



Conference Proceedings

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03-04 June 2019

Conference Venue

Czech Technical University in Prague (České vysoké učení technické v Praze), Masarykova Kolej, Prague, Czech Republic

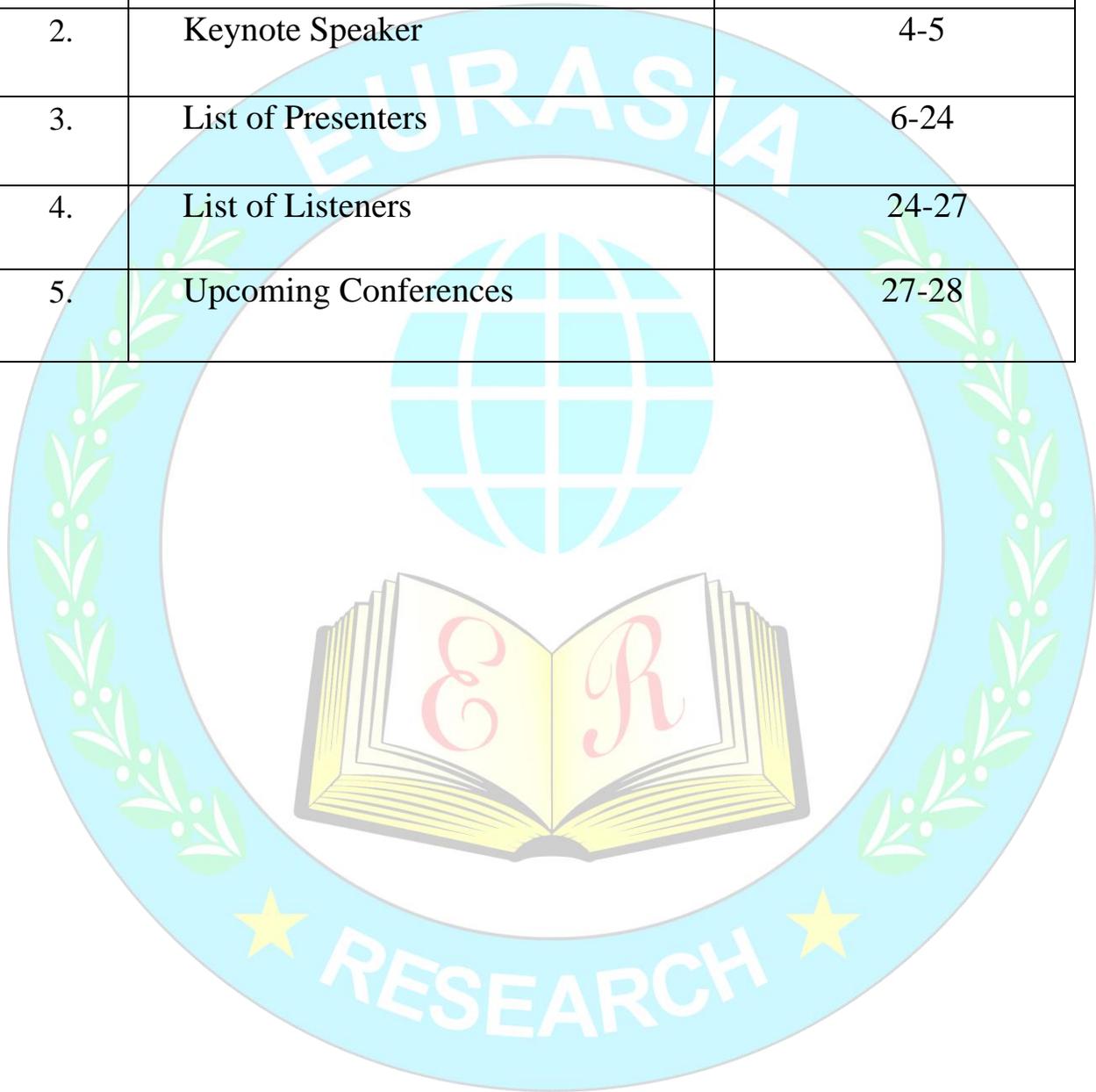
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Preface:

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Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

KEYNOTE SPEAKER



Marion Hopfgartner

Speaker, Educationalist and Writer on Educational & the TLI-Paedagogics, Vienna, Austria

Marion Hopfgartner is a Speaker, Author, Education and Life Transformer and Entrepreneur. Her business career started at the age of 19, after her degree as an educator and preschool teacher – when she led a Day-Care-Institution. Very soon, she moved up the career in Personnel Management working in a social Non-for-Profit Association that had 1400 employees. This was possible by having a fantastic Mentor on her side, who guided her step by step.

Already at the age of 22, she was a Board Member of a Non-for-Profit LLC. As one of the Board Members – she focused on Personnel Management and on Social Projects. At that time, she also started her career as an Adult-Trainer and Speaker – working together with a local Institution in holistic health care.

At the age of 30 – she left these businesses behind and started to work internationally. This Mentor invited her to build up an International Network of Organizations in the field of Alternative Health Care and Training. Together with a team, they developed the training material, training schedules organizational structure, standardizing procedures; they set up operating Boards and trained more than 350 Instructors internationally. For more than 7 years she worked hand in hand to grow these international organizations.

As her Personal Assistant – Marion Hopfgartner also learned all basic needs to establish not only a small business but an International Network of Organizations. Since her Coach died in March 2016 and the different Boards took over the leading function of the individual organizations – she now focuses back on growing her own Companies. In a speed time of 4 months, she got them set for International Work and grew an incredibly successful team.

While working in this network of organizations – she constantly received requests to mentor educational institutions. As consultant and coach, she upgraded many in different areas, restructured their way of operation, but also started to implement modern education in some of these institutions. While she was heavily focused on working with her Coach – she still also established many successes in this area.

Now, together with her team in her Educational Consultancy focus more and more on consulting educational institutions and small businesses all over the world. They also focus on creating meaningful new ways in Training, Teaching and Modern Education.

KEYNOTE SPEAKER



Dr Hiroshi Hasegawa

Japanese Course Coordinator and a Senior Lecturer in the School of Education at Curtin University, Western Australia

Dr Hiroshi Hasegawa (Graduate Diploma in Education, Master of Education Studies (LOTE), Master of Education (TESOL) and a PhD) is the Japanese Course Coordinator and a senior lecturer in the School of Education at Curtin University in Western Australia. He co-supervises post-graduate students and teaches various undergraduate units pertaining to Japanese (as a second language) and contemporary Japanese culture. He has extensive teaching experiences from primary to tertiary levels in Australia. Dr Hasegawa's main research interests include pedagogies of second/foreign language education, ethics in education and the enhancement of education through ICT-led educational reform. He also has ample experience with coordinating and co-operating in the organization of domestic/international conferences, while contributing as a member of various types and levels of panels and committees, including the Tertiary Entrance Examination in Western Australia and several international academic research journals.

Vasiliki Stratidou
ERCICTEL1907053

Improving Young Learners Vocabulary Acquisition: A Pilot Program in a Game-Based Environment

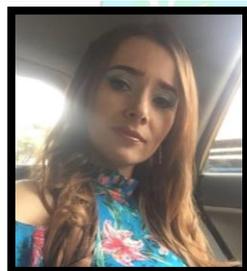
Vasiliki Stratidou

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Abstract

Modern simulation mobile games have the potential to enhance students' interest, motivation and creativity. Research conducted on the effectiveness of digital games for educational purposes has shown that such games are also ideal at providing users with "unforced learning opportunities" (Anderson, 2009, p. 146). The dissertation examines the issue of simulation mobile games in regard to the potential positive impacts on L2 vocabulary learning. Sixteen intermediate level students, aged 10-14, participated in the experimental study for four weeks. The participants were divided into experimental (8 participants) and control group (8 participants). The experimental group was planned to learn some new vocabulary words via digital games while the control group used a reading passage to learn the same vocabulary words. The study investigated the effect of mobile games as well as the traditional learning methods on Greek EFL learners' vocabulary learning in a pre-test, an immediate post-test and a two-week delayed retention test. A teacher's diary and learners' interviews were also used as tools to estimate the effectiveness of the implementation. The findings indicated that the experimental group outperformed the control group in acquiring new words through mobile games. Therefore, digital games proved to be an effective tool in learning English vocabulary.

