic Counseling, Genetic Diseases, Barangay Health Workers</p>
<p>Dora Torres ERCICTEL1909147</p>	<p>SymbiosisVideo Game for the Development of Environmental Critical Thinking</p> <p>Dora Torres Master in E-learning and Social Networks, University of the Rioja, Colombia</p> <p>Abstract This videogame proposal presents an approach to develop critical and reflective thinking in environmental management. The proposal considers basic knowledge of ecology and biodiversity of the Bogotanos Wetlands, and an interaction system based on the Colombian Indigenous proposal that allows peer communication to achieve the solution to hypothetical problems taken from reality. The user model considers 4 types of different actors faced in the crisis, with an action-reflection guide and creative clues. The model adapts to both formal and informal education of all ages and conditions. Keywords: Videogame, Environmental Education, Bogotano Wetland, Interaction, Crisis, Creativity.</p>
<p>Karol SZTEKLER ERCICTEL1909148</p>	<p>The Impact of Education EIT InnoEnergy Energy Transition Program on Improving Students Competences in AGH University of Science and Technology</p> <p>Karol SZTEKLER AGH University of Science and Technology, al. A. Mickiewicza 30; PL30-059 Cracow, Poland</p> <p>Abstract MSc Energy Transition ET program is one of the seven programs offered by KIC InnoEnergy Master School realized on AGH University of Science and Technology and Silesian University of Technology. Program is focuses on the important aspects of energy production and he gives engineering students knowledge and students develop entrepreneurial skills and innovative thinking in the fossil-based power industry and renewable resources fields. The program integration of engineering skills, innovation, entrepreneurship, behavioral skills and its close cooperation with industry make the graduates ready for immediate engagement in industry as well as important leadership roles. Students of the program not only receive an advanced education in all engineering aspects of the topic, but they also benefit from solid business skills training in innovation and entrepreneurship, and intensive involvement and close collaboration with industrial partners as well as gain behavioral skills. Article presents influence all activities of ET program on developing competence students, as example of good practice how can by implemented in engineering University. Keywords: Education, Learning by Doing, Engineering Skills</p>
<p>Melody Angelique C. Rivera ERCICTEL1909151</p>	<p>Managing Knowledge in a Small Not-For-Profit Organization with the Use of Technology</p> <p>Melody Angelique C. Rivera Information Systems Department, Silliman University, Dumaguete City, Philippines</p> <p>Abstract Proper management of knowledge can benefit an organization in numerous ways. It has been widely known that Knowledge Management (KM) has been used by "for profit" organizations to promote innovation, allowing faster decision-making, make limited expertise and best practices available, and easily find relevant information and resources. But for "not-for-profit" organizations (NFPOs), which can range from small community-based organizations to large nationally-based organizations, managing knowledge needs a customized approach because of their unique missions and structure. NFPOs that need to manage large amounts of data, information, and knowledge can use tools like commercial knowledge management systems (KMSs) but for small NFPOs with limited funding, this might not be applicable. It is the aim of this paper to suggest a way on how a small religious NFPO can implement KM and what technology can be used to preserve and manage its knowledge resources. The current condition of the NFPO in terms of technology and knowledge organization was investigated. Interviews were conducted with the staff and resource persons of the NFPO regarding their experience with technology and their thoughts of converting their tacit knowledge into explicit knowledge. Available explicit knowledge in the form of program modules written by the resource persons was examined. The Nonaka and Takeuchi KM model was identified to describe how the NFPO converts knowledge from tacit form to explicit form and vice versa. Plans for initiating a KM project together</p>