Keywords: Control Group; Digital Games; Experimental Group; Second Language Vocabulary Learning; Simulation Games



Martha Gomez
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EFL and Analysis of School Documents comparing them with the National Bilingual Program in Colombia

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Abstract

Assessing programs and curricula inside institutions requires specific and objective criteria that provides relevant and valid information about the connection and relationship between the written decree of the National program and the written curriculum inside public institutions. Additionally, projects related to the acquisition of a foreign language have proven to affect the way and method used to plan the teaching/learning of a foreign language in an educative institution. However, it is difficult to find information and diagnosis about how official documents inside schools are connected to the objectives, goals and expectations of a national language program. Moreover, there is no evidence of studies that assess the written view of institutional documents considering the flexible curriculum provided by the National bilingual program and how documents, decrees and policies provide balance and harmony to the teaching/learning process in a school. A chart with assessing criteria was designed in order to further explore the policies of bilingualism (English-Spanish) and English as a foreign language included in the flexible curriculum, institutional curriculum and Institutional Educational Plan of institutions in Colombia. This analysis was an appropriate method to obtain information about the type of resources, materials, methodologies and strategies expressed in institutional documents and to compare this data with the teaching/learning processes followed in public schools during the acquisition of a foreign language. This instrument shows facts about the linguistic and sociocultural transformations of programs inside institutions and strategies adopted to interact in EFL classrooms. Moreover, through these criteria, it was possible to collect information about the cultural strengths or weaknesses of the local project during the learning of a foreign language. Further research on this area is necessary to enrich the languages policies established in the country and improve methodologies used for teaching/learning of a foreign language obtaining meaningful results nationwide and worldwide.

Keywords: EFL, Language Education, Institutional Documents, Bilingual Program, Language Programs



Nutreutai Arunsitrot
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Integrating English with Content in Teaching Cultural Tourism Management to Secondary School Students in Amphur Chiang Dao, Chiangmai

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Rajabhat University, Chiangmai, Thailand

Abstract

The objectives of this research were to construct the English lessons with the integration of English and cultural tourism management contents and to compare speaking and listening abilities of the students before and after the implementation of the lessons. The sample group consisted of 68 tenth grade students at Chiang Dao Withayakhom School, Chiang Mai, who enrolled in the Basic English Course (E 41101) in the second semester of the 2017 academic year. The research instruments included a questionnaire on needs and interests in studying English of the students, an assessment on the efficiency of the lessons, and an assessment on speaking and listening abilities of the students. The experiment instruments were the proto-syllabus and eight lesson plans.

The research findings reveal that the 3, 5 and 6 lesson plans of the lessons were appropriate at the highest level, while the 1, 2, 4, 7 and 8 lesson plans were appropriate at the high level. The suitability of the lesson plans enabled the students to pass the 50-percent criterion on their listening and speaking abilities. After the implementation of the lessons, it is found that all students pass the minimum criterion of 50 percent. Ten of them, or 14.71%, received the total scores of over 70%, 50 of them, or 73.53% received the total scores of over 80%, and eight of them, or 11.76%, received the total scores of over 90%. For their listening and speaking abilities, all of them passed the minimum criterion of 50%. Two students, or 2.94%, received the total scores of over 60%, 52 of them, or 76.47%, received the total scores of over 70%, and 14 of them, or 20.59%, received the total scores of over 80%. When the pre- and posttest scores on their listening and speaking abilities were compared, it is found that their listening posttest scores were at the highest level, and their speaking posttest scores were at the high level.

Keywords: Cultural Attraction, English for Tourism, Content-Based Instruction, EFL students

Hassiba Koriche
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Songs in EFL Classrooms: Multi-educational Purposes

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Abstract

Introducing songs in teaching is not a new procedure; however, most English language teachers are reluctant in applying such method. This contribution aims at shedding light on the importance of using songs to acquire language skills. Songs in EFL classrooms can assume myriad tasks which contribute in teaching/learning process. Giving room to songs in our teaching allows us to tackle many pedagogical issues. In fact learners always complain about the monotonous atmosphere, this makes them bored and uninterested. As a result, they may skip many important language exponents. Accordingly, it may affect their level and prevent them from improving. Introducing songs offers the solutions for these issues; songs provide pleasure and enhance language practice. Thus, they create a positive atmosphere which develops learners' motivation. Songs embrace cultural and historical knowledge besides the linguistic knowledge. They are here to support us in teaching grammar, vocabulary, phonetics, idioms And above all, British and American cultures are exposed through many different themes and historical events. The experience is based on including many songs that are applied to perform many tasks to reach different goals as revealing different rules which govern the language. Songs are presented in three stages which are pre-study activities, while studying activities and post study activities. This classification may help learners to be involved and interested. The learners will have the opportunity to deal with songs for youth and love, work and play, and war and protest as well.

Selin Yilmaz
ERCICTEL190771

Investigation of Family Functions and Marital Adjustment of Women Who Married by Flirting and Arranged Marriage

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	<p style="text-align: center;">Abstract</p> <p>This research examined the family functions and marital harmony of married women by dating dating married women. The study was modeled according to the descriptive screening model. The data were collected without any changes in the existing characteristics of the participants and the opinions of the subjects were tried to be taken. The research population consists of all married women attending the Art and Vocational Training Course in Sultangazi, Istanbul. The research sample consisted of 109 individuals participating in the Art and Vocational Training Courses of Istanbul Metropolitan Municipality.</p> <p>According to the results of the study, according to the results of the Mann Whitney U test to determine whether the family evaluation function and the marital adjustment scores differ according to the marriage type, no significant difference could be found between the marrying method and the marriages of the marriage process. Model has been found to be statistically significant</p> <p>It shows that there is a positive, moderate and statistically significant relationship between marital adjustment and communication function. There is a positive relationship between family functions and marital adjustment and a moderate level statistically significant relationship. It shows that there is a positive correlation between the function of emotional response from family functions and marital adjustment.</p> <p>There is a positive correlation between the function of showing the interest required from family functions and marital adjustment. There is no statistically significant relationship between marital adjustment and behavior control function. There is a positive correlation between general functions and marital adjustment. His situation can be evaluated as increasing the harmony of marriage when general functions increase.</p> <p>Keywords: Marriage, Marriage, Marriage</p>
 <p>Abdulghani Al-Hattami ERCICTEL1907074</p>	<p style="text-align: center;">Boosting Learners Academic Performance Using Student Centered Approaches</p> <p style="text-align: center;">Abdulghani Al-Hattami</p> <p style="text-align: center;">Education Studies Department, Bahrain Teachers College, University of Bahrain, Sakhir, Bahrain</p> <p style="text-align: center;">Abstract</p> <p>One of the goals of higher education is to empower students to become autonomous, independent learners. To accomplish this objective, it is imperative for instructors to shift their emphasis from teaching to facilitating effective learning and to bolster the concepts of ownership by engaging students in deeper and more meaningful learning experiences. This approach strives to involve learners at higher level of learning, to arouse their interest and curiosity, and to boost their level of engagement and understanding of course material. This study aims to discern the consequences of student centered approaches on students' academic achievement, in vocabulary development, in higher education. The working group for this study comprised of 26 students studying the Foundation Year Program in the English Language Centre at University of Bahrain during the academic year 2018-2019. Student Centered Learning (SCL) based on Robert Gagne's Nine Events of Instruction in conjunction with Bloom's taxonomy of educational objectives were used for this purpose. Prior to using SCL, students were given a pretest to understand their grasp of active and passive vocabulary. At the end of the study, students were evaluated by a post test. The results showed that student centered approaches were successful in boosting retention and transfer of active vocabulary items and effective as techniques towards high academic attainment.</p> <p>Keywords: Student Centered Approaches; Academic Development, Gagne's Theory, Blooms Taxonomy</p>
<p>Dr Irene Muller ERCICTEL1907075</p>	<p style="text-align: center;">Teaching Strategy for the Future Citizen Science as Project-Based Learning in an African Context</p> <p style="text-align: center;">Dr Irene Muller</p> <p style="text-align: center;">School of Mathematics, Science and Technology, Faculty of Education, North West University, Vanderbijlpark, South Africa</p> <p style="text-align: center;">Abstract</p> <p>The infusion of sustainability principles in higher educational curriculum is problematic due to diverse reasons. This paper indicates the incorporation of sustainable practices through a citizen</p>

scientist project in university curriculum, not only empowering participants in campus communities, but beyond. Citizen science values both the input of experts and novices and support communities beyond the walls of lecturing rooms. The focus on project-based learning allows for unique teaching strategies in university classrooms and makes the student the imposter of sustainable principles and skills in real life. This paper will be of value for all who strive to incorporate project-based learning as part of curriculum.

David Jenks
ERCICTEL1907078

Improving Teaching and Learning through Classroom Design

David Jenks
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Abstract

This research directly addresses “What impact do active learning classrooms have on supporting student success?” More specifically, we explore student’s perceptions to identify whether active learning spaces provide a more holistic approach to learning. Data was gathered from Fall 2016 through Fall 2018, incorporating one year pre and post changes in the physical space. This study used a quasi-experimental pre/post-test design that controlled for several variables including course content & learning outcomes, class size, and instructor while measuring the effects of altered physical space and pedagogical adjustments to accommodate the space.



Shin Hayashibara
ERCICTEL1907082

A Comparison of the Happiness of Primary School Students in the Kingdom of Bhutan and In Japan

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Abstract

Bhutan garnered attention by setting ‘Gross National Happiness’ (GNH) as a national policy to support the foundation of the country. The purpose of this study is to investigate whether primary school students in Bhutan are happy and to identify the characteristics of this happiness. The studies compared the happiness of primary school students in Bhutan and Japan. Participants in the investigation were from primary schools and in the 4th to 6th grades. The participants in the study were 48 students of a private primary school in Bhutan, 47 students of a private elementary school in Japan and 50 students of a public elementary school in Japan. The variance analysis was conducted to compare the degree of happiness by school. As a result, the effect between schools was significant ($F(2,142) = 3.99, p < .05$). According to multiple comparisons using Tukey b, ‘Bhutan’ was significantly higher than ‘Japan/Public’ ($p < .05$) in terms of happiness. The tendency of ‘when they are happy?’ shows that the students in Bhutan reported feeling happy in their relationships with people in their daily lives. Likewise, the tendency of ‘what do you want now?’ shows that students in Bhutan want to obtain things in the future, not the present. It was suggested that primary school students in Bhutan were relatively satisfied with what they have presently, and their future dreams and hopes may enhance the present subjective happiness.

Keywords: Happiness, GNH, Bhutan, Primary School



Adusei Ernest Akwasi
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Critics of Ethical Principles and Authorities Behaviours on Educational Management

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Abstract

There are a number of important principles result in school effectiveness and excellence. Based on recent efforts to improve schools and reform education, school leaders and teachers can adapt many of the following principles for improving their own schools and the education of students. The school has a clearly stated mission or set of goals through which the school’s achievements are closely monitored provisions are made for all students, including tutoring for low achievers and enrichment programs for the gifted student as well as teachers and administrators agree on what is good teaching and learning; a general and agreed-upon psychology of learning prevails, emphasis on cognition is balanced with concerns for students’ personal, social, and moral growth; students are taught to be responsible for their behavior. The interests and needs of the individual staff

members are matched with the expectations and norms of the institution (school/school district). The staff has the opportunity to be challenged and creative; there is a sense of professional enrichment and renewal staff development is planned by teachers and administrators to provide opportunities for continuous professional growth, The school environment is safe and healthy; there is a sense of order (and safety) in classrooms and hallways, there is an agreement that standards are needed, but they are not imposed by outside “authorities” or “experts”; rather, they are implemented (or at least modified) by teachers and administrators at the local level. Teachers are treated with respect and as professionals. They are trusted to make important decisions that deal with standards and involve teacher evaluation and accountability. (Jovanova-Mitkovska,2009)
Keywords: Ethical Behaviors, Ethics Leadership, Education Management, Teacher’s Ethic



Nurfitriani Marsuki
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Dream Plan Method: Step Out to Comfort Zone and Achieve Your Dreams

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Abstract

Comfort zone can be the biggest obstacles in the way to achieve a dream. In school, it refers to feeling satisfy in study and know the subjects. When student is quick to feel satisfy with their knowledge, it affects their motivation to engrow their knowledge and it can directly give impact to quality of human resource. Dream Plan Method is a method focusing on character development for students. This method aim to shape student’s motivation to achieve their dreams by allowing them to write their interest and dream in the future. By using this method students can step out to their comfort zone and start to build their character to achieve their dreams.

Keywords: Motivation, Dream, Character, Comfort Zone

Catherine Jenks
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Improving Teaching and Learning through Classroom Design

Catherine Jenks

Office of Institutional Effectiveness and Assessment, University of West Georgia, Carrollton, Georgia, USA

Abstract

This research directly addresses “What impact do active learning classrooms have on supporting student success?” More specifically, we explore student’s perceptions to identify whether active learning spaces provide a more holistic approach to learning. Data was gathered from Fall 2016 through Fall 2018, incorporating one year pre and post changes in the physical space. This study used a quasi-experimental pre/post-test design that controlled for several variables including course content & learning outcomes, class size, and instructor while measuring the effects of altered physical space and pedagogical adjustments to accommodate the space.

Babikir Siddig
ERCICTEL1907090

Exploring The Utilization of the Task-Based Approach on University Students Speaking ability in the English Language

Babikir Siddig

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Abstract

This paper examines the implications of the application of Task-Based Method amongst university students’ English language proficiency. The current learning environment is impacted with teaching and exposing students to the second language given its prevailing benefits. Nevertheless, the problem of the appropriate approach that teachers and students should to foster effective teaching and learning respectively. This study employed a mixed method approach with both quantitative and qualitative analysis utilized to answer the formulated research objectives. 100 research subjects were recruited from the University of Khartoum through convenient sampling. Data collected from the study was analyzed both qualitatively and quantitatively through the SPSS 21.0 and thematic analysis respectively. Results from the t-test and Spearman’s correlation indicated the existing relationship between utilization of Task-Based Method and the university students’ English speaking ability.