	<p>with recommended software tools were then presented to the NFPO. Most of the staff and resource persons were open to the idea of implementing KM. Although there were some apprehensions, they were willing to collect and organize their notes in preparation for the KM implementation. Future work for this research includes implementation and evaluation of a customized KMS for the NFPO. Keywords: Knowledge Management, Not-for-Profit Organization (NFPO), KM Initiative</p>
 <p>Amir Nabeel ERCICTEL1909152</p>	<p style="text-align: center;">Humour Embedded Language Teaching</p> <p style="text-align: center;">Amir Nabeel Department of English Language Education, EFL University, Hyderabad, India</p> <p style="text-align: center;">Abstract</p> <p>This study finds the effective contribution of humor in the progress of students' language learning. These strategies involve some easiness that results in the students' easy learning in their target language. Our study aims to find out the strategies which can be effective and which cannot be effective and then to apply the effective one through giving many kinds of humor related materials by following those strategies for three months. The sample of the study includes of 10 EFL students. Data were collected via students' questionnaire followed by an interview.</p>
<p>Anna Brichko ERCICTEL1909055</p>	<p style="text-align: center;">Student Leadership in Sustainability: A Model for World Citizenship in College Students</p> <p style="text-align: center;">Anna Brichko Department of World Languages, West Valley College, 14000 Fruitvale Ave, Saratoga, California, USA</p> <p style="text-align: center;">Leigh Burrill Department of Women, Gender and Social Justice Studies, West Valley College, 14000 Fruitvale Ave, Saratoga, California, USA</p> <p style="text-align: center;">Vasiliki Kalivitis Department of English, West Valley College, 14000 Fruitvale Ave, Saratoga, California, USA</p> <p style="text-align: center;">Abstract</p> <p>Developing global awareness and a sense of global responsibility in college students through on-site programs and international scholarship: three professors from interdisciplinary backgrounds have worked together on their campus to generate interest in and support of our students in their pursuit of global academic savvy. With the support of administrative leadership, we've created a space, both physical and abstract, for celebrating and encouraging students' international awareness. This cooperative work across disciplines has resulted in Global Citizenship clubs, a Global Center on campus, scholarships to various international conferences and study abroad opportunities, and service learning in various global destinations. Silicon Valley community college professors in fields of French, English, and Women and Social Justice Studies have led the way in producing the Water Career Pathway and Environmental Awareness Project, F-word is Feminism Global Gender Symposium, and the Salzburg Global Citizenship Alliance. Whether visiting hurricane-torn destinations in Costa Rica to assist in beach-cleaning and rebuilding, developing relationships with student counterparts in Dominican Republic to work toward sustainable alternatives and promote intergenerational economic mobility, or raising consciousness about gender discrimination, international human rights, and global genocide here in California, our students are encouraged to integrate their academic work with a sense of global ethical responsibility. We have worked to develop an infrastructure that will persist into the future for students of the new millennium.</p>
<p>Dr. Janos Kollar ERCICTEL1909060</p>	<p style="text-align: center;">Improving Teaching and Learning Efficiency by KOLLAR Method</p> <p style="text-align: center;">Dr. Janos Kollar Associate Professor, Institute of Behavioral Sciences, Semmelweis University, Budapest, Hungary</p> <p style="text-align: center;">Abstract</p> <p>Research Objectives. KOLLAR method is a learning and teaching promoting method. This is an acronym, namely KO is for Keys of Originality, L is for Learning, L is for Lecturing, A is for</p>

Application of social media, and R is for Relaxation. The aim of the cross-sectional study was the assessment of the evaluation of the KOLLAR method among medical university students during the development and progress of the method.

Methodology. Participants were first and third grade medical university students of Debrecen University, (n=1893; 56% was foreign student). The evaluation of the method was rated on a six-item scale, each item scored from 0 to 6. The items were analyzed separately, and as an aggregated score. Data were collected between the years 2002-2012.

Findings. According to the results of analyses using the aggregated index of evaluation (principal component, R²=59%), the Hungarian, the first year, and the physiotherapy students evaluated the method positively. The evaluation of the courses become better during the years; however, there was no significant difference between the means in the last five years (H(10)=148.964, p<.001). The favorable changes in the course evaluation over the years were greater among the foreign students compared to the Hungarian students (F(9)=4.165, p<.0001).

Research Outcomes. The evaluation of the KOLLAR method was generally favorable among medical university students which demonstrated an improving trend during the years of crystallization process. The method can be integrated into medical courses.

Future Scope. Since the elements of the method are not specified especially to medical teaching and learning it could be applied in general education from the basic till university levels.



Abass Olayinka O
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Impact of E-Learning in Teaching and Learning Processes

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Abstract

E-learning is basically computer and network-enabled transfer of skills and knowledge in education and cooperate industries. Its applications and processes are web based learning, virtual education opportunities; computer based learning and digital collaboration.

E-learning contents are digitally transferred through internet, intranet, video tape and satellite TV. It could be self- paced or instructor-led and includes media in the form of text, image, animation, streaming videos and audio. Recently, e-learning has been the greatest tool used to revolutionize learning processes from conventional way of learning .E-learning encompasses freedom, flexibility and experience is delivered to the learner effectively with pleasant appearance.

The aim of this paper is to consider how efficient and effective e-learning is compare with conventional (traditional) learning in a blended learning environment. This paper will also highlight e-learning checklist, methods for e-learning and preparation for e-learning.

Keywords: E-learning, Computer, Satellite, Revolutionize, Digital.