Keywords: Task-Based Method, Speaking Ability, Language Fluency, First Language, Second

	<p>Language, English Language</p>
<p>Dr Monika Podkowska ERCICTEL1907093</p>	<p style="text-align: center;">Family as Place for Creating Communicational Skills</p> <p style="text-align: center;">Dr Monika Podkowska Department of Sociology, Division of Social Communication, Warsaw University of Life Sciences - SGGW, Warsaw, Poland</p> <p style="text-align: center;">Dr Iwona Blaszcak Department of Education and Culture, Warsaw University of Life Sciences - SGGW, Warsaw, Poland</p> <p style="text-align: center;">Abstract</p> <p>In the paper the authors points the meaning of the family as a place in which children are taught the principles of communication. The authors outlines the benchmarks of effective communication within family, highlighting not only the importance of language or nonverbal behaviours, but also silence as the basic form of communication used not only for attentive listening, but also for conveying emotions. The authors devoted a special place to communication awareness and the look at interpersonal communication as a meeting with an individual, a unique an exceptional person.</p>
<p>Halil Eksi ERCICTEL1907098</p>	<p style="text-align: center;">Investigation of the Mediating Role of Self-Constructions in Relationships Between Family Climate and Well-Being in University Students</p> <p style="text-align: center;">Halil Eksi Educational Sciences, Marmara University, Turkey</p> <p style="text-align: center;">Abstract</p> <p>The aim of this study is to examine the mediating role of self-constructions in the relationship between family climate and well-being in university students in the framework of Structural Equality Model. It is also aimed to examine family climate, well-being and self-constructions in terms of various demographic variables. The population of the study consists of 25123 students who are active in the academic year of 2018-2019 in Eskişehir Osmangazi University. The sample of the study consisted of 541 students who are active in the Eskişehir Osmangazi University. The data of this study were collected using the personal information form, the Family Climate Scale, the PERMA (Five Dimensional Well-Being) Scale, and the Family Self-Relationship Scale. In order to test the objectives of the study, Independent Groups t Test, ANOVA (One-Way Variance Analysis), Pearson Moments Product Correlation and Path Analysis were used to analyze the data. As a result of the analyzes, it was concluded that the self-concept of mediation between family climate and well-being was mediated. These results were tabulated and finalized.</p> <p>Keywords: Family Climate, Well-Being, Self-Conductions, Road Analysis, University Students</p>
<p>Dr. Aman Kumar ERCICTEL1907102</p>	<p style="text-align: center;">A Study of E-Governance:-Issues and Opportunities</p> <p style="text-align: center;">Dr. Aman Kumar Associate Professor, Dept. of Commerce & Management, Govt. Post Graduate College, Higher Education Commission, Ambala Sadar, Haryana, India</p> <p style="text-align: center;">Abstract</p> <p>Governments and public sector organizations around the world are face with increasing requests to reform their public administration institutions and deliver more efficient and cost effective services, as well as better information and knowledge to their stakeholders. Increasingly governments use information and communication technology, especially Internet and web-based applications, to provide external services to citizens, business and not-for-profit organizations. Related to this, internal government procedures and work methodologies are also undergoing substantial changes. This research provides an overview of the basic theoretical and practical issues of governance regarded as a set of government policies and their practical applications based on the use of ICT tools for strengthening democracy and supporting development. It argues that e-governance, combined with democratic intent makes governments more responsive. Moreover, it can offer a connection with its citizens in order to effectively meet various development challenges and</p>

ultimately, it tends to build a more sustainable future for the benefit of the whole of society and the world in which we live. Although the demand for e-governance comes from the necessity to achieve greater operational efficiency and from a need to provide a better response to citizen's demand for improved public services, the policy externality is that e-governance relates more and more to democracy than to administrative reforms. What we discover is that the politics administration dichotomy is actually related or converging in the sense that it is difficult to have administration in the absence of democracy.



Volkan Incecay
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Design, Implementation and Outcomes of a Peer Observation Process at Tertiary Level: A Peer Observation of Teaching Case

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Abstract

Peer observation of teaching has not become a common practice in higher education institutes in Turkey though its beneficial results have been increasingly reported in other countries where it has been a usual procedure. With this in mind, this article describes the design, implementation, and outcomes of a peer observation process in a language school at a private university in the spring semester of 2018-19 in Istanbul, Turkey. In a one-day preparatory workshop designed and offered by an educational developer (an outside expert) with experience in harmonizing peer observation programs, a native and a non-native English language instructor were paired up. Then, these two instructors observed each other's classes for three rounds. The study gathers its data from the participants' notes kept during observation sessions, transcripts of post-observation meetings, and the participants' reflective diaries. Suggestions for future implementations, insights to the complexity of the phenomenon, and practical implications for further research are provided.

Keywords: Collegiality, Peer Observation of Teaching

Dil Kumari Gurung
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Cultural Gap in Education: Making Education Unresponsive Social Needs

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Abstract

Cultural Gap in Education: Making Education Unresponsive to the Social Needs Nepal's School Sector Reform Program (SSRP) that guided the education development initiatives in the country during the period 2009-15 envisioned that by 2015 "a student has basic life skills to co-exist in the competitive contemporary, global society" (Ministry of Education and Sports, 2008, p. 17). Going further, the Program also noted that its goals are built on "EFA Framework of Action". The global orientation of the reform program was thus very clear. Envisioning to prepare the children for global society and following an EFA framework emphasize the global orientation of Nepali education. The SSRP was not the only plan with global orientation; the first Nepali education development plan prepared in 1955 also had the same orientation. The plan had written "we have become a part of the world, whether we like it or not. We can no longer remain isolated; the world has come to us. How can we meet this world without education?" (Pandey, K.C., & Wood, 1956, p. 83). The global orientation was thus not a new phenomenon in Nepali education and the dream towards becoming international has been there in Nepali education consistently. Continuing with the same dream, SSRP presented the strategy of competitive and contemporary global education for Nepal and Nepalese.

This strong urge towards becoming international needs to be understood both in the national and international contexts. The same 1955 plan had emphasized that education, in the sense of modern school education, was the only available option for achieving a modernized and developed Nepal. Modernization and development therefore have been the prime national agenda in the post 1950 Nepal and the state has adopted the schooled education as one of the key strategies for achieving these goals. Periodic development plans implemented in Nepal have also consistently emphasized the role of education in development. There was even the slogan of 'education for development' (Ministry of Education, 1971). All such enthusiasm on education and development was to convince the people that by going through the modern schooled education they would enjoy the development of international standard. During the 1980s, the country even adopted the slogan of 'Asian

	<p>Standard” (Bista, 1999). The claim was that with the state development policy, the country will arrive at the Asian standard of development – a dream given to the poverty stricken people by the state elites. The implicit objective behind all these efforts towards internationalization of education and development in the country was to legitimize the state authority (Shrestha, 1997, p. 65). It has been argued that the states derive their logic and rationale for authority, power, and privilege by delivering growth and development to its people (Shanin, 1997). The growth of schooling in any country also illustrates the power dynamics among different interest groups in the society. The group that holds the power always tries to design schooling as per their own interest and as their efforts towards easing their ruling process.</p>
<p>Cristen Daligues-Tolentino ERCICTEL1907105</p>	<p style="text-align: center;">Diverse Attachment between Humans and Robots</p> <p style="text-align: center;">Cristen Daligues-Tolentino Junior High School, Lorma Colleges Special Education Schools, San Juan, Philippines</p> <p style="text-align: center;">Abstract</p> <p>Robotics throughout the years, it has become a foundation that continues to open doors to many opportunities that lead to a greater impact in our society. Therefore, it is a must to understand the capabilities of both humans and robots creating a co-operative relationship between them that can strengthen the bond. The main goal of our study is to be able to spread awareness on how robots or automatons can give us an advantage in life, how it can assist us in the things we need to do, especially towards the minority: those who have special needs that can possibly be catered by robots. The theoretical framework is based on how a robot’s behavior can be evaluated by comparing it to another entity which is also capable of social interaction, which, in this case, are PWDs. The process we used for Data Procedures are by using Coding, Thematization and Triangulation. With the data gathered by the researchers, functions and applications of robotics among people with disability were analyzed. The Human Robot Interaction among the perspective of PWD’s such as its relationship and challenges of integration were also effective as it gives them a keen understanding that this could also benefit and help them physically and mentally. We researchers conclude that the interview conducted gave us the opportunity to discover and understand the PWD’s. With this, it serves as a foundation that continues to develop and open doors to many opportunities that lead to a greater impact in our society.</p> <p>Keywords: Robotics, PWDs, Technology, Prosthetics, Impairment</p>
<p>Cloie September Lang-Ay ERCICTEL1907111</p>	<p style="text-align: center;">Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p style="text-align: center;">Cloie September Lang-Ay Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan La Union, Philippines</p> <p style="text-align: center;">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>
<p>Belhadj Belkheir ERCICTEL1907121</p>	<p style="text-align: center;">Subject of the intervention: criminal protectionism of deceptive and misleading advertising</p> <p style="text-align: center;">Belhadj Belkheir</p>

Assistant Professor and President Department of Right, University Center Tindouf, Algeria

Abstract

Commercial advertising in our time has become a basic means of introducing goods and services in the framework of free trade competition. It is a means of marketing and selling. The announcement opens the market to the establishment and facilitates the sale of the product because it creates demand and raises the desire for its origin. One of the factors influencing the choice of the consumer and the most effective means in the hands of the professional in order to bring as many customers (customers).

here is no doubt that false and misleading statements are serious problems in the validity of consent in the electronic contract. The electronic contract, which is concluded remotely, and without the material presence of the parties or the commodity or service under contract, the basic dependence of the buyer - or consumer in general - The sale, the product or the service is the subject of the contract, which is the responsibility of the merchant to advertise about it. Therefore, this declaration has an essential role in the formation of consumer satisfaction.

Because of the low cost of these ads and the possibility of sending them to a large number of consumers, some of the interveners used this feature to achieve their criminal purposes, by deceiving and misleading the consumer, or sending unsolicited mass messages to consumers, or what is known as spam.

Consumer protection has become an important priority in all electronic transactions, especially in the context of commercial information received by the consumer through the Internet to avoid messages sent to him without his desire, so national and international legislation to reduce this criminal phenomenon to the issuance of legal legislation governing the disclosure Electronic commerce, and the establishment of criminal liability in case of violation.

Problematic: In the above, we raise the following dilemma: Are the rules set by the legislator sufficient to protect the consumer from criminal deceptive and misleading advertising?

Search Plan: In order to limit the adequacy of this protection, this study was divided into two sections. The first topic dealt with the concept of deceptive and deceptive commercial advertising, while the second was devoted to criminal protection from deceptive commercial advertising in Algerian legislation and comparative legislation.

Keywords: Consumer, Commercial Advertising, Deceptive Advertising, Protection, Rules



Athanasios Verdis
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The use of narrative resources in a post-graduate course

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Abstract

This work examines the use of language in two classes offered in a Master's course on Career Guiding and Guidance at the Department of Philosophy-Pedagogy-Psychology of University of Athens. The didactic approach in the course was the case method. Students watched two films containing personal narratives of laborers, clerks, social workers, and other professionals who agreed to share their personal stories and experiences in the workplace. The verbal interactions among the instructor and the students were analysed in the framework of Legitimation Code Theory (LCT), a synthesis of Bernsteinian sociolinguistics and Bourdieuan theories of social field. The analysis has shown that a wavelike movement between the communication codes of the films and the codes of the instructor generates what LCT proponents call 'semantic waves'. These waves are 'cumulative codes of knowledge' that allow new ideas and skills to be extended and integrated into existing ideas.

Murad Al Kayed
ERCICTEL1907125

The Impact of Blending Learning Strategies on improving Jordanian EFL Learners' Vocabulary

Murad Al Kayed

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Abstract

The aim of the present study is to investigate the influence of blended learning strategies in improving EFL learners' competence in vocabulary. The sample of the study consists of 50 Jordanian undergraduate students studying English language and Literature at Al Balqa Applied

	<p>University. The participants were divided equally into experimental group and control group. The participants were sat for pre-test and posttest. While the experimental group learned the target vocabulary through blended learning strategies, the control group learned the same vocabulary through traditional way of teaching. The findings of the study showed that the experimental group was a significantly improved compared to control group. The study concluded that blended learning strategy was effective tool to improve students' learning of English vocabulary.</p>
<p>Maria Gregoria Concepcion ERCICTEL1907126</p>	<p>Utilization of TED Talks Videos in Facilitating Lessons in Social Science: Adult Learners in Focus</p> <p>Maria Gregoria Concepcion General Studies Division, Higher Colleges of Technology, Abu Dhabi, United Arab Emirates</p> <p>Abstract</p> <p>With the advancement of technology, teachers are challenged on how they could cope with the academic needs of their students - understanding the lessons in class. This qualitative study focused on the adult learners' experiences on how TED Talks Videos enhanced their understanding of the lessons and gathered their views on how the utilization of the strategy be improved. Results revealed that the students generally like the speakers' professionalism and expertise. However, the length of the videos hindered students' interests and understanding. Moreover, the participants mentioned that the videos' factual information and contextual examples helped them understand the lesson well. They also found the subject teachers' additional explanation on the topic was beneficial. They suggested that background information may be given before the videos may be presented. Variant answers, conclusion, and implications were also presented.</p> <p>Keywords: TED Talks Videos, Social Awareness, Adult Learners</p>
<p>Sila Cha Ra ERCICTEL1907127</p>	<p>A Critical Study on "the Noble Eight Fold Path as a Buddhist Management"</p> <p>Sila Cha Ra Buddhist, Pali University of Sri Lanka, Sri Lanka</p> <p>Abstract</p> <p>The main objective of this paper is to discuss contemporary Buddhism, and its interconnection between modern management system and Buddhist management method explained by the Buddha in the early Nikāya sources. Specially comparative and analytical method of the Buddhist management with modern management systems will be used in this paper. Management is the process which leads to achieve effective goals in human life. This can be applied in Buddhism as management method. The eight fold path is the one of the basic method of Buddhist Management. It is called as the middle way which is the core area of Buddhism. It consists of the right view, right intention, right speech, right action, right livelihood, right effort, right mindfulness and right concentration. Each step has a connection with modern management process. All vision should be there in an organization. Organizations that have right intention could fulfill their social responsibility. Right speech could develop internal and external relationships motivate employees to get their best outcome and maintain customer bond. Right action should be taken to the formulation and implementation of the rule and regulations of a company. Right livelihood is truthful way of advertising products. Right effort should be put to build a constructive work culture and eliminating illegal actions. Right mindfulness helps to adjust to the changes. Right concentration should be used from making objectives and achieving goals.</p> <p>In the critical study on this sense, Noble eight fold path is the Buddhist management that could be able to apply daily human life and able to use to emphasize the connection with modern management systems.</p> <p>Keywords: Human Life, Buddhism, Management, Noble Eight Fold Path</p>
<p>Pui Ling Fung ERCICTEL1907052</p>	<p>The impact of a positive or negative supervisory relationship during clinical placement</p> <p>Pui Ling Fung School of Nursing and Health Studies, Open University of Hong Kong, Hong Kong, China</p> <p>Abstract</p> <p>In previous research, students described two types of supervisory relationship, either a positive or a negative relationship. Hence, it was essential to explore the impact of the supervisory relationship.</p>