Adebite Abiola C
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Employees' Perception and Attitudes towards E-Learning on the Job: A Study of Selected Hospitality Industries in Ibadan, Oyo State, Nigeria

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Abstract

In the recent era of modern technology, many organizations have tailed this path as a new and beneficial way of running their businesses in various facets. In line with introducing technology in training employees, e-learning, which is a virtual (online) form of training staff is now being adopted by many firms in organizing and planning their learning and development programs. While most papers have focused on the overall benefits of e-learning method from the employer's angle, very few studies have explored the advantages and approval of e-learning from the employees' perspective. Therefore, the main objective of this paper was to determine the acceptance of e-learning by employees through their attitudes and what they perceived about this method as opposed to the traditional classroom instructional technique. To carry out this research, 200 questionnaires were distributed and 150 were returned, analyzing the perception and attitude of employees in two selected hospitality industries in Ibadan in Oyo state, Nigeria towards e-learning on the job. Findings reveal that some

	<p>employees on one hand perceived e-learning as being flexible, updated and modern; majority of the employees on the other hand agreed that e-learning approach was too distant, too 'foreign' fearing their inability to adapt to this method which could cost them their jobs. It was therefore recommended in the paper that employees should be adequately trained on the use of ICT and gradually introduce e-learning as a form of professional development. In addition, the use of e-learning in the hospitality industry should not replace the conventional classroom instructional method.</p> <p>Keywords: E-Learning, Employees' Perception and Attitude, ICT, Hospitality Industry</p>
<p>Joanne Roch ERCICTEL1909077</p>	<p style="text-align: center;">Coaching and Experiential Learning</p> <p style="text-align: center;">Anne Marie Corriveau Associate Professor, University of Sherbrooke, Canada</p> <p style="text-align: center;">Joanne Roch Full professor, University of Sherbrooke, Québec, Canada</p> <p style="text-align: center;">Abstract</p> <p>Although many organizations are concerned about the leadership development and are committed to invest in training to develop managers' skills, perspectives, and competencies; there is confusion around selecting the best approach and development design. There is a wide variety of approaches to leadership development and there has been little research to demonstrate which approaches are more effective (Conger, 1992). This research project proposes a threefold contribution. First, it describes the concept of authentic leadership and related key skills, including self-awareness. Second, it provides a detailed description of two leadership development approaches: one that is based on experiential learning (intensive leadership camp) and the second that analyses impacts of coaching. Third, based on an exploratory study, we wish to ascertain the impacts of both approaches towards the development of authentic leadership. In order to measure respective impacts, we conduct a survey two groups of students who have followed a coaching course and an intensive leadership camp. Inspired by the authentic leadership model of Walumbwa et al. (2008), an eight 5-point Likert scale questions was devised and both group of results were analysed and compared.</p> <p>Keyword: Authentic Leadership, Experiential Learning, Coaching, Intensive Learning Camp</p>
<p>Felipe Gonzalez ERCICTEL1909096</p>	<p style="text-align: center;">Recycled 3D Printed Drone: A Flexible Teaching and Learning Hardware and Software Tool for Aerospace and Robotics Engineering</p> <p style="text-align: center;">Felipe Gonzalez Associate Professor, Queensland University of Technology, Brisbane, Australia</p> <p style="text-align: center;">Abdul Amir Bin Zakaria 2 George Street, Queensland University of Technology, Brisbane, Australia</p> <p style="text-align: center;">Abstract</p> <p>The aerospace and robotics sector can provide a vast amount of learning opportunities for STEM fields. The large range of task difficulty in projects related to these sectors allows these opportunities to be relevant to all students, from high school level up to the far end of higher education. The ability to physically test prototypes developed by students provides a much greater sense of engagement. STEM concepts for high school students can be applied in a fundamental way to reinforce both their knowledge and practical skills, with higher education students able to delve in-depth into complex concepts while still being able to see the practical outcomes of their coursework or research. The aim of this paper is to describe the development and use of an open source drone which can be either printed in traditional ABS or recycled 3d printed material and the experiences in teaching and learning in developing and flight testing the drone.</p> <p>The drone was developed primarily for engineering courses in aerospace and robotics, but is also used for the annual high school science week hosted by QUT. The drone and associated software allows for hands-on prototyping and testing of flying drones in a safe and controlled manner. The system consists of an autopilot, airframe, air quality sensing, image processing and software tools using the Robotic Operating System for software integration. Results show that the recycled 3d printed drone allows for higher experimentation repeatability, and provides a higher level of reinforcement in the theoretical and practical knowledge of the students. The drone also shows beneficial results from a teaching</p>

perspective, including consistency in marking, as well as an overall increase in student engagement, motivation, and participation.
Keywords: Recycled 3D Printed, Drones, Unmanned Aerial Vehicles, Aerospace Engineering, Robotics, STEM