Explorative qualitative study design was adopted. Semi-structured interviews were conducted with clinical mentors from the hospitals and nursing institutions, and undergraduate nursing students. Data analysis was conducted and four impacts from supervisory relationships were identified. First, the supervisory relationship influenced the control of learning opportunity. The learning opportunities included supervised practice, the quantity of the clinical practices and observation of special procedures. The supervisory clinical mentors in a positive supervisory relationship were more willing to offer learning opportunities. In contrast, in a negative supervisory relationship, the clinical mentors tended to restrict the students from opportunities for practice. Second, the supervisory relationship may affect the fairness of the assessment. Clinical mentors in a positive supervisory relationship tend to be more lenient in assessment. In contrast, clinical mentors in a negative supervisory relationship tend to set a more stringent standard for their students during assessment. Third, the supervisory relationship may influence the management of students' poor performance. Clinical mentors in a positive supervisory relationship may discuss performance more and give suggestions for improvement to the students. In contrast, clinical mentors may use more vigorous methods to manage students with suboptimal performance, such as placing blame and not offering suggestions for improvement. Finally, a positive supervisory relationship was related to a more pleasant working atmosphere, which could enhance the students' clinical experience. Students with better clinical placement experience were more likely to engage in active learning. When these students encountered a difficulty, they were more likely to approach their clinical mentors for help. To conclude, a better understanding of the impacts of the supervisory relationship could help nursing educators to enhance their students' clinical placement experience through revising the mentorship training process.

Keywords: Clinical Placement, Supervisory Relationship, Clinical Mentoring



Hiroko Miura
ERICTEL1907077

An Approach to help Japanese Students Improve Speaking Skills: Using 15-minute Information Gap Tasks

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Abstract

Japanese people have been told that their oral skills are comparatively poorer than their reading or writing skills. Most students in a University English class only had opportunities to practice the language in classroom. Therefore, it was imperative to set up time for oral communication in their language lesson to improve their speaking skills. Based on this background, about 15 minutes were used for tackling information gap tasks working in pairs in every lesson through the year. They recorded one-minute speeches about determined topics using their smart phones three times: at the very beginning of the course, and at the end of the first and the second semester. After that, the number of the words students uttered in a minute was counted. Also, questionnaires were used to see what they thought about the speaking activities. Then the collected data was analyzed. As a result, the average words in one-minute speeches increased from 30 words to 46 words at the end of the second semester. According to the survey, we found that the students viewed the activities quite favorably and were highly motivated. They believed the practice certainly helped their speaking skills improve. As the students were always in different pairs, they sometimes found new ways to achieve the goal using strategies. Half of the students made richer speech in three straight recordings. A common factor found in such students was that they were the ones who made steady progress even in other assignments. Furthermore, it would be beneficial to determine more precisely which activities the students found most effective to improve their speaking skills, and if their feelings actually corresponded to their production in speeches.

Vladimir Pitchko
ERICTEL1907079

Threshold Barrier Characteristics in University Students Blended Learning Experience

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Dr. Elisabeth Le
University of Alberta, Edmonton, Alberta, Canada

Dr. Brett McCollum
Mount Royal University, Calgary, Alberta, Canada

Abstract

The Blended Learning teaching technique combines the traditional F2F teaching method with a partial online delivery of learning material to students.

The purpose of the research project presented here is to study difficulties students experience in their first university academic year when they are exposed to a new teaching technique. In this specific case, chemistry students are introduced to Blended Learning.

The science students had five blended learning classes in the Introductory to University Chemistry course. Each Blended Learning class was followed by a 15-min in-class quiz and an online questionnaire. Former and current students were also interviewed for their experience with Blended Learning.

The collected data was analyzed through the prism of the threshold barrier concept^{1, 2} which is described by five characteristics: a) transformative; b) probably irreversible; c) integrative; d) often (though not necessarily always) bounded; e) potentially (and possibly inherently) troublesome. Preliminary results showed transformative, irreversible and integrative characteristics in students' experience with Blended Learning.



Jake Madden
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Developing a Process for Data Driven Change to Impact Student Achievement and Build Teacher Capacity

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Abstract

Schools have been caught up in responding to the calls of external accountability. This has challenged school leaders to establish data gathering practices that ultimately lend themselves to creating school wide instructional systems to impact teaching and learning and offer a consistent approach. This paper outlines how school leaders can use a data driven approach to improve teacher performance by developing new pathways for learning and using a literature focused approach as a catalyst for driving new innovation. The paper considers how leaders work with teachers to create a data driven focus (DDF) to intentionally and systematically improve student learning. The paper begins by unpacking the need to understand how leaders create the foundation to develop a DDF as a vehicle to facilitate information about student achievement within the school. This first part of the paper presents the DDF as a 6-step cycle involving 1) developing a desire for change, 2) reflection on data, 3) aligning school programs & curricula, 4) Understanding by Design instructional design and professional development, 5) provision of feedback, and 6) nurturing teacher implementation. The second part reviews how one school, through the focus of improving instruction developed a raised awareness for using curriculum and assessment data to guide decision making. The paper provides rich example of how a school can facilitate and sustain a data-based decision-making culture in schools. The paper concludes that establishing and focusing on the school vision, being data focused, realigning school programs and professional development requirements, to ensuring staff commitment and engaging in targeted leadership practices, being a data-focused school is a possibility for each and every school.

Keywords: Data Driven Change, Teacher Development, School Leadership, School Improvement



Muhammad Faizan
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Striving for Higher Education Quality through Accreditation and Benchmarking of Academic Programs in Pakistan

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Quality Assurance Agency (QAA) - HEC Pakistan, Higher Education Commission (HEC),
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Abstract

Background: Considering the major challenges confronting the higher education sector, seven core strategic aims were prioritized by HEC as part of its reform agenda. Enhancing quality assurance and accreditation was one of them. Setting up national or regional evaluation councils or similar body to carry out accreditation of higher education Institutions, their departments, faculties and programs & disciplines is the way forward to assure the quality of resource delivery in universities and higher education institutions. Rating the institutions and their programs through accreditation councils not only enhances the reliability of the evaluation nationally but will help intuitions to equip with latest international trends.

Introduction: This paper covers some of the key challenges faced during establishments & capacity building of accreditation councils and its relation to quality of academic programs offered in relevant disciplines. It also throws light on institutionalizing accreditation councils for its acceptance and enhanced marketability of the academic programs in the industry. The paper also highlights adaptation of key international & regional best practises for the standardization of higher education in the disciplines of Business, Commerce, Computing, Agriculture, and Teaching Education & Technology. The paper shares lessons learnt for theoretical and empirical development in the accreditation processes with special emphasis on quality of programs.

Methodology & Research Design: The paper assumes pragmatism as a philosophical research paradigm and uses mixed method research as a research strategy. The research covers institutional development & establishment regime for a period covering a period of ten years viz. 2008-2018. Findings present a holistic framework for operationalization of accreditation councils in a multi-disciplinary educational environment.

Findings & Suggestions for future Research: The study finds that establishment and capacity building of accreditation councils in developing economies is still at rudimentary stage but study shows enhanced quality of programs and graduates. Challenges include political will, legal harmony, visionary leadership, good governance, adequate educational framework and long-term vision. Future studies may include issues and challenges faced by accreditation councils in emerging disciplines.

Keywords: Accreditation & Evaluation, Higher Education, Standardization. Developing Nations

Pek Lan Choong
ERCICTEL1907120

Becoming an Ethical and Visionary Leader The insights from middle managers in Singapore Schools

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Kunawathyammal
National Institute of Education, Nanyang Technological University, Singapore

Abstract

Middle managers in schools play multiple roles in schools as key agents of change and empowering teachers (Bush, 2003) and effective middle managers can create processes and pedagogies that will have positive pupil outcomes (Day, Sammons, Hopkins, Leithwood, Harris, Gu, & Brown, 2012). In Singapore, the Leader Growth Model (LGM) framework depicts the expectations of a leader of school in various dimensions, namely ethical leader, visionary leader, educational leader, change leader, network leader and cultural builder and the ministry builds and sharpens these

competencies through reflection and practice (MOE, 2014).
 This paper derived findings from data collected from middle managers of different schools on their learning experiences in development of ethical and visionary leadership. Participants of the study were recruited through convenience sampling (Marshall, 1996) and they are middle managers were students in the Management and Leadership in Schools (MLS) programme in National Institute of Education (NIE). This research study adopted a qualitative approach to collect data from two focussed group discussions. Using NVivo to find recurring keywords in the data and a thorough analysis of the data (Welsh, 2002); the PI, co-PI and research assistants discussed and repeatedly revisited the codes to derive categories for these interpreted codes.
 The findings indicated that the competencies developed are aligned to those defined in the five dimensions of LGM. Majority of participants perceived the ability to role model fairness, self-awareness, clarity of purpose, consistent value alignment, upholding integrity as important traits developed in alignment for ethical leadership. These traits are developed through conversations, discussions, coaching, mentoring and on-the-job working experiences. For visionary leadership, participants postulated their experiences in strategic planning, communication with clarity and sharing vision, self-awareness, having the courage and willingness to take risk as the developmental outcomes. The participants shared their learning on visionary leadership as mainly from on the job learning, day-to-day interactions and sharing sessions. They also indicated that they learnt from their leaders when they role modelled good practices. All these findings implied in both ethical and visionary leadership, middle managers emulated their leadership behaviours from their identified role models and derived learning from on-the-job experiences in planning and decision-making. They suggested platforms for interactions and understanding as being crucial to develop the ethics in leading and the ability to navigate the team to realise a vision. The learning from the role modelling underscore the importance of the leaders that middle managers identified and regarded them as their role models to ensure the values and leadership behaviours learnt are desirable for ethical and visionary leadership in schools. A more deliberate effort in nurturing leaders on the ethical and visionary dimensions of leaders is therefore paramount to ensure they are empowered with the pertinent ethics and vision as middle managers lead teachers in the complex educational landscape.

Keywords: Learning, Ethical and Visionary Leadership Development, Middle Managers

Andreas Strasser
ERCICTEL1907131

Introducing Electrical Engineering to Programming Experienced K-12 Students in a Gently Way

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Abstract

Robots can be broken down into three simple steps: Sense - Control - Act. First of all, the Robot is sensing the environment. Secondly, it is calculating the next moves and in the last step the Robot is actuating Actors such as motors to interact with the environment. In general, students are using existing sensors and actors to build their own projects with well-known platforms such as Arduino, Lego Mindstorms or Raspberry Pi without knowing how these sensors and actors are working inside. For this purpose, a workshop was created in which students can learn the internal electrical structure of these devices.

In this publication, we introduce a novel workshop that introduces basic structure of analog sensors to students. Our workshop will have the special focus on students that are experienced with programming software but have no advanced knowledge in electrical engineering by using SystemC-AMS as a simulation framework. The results of this publication should be used to offer more workshops for programming experienced students to advance their knowledge in electrical engineering by using SystemC-AMS.

Keywords: Engineering Education, Electrical Engineering, SystemCAMS, Analog Sensors



Dr. Merlin Medow
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Towards a Tectonic Shift in AI Integrated Higher Education & Research

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Abstract

Contemporary teaching and learning design in Higher Education (HE) has its glorious march with proven strategies and classic frameworks. However, there are constraints that call for discussion. With the upsurging Artificial Intelligence (AI), the constraints are addressable with AI in HE. Though AI is inevitable, a higher adaptiveness of AI in HE brings in a tectonic shift in teaching methodology and research.

The presentation draws attention to the perspective of contemporary design in HE teaching and learning, with an overview of AI in general and specifically, in education. Focusing on the constraints of the contemporary HE teaching and learning, and the need for innovation towards an AI enabled HE, the emerging eco-system for AI is also emphasized. A capsule of the Innovation highlights the real time project with a thematical discussion on its incubation. This innovative idea has been presented and acknowledged at the EdExQatar2019, an innovative-educator platform.

Keywords: Artificial Intelligence in Higher Education, Research Repository, Tectonic shift in HE Methodologies, Knowledge Clone

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Disaster Readiness of Pre School Department of LORMA Basic Education Schools

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Marah Joy G. Gaboy

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Abstract

Natural hazards are an issue of great concern in the Philippines due to their social, environmental and economic impacts. LORMA Colleges San Juan Campus is located beside the Urbiztondo beach and near the Tubao fault, which is still classified as an active fault. With that, the researchers propose an action plan regarding the said issue. The researchers aims to answer the following questions: (a.) What are the Disaster Readiness Activities of Lorma Pre School Department? (b.) What is the level of disaster readiness of Pre School Department? (c.) How can Learning Materials affect the Disaster Readiness of Pre School Department? In gathering the data, the researchers were able to conduct a semi-structured interview, and thematization was used to analyze the data. The primary respondents of this study are the faculty and staff of LORMA Pre School Department. The results show that LORMA Pre School Department does conduct Disaster Readiness Activities limited to Fire and Earthquake Drills only. Moreover, the department integrates disaster readiness lessons through different subjects. To sum up, the researchers found out that majority of them responded that the department is ready and prepared when a disaster struck, and one respondent recommended to have more training and drills that are needed to be conducted to improve their skill. The respondents conveyed that earthquake drill and fire drill are the foremost pieces of training/stimulations wherein the pre-school students have limited knowledge regarding the

	<p>activities. Nevertheless, learning materials found in their classroom can be a tool to save oneself. Keywords: Natural Hazards; Disaster Readiness; Earthquake; Fire; Learning Materials</p>
<p>Santosh Gautam ERCICTEL1907137</p>	<p style="text-align: center;">Role of Teachers in Culturally Responsive Pedagogy: An Auto/Ethnographic Gaze</p> <p style="text-align: center;">Santosh Gautam Department of Education, Tribhuvan University, Kathmandu, Nepal</p> <p style="text-align: center;">Abstract</p> <p>In this paper I have presented the perceptions and experiences of teachers on culturally responsive pedagogy in private schools of Nepal. I have explored the lived experiences of teachers digging out ways they address the learning needs of students from diverse cultural background. I have also explored the methods they adopt in classrooms to use resources available with multicultural students and their efforts to enable students to succeed academically, maintaining a level of cultural purity. Similarly I have excavated what teachers do to address unjust practices, inequalities and discriminations existing in societies through teaching learning activities. I have turned my lens of inquiry towards my own lived experiences as well.</p> <p>This research has been carried out as an auto/ethnographic study under transformative research paradigm. Dialectical logic, poetic logic, metaphorical logic, and narrative logic and some non-linguistic genres like cartoons, photos etc. have been used with a view to strengthening articulation. They have enabled the researcher to transcend the frontiers of traditional modes of expressions and also to break free from the captivities of traditional research thereby enabling to move towards more encompassing, creative, critical, illuminating and emergent articulation capable of capturing the complexities of culturally responsive pedagogy.</p> <p>The teachers state that they have realized the importance of the shift of approach from traditional teacher centered one way traffic to more student centered, differentiated and group work, project and research focused. They try to generate knowledge from the knowledge and lived experiences of students and also from their own experiences. They try to include local cultural issues in their teaching thereby trying to contextualize their teaching. However despite the realization of change and some steps taken to make the approaches culturally responsive they still lack training and enough support from school management and educational agencies to make their approach result oriented.</p>
<p>Janna Ruby Sibaen ERCICTEL1907144</p>	<p style="text-align: center;">Lived Experiences of Visually Impaired Working Mothers on Child Rearing</p> <p style="text-align: center;">William Go Basic Education Department, Lorma Colleges, Philippines</p> <p style="text-align: center;">Danica Layda Basic Education Department, Lorma Colleges, Philippines</p> <p style="text-align: center;">Janna Ruby Sibaen Basic Education Department, Lorma Colleges, Philippines</p> <p style="text-align: center;">Abstract</p> <p>Visual impairment is a decreased ability to see it intervene in human function. In cases of mothers who has this disability can hardly be able to do works without guidance and most of all rearing a child. Visual Impairment comes with different challenges in one's life. In this study, these are the working mothers who have visual difficulties with responsibilities in work and in rearing a child. This study specifically aims to discover the challenges and coping mechanics of visually impaired working mothers on child rearing. Semi-structured in-depth interviews were used and the gathered data from the participants were transcribed and analyzed through Thematization. "Close nurturers" was the overarching theme extracted from the experience of mothers who are blind, which emerged from four themes: monitoring by alternative senses, discovering the child's intentions, parenting anxiety, and deficits in communication. Their transition to parenthood seems relatively conventional despite their visual impairment, and mothers have mostly "detached" attachment representations, with a need for independence. However, the need for social support proves to be of great importance.</p> <p>Keywords: Visual Impairment, Working Mothers, Coping Mechanism, Rearing</p>