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A Model of Adaptive Learning in Smart Classrooms based on the Learning Strategies

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Abstract

The paper presents a proposal of a model of adaptive learning. The model takes the advantage of a smart classroom environment for the realization of adaptive learning. As adaptation criteria, it uses parameters of motivation, student's prior knowledge, cognitive load and a dynamic environmental parameter. The dynamic environmental parameter is a parameter which is obtained by evaluating physical parameters of working environment in a smart classroom. The learning process is carried out through different learning strategies grouped in learning categories. The model dedicates a learning category to a student based on a formula which takes in consideration above mentioned adaptation criteria. The proposed model has been tested. The assessment test scores at the end of a learning process showed that student's in the experimental group achieved better learning outcomes than the student's who learned in a traditional manner. The obtained results are encouraging and lay a sound foundation for the application and further development of the model.

Keywords: Adaptive Learning; Dynamic Environmental Parameter; Learning Environment; Personalization Parameters; Smart Classroom.

Smart Classroom Environmental Parameters as a Parameter of Adaptive Learning

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Abstract

This paper presents results of the research aimed at establishing the possibility of using a physical environmental parameter (λ) as one of the parameters of adaptive learning in smart classrooms. In this research, the parameter quantifying physical environmental parameters of a smart classroom into a single value was introduced and the relevance of the usage of the introduced parameter as a criterion of adaptive learning in a smart classroom was evaluated. The presentation of multiple environmental parameters through one unique parameter facilitated the realization of adaptation process, especially in the case of applying several adaptation criteria. An overall of 64 third-year students of the ICT College in Belgrade participated in the research. The implemented research drew certain conclusions. The relevance of using the parameter (λ) as the criterion of adaptive learning in smart classrooms was confirmed.

Keywords: Smart Classroom, Adaptive Computer Learning, Learning Environment, Dynamic Environmental Parameter

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Social Development of Gender Marker and Mandarin Chinese Affixoids

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	<p>Department of Foreign Languages and Literature, National Cheng Kung University, Tainan, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>This is a lexical study that delves into affixoids (near suffixes) - nan 男 ‘man’ and - nyu 女 ‘woman’ constructions in Mandarin Chinese. For example, 壯綠男 ‘young DPP man’ where the - nan acts as an affixoid. The research questions ask: (1) What are the roles of presupposed interlocutors in the development of [X nan] and [X nyu]? And (2) What are the social factors operating behind the development of the constructions? Our data are taken from Taiwan News Smart Web (TBMC 2019). Collocation, presupposed interlocutor and speech act built the analytic framework of the study.</p> <p>The findings show that the presupposed interlocutors of [X nyu] implies more negative and passive bias than that of [X nan], e.g. hong-yi-nyu 紅衣女 ‘red-clothing-woman’ describes the outfit of the woman, its presupposed interlocutor is more than the target man (hong-yi-nyu vs. hei-yi-nan 黑衣男 ‘black-clothing-man’), but the inner psychological state of the woman toward the man as well as toward the target society. This metonymic use is a passive description, just as shou-nyu 熟女 ‘mature woman’ does. The development of the affixoids shows side by side the social development, cyber progress and the gradual change of Chinese thinking.</p> <p>Keywords: person affixoids, presupposed interlocutor, collocation, speech act</p>
<p>Ana Rosser-Limiñana ERCICTEL1909119</p>	<p style="text-align: center;">Implementation Research in the Field of Scholar Inclusion of Migrant and Roma Children</p> <p style="text-align: center;">Ana Rosser-Limiñana Communication and Social Psychology Department University of Alicante, Spain</p> <p style="text-align: center;">Susana de Juana-Espinosa Business Organization Department. University of Alicante, Spain</p> <p style="text-align: center;">Abstract</p> <p>Children of migrant and Roma origins often face exclusion situations. As a result, their educational achievements are generally lower, while their chances of dropping out of compulsory education are greater. This situation entails a greater risk of social marginalization, integration failure and, ultimately poverty, which in turn has adverse effects on the social development and economic growth of the host country in the long term.</p> <p>The aims of the RoMigSc Project are: to promote the inclusion of migrant and Roma children in their school environment with the support of trained teachers and volunteers, and to encourage youth volunteering action in this field in the participating countries. For the mentioned training activities, besides the traditional activities of preparing materials and imparting seminars, the project has compiled a catalog of good practices in order to show successful initiatives in this field. The idea is to encourage mutual learning and knowledge transfer among the EU Member States of the most effective policies in the area of school inclusion, in order to identify policies and measures to better manage the school inclusion of migrant and Roma children across Europe.</p> <p>The catalogue of good practices comprises activities from the six countries that are members of RoMigSc. It is available as part of the “useful resources” uploaded on the projects website (www.romigsc.eu), under each country’s report. Their analysis is carried out using the template offered by the Directorate General for Employment, Social Affairs and Inclusion of the European Commission.</p> <p>An Implementation research (methodology proposed by the World Health Organisation) has been carried out to reveal, on the one hand, a number of activities and programs that have been proved efficient and, on the other hand, some other programs which were not as successful, finding solutions that improve the latter ones’ results. This way, we contribute to building the corpus of evidence on efficient strategies and lessons for the promotion of school inclusion.</p> <p>Keywords: Implementation research; Schoolar inclusion; Roma children; Migrant children; Good practices.</p>
<p>Samuel Oluwatosin Ajibade ERCICTEL1909156</p>	<p style="text-align: center;">Effects of Literal and Inferential Reading on Achievement in Reading Comprehension among Students with Reading Disabilities in Afijio Local Government Area, Oyo, Oyo State</p> <p style="text-align: center;">Mr Samuel Oluwatosin Ajibade</p>