<p>Alufohai, Peace Joan ERCICTEL1907134</p>	<p>Assessment of the Implementation of the Oral Aspect of French Curriculum of Upper Basic of Level Students in Edo South Senatorial district of Edo South Senatorial District, Nigeria</p> <p>Alufohai, Peace Joan (Ph.D) Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma-Nigeria</p> <p>Abstract The study assessed the implementation of the practical component of French curriculum in upper basic level in Edo south senatorial district of Edo state, Nigeria. Four research questions were raised and two hypotheses were formulated to guide the study. The study adopted the descriptive survey research design. The sample comprised 14 teachers and two hundred and fifty three (253) students drawn from the public and private secondary schools in Edo south senatorial district of the state. The purposive sampling technique was used to select teachers while the students were selected using the random sampling technique. A checklist titled: Oral French Facilities Checklist (OFFC) and a questionnaire titled: Oral French Lesson Frequency Questionnaire (OFLFQ) was used to collect data for the study. The data collected were analyzed using percentages, means and one way-ANOVA statistics. The hypotheses were tested at 0.05 level of significance. The results of analysis revealed that among others that the availability of French laboratory facilities in the schools was inadequate for effective implementation of oral French curriculum. The teachers' qualification was significant in the effective implementation of oral French curriculum in schools. Based on the findings recommendations were made amongst which is that government should make provisions for adequate French laboratory facilities for the effective implementation of the oral French curriculum. Keywords: Implementation, Oral French, Curriculum</p>
<p>Drexylle Ebueza ERCICTEL1907147</p>	<p>Redefining the Leaving Process of the Junior High School Faculty</p> <p>Drexylle Ebueza Junior High School Department, Lorma Colleges Special Science High School, Philippines</p> <p>Abstract The unsettling mix of sadness and joy you're feeling is normal. Leaving somewhere you grew to love for something new feels wrong, but just know that it's for the best, and it's what you have to do. Teachers are the ones who create the interest of every student in order for them to develop. The ideal manner why teachers stay in their institution because of the outstanding support of the authorities/organization, and they are used to teach students with high standards of learning. However, Teachers also need to enhance and improve their practices that's why they leave the institution to find better opportunities with their profession. This research aimed specifically the unique experiences and the reasons why former faculty members from Private Schools in La Union left the institution regardless how they did they deal with the authority/organization, how they dealt with their personality towards work and the learning experiences from their former institution. This descriptive research used unstructured interviewing as the main component to gather data to derive an accurate result with the objective to redefine the leaving process and to describe their unique learning experiences. 3 Faculty members from Lorma College Special Science High School, 8 respondents from Saint Louis College and 7 respondents from La Union Cultural Institute from year 2016-2018 were interviewed Through a questionnaire. Furthermore, it is undeniable that teachers leave the institution because of the lack of support from the institution. Teachers also claimed that they find their working environment stressful due to the unsettling issues to their co-workers and the behavior of the students. Keywords: Professional Development, Job Transfer, Teacher Retention</p>
<p>Fatemeh Miraki ERCICTEL1907149</p>	<p>Generalizability Validity Assessment of TOEFL iBT Tests</p> <p>Fatemeh Miraki Department of English, University of Yasuj, Yasuj, Iran</p> <p>Goudarz Alibakhshi Associate Professor of Applied Linguistics, Yasuj University, Iran</p>

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Abstract

Bachman and Palmer (1996) pointed out that generalizability validity deals with the performance assessment. That is, the score interpretation should not be limited to the sample under investigation, but be generalizable to the construct domain more broadly (Messik, 1996). Despite the importance of generalizability validity, quite a few studies have been carried out to investigate TOEFL iBT in terms of this test characteristic. The present study was an attempt to investigate the extent to which such tests findings are generalizable. In order to accomplish this, 110 TOEFL iBT test takers (majoring in different fields) and TOEFL iBT instructors were selected through convenience sampling. The generalizability instruments, developed and evaluated by Aalibakhshi, et. al. (2010), were administered to collect data for this study. The data were submitted to SPSS (version 17) to be analyzed. The gathered data were analyzed through descriptive statistics including, frequency, mean, SD and inferential statistics including, one sample t-test and linear regression analysis (enter method). The findings of generalizability instrument conveyed that the participants' scores on TOEFL iBT could not significantly predict the test takers' scores on academic listening and speaking skills; i.e. it was not successfully generalizable to a broader domain, regarding these two skills.

Keywords: Assessment, Construct Validity, Generalizability Validity, TOEFL iBT

Learning Patterns and Academic Engagement of Kuwaiti Students: A Cultural Perspective

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Abstract

This study was aimed to analyze the relationship between the learning patterns and academic engagement. The participants were 81 undergraduates from a private Engineering and Business College in Kuwait who were asked to complete the Inventory of Learning Styles (ILS) and Student Engagement Inventory- College Version (SEI-C). The data were analyzed via correlation analysis, using SPSS statistical package. The results showed that student's learning patterns were associated with student's type of engagement to learn. In this respect, teacher-student relationship (TSR) was positively related with meaning- and reproduction-directed pattern. Control and relevance of schoolwork (CRS) and future goals (FGA) were related to all patterns, except for the undirected pattern (UD). Conversely, UD and RD pattern were related to peer support. Finally, the GPA was related with an application-directed pattern, only. Due to lack of previous studies on learning patterns in such a homogenous Muslim educational environment, the above results from a cultural perspective are discussed.

Keywords: academic engagement, learning patterns, student learning, cultural influences.



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6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
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- 8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon
- 9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore
- 10th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Bali
- 11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest
- 12th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 July, Mauritius
- 13th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 July, Bangkok
- 14th ICTEL 2019 – International Conference on Teaching, Education & Learning, 29-30 July, Barcelona
- 15th ICTEL 2019 – International Conference on Teaching, Education & Learning, 05-06 August, Istanbul
- 16th ICTEL 2019 – International Conference on Teaching, Education & Learning, 27-28 August, Rome
- 17th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 September, London
- 18th ICTEL 2019 – International Conference on Teaching, Education & Learning, 17-18 September, Jakarta
- 19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong
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- 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague
- 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok
- 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore
- 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai
- 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
- 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali
- 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