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Abstract

This study investigates the effects of literal and inferential reading on reading comprehension among students with reading disabilities in Afijio Local Government Area, Oyo, Oyo State. Participants were thirty (30) Junior Secondary School One (JSS1) students with reading disabilities who were purposively selected from two secondary schools in Afijio L.G.A. Three instruments namely: Screening Checklist for Suspected Learning Disabilities (SCSLD); Narrative Reading Comprehension Achievement Test (NRCAT) and Reading Interest Questionnaire (RIQ) were used to collect data for the study. Data gathered were analysed using Simple Percentage Technique. The outcome showed that was a significant main effect of treatment (literal and inferential reading types) on achievement in reading comprehension among students with reading disabilities. Also, there was a significant main effect of reading interest on participants' achievement in reading comprehension. However, no significant principal effect of gender on treatment was obtained. There was no significant interaction between: literal and inferential reading and gender on participants' achievement in reading comprehension. Based on the findings, it is recommended that teachers of students with reading disabilities should adopt literal and inferential reading skills in teaching reading comprehension to the students. Students with reading disabilities should also make use of the main two skills of reading while reading vis a vis prediction, visualization, activating background knowledge and experience, clarifying and summarization for improved reading and academic achievement.

Keyword: Reading comprehension, Literal and inferential reading, Narrative texts, Students with learning disabilities, Reading disabilities.



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The Effectiveness of Online Graduate Teacher Education: A Case Study of Online TESOL Training to Improve Mathematics Instruction

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Peter Adamy
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Abstract

In 2017, The University of Rhode Island launched a "Program for Instructional Support for Teachers of the English Language" to train a cohort of teachers to improve mathematics instruction for elementary English Learners (ELs). The cohort of 20 teachers received training in both Teaching English to Speakers of Other Languages (TESOL) and mathematics pedagogy and content. The TESOL coursework was fully online and the mathematics component was hybrid and face-to-face. Teachers were given pre and post tests in TESOL and mathematics; tests were adapted from Common Core mathematics assessments and Praxis for TESOL. Teachers were also observed teaching a mathematics lesson using the sheltered instruction observation protocol (SIOP Model) in spring 2018, which is before training began. They were observed again using the SIOP Model in fall 2018, after completing four university courses and a weeklong summer institute in mathematics instruction for ELs. The results of analyses of testing and observation data show a statistically significant improvement in posttest scores on both the TESOL and mathematics assessments. Increases in observation scores were also statistically significant for all but two of the SIOP categories. The significance of our research can serve as a model for an effective method of online teacher training in an area of high need. Our results demonstrate that providing teacher education in TESOL to currently practicing teachers in an online format, can result in significant growth in professional knowledge and effective classroom instructional practices to support English Learners. Follow-up interviews with participants revealed that their participation in the program was possible solely due to the online nature of the TESOL component of the program. Continued research is needed in how to support practicing teachers with collaborative graduate work through fully online settings.

Keywords: TESOL, Online Teacher Education, English Learners

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- 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
- 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur

