Conference Proceedings

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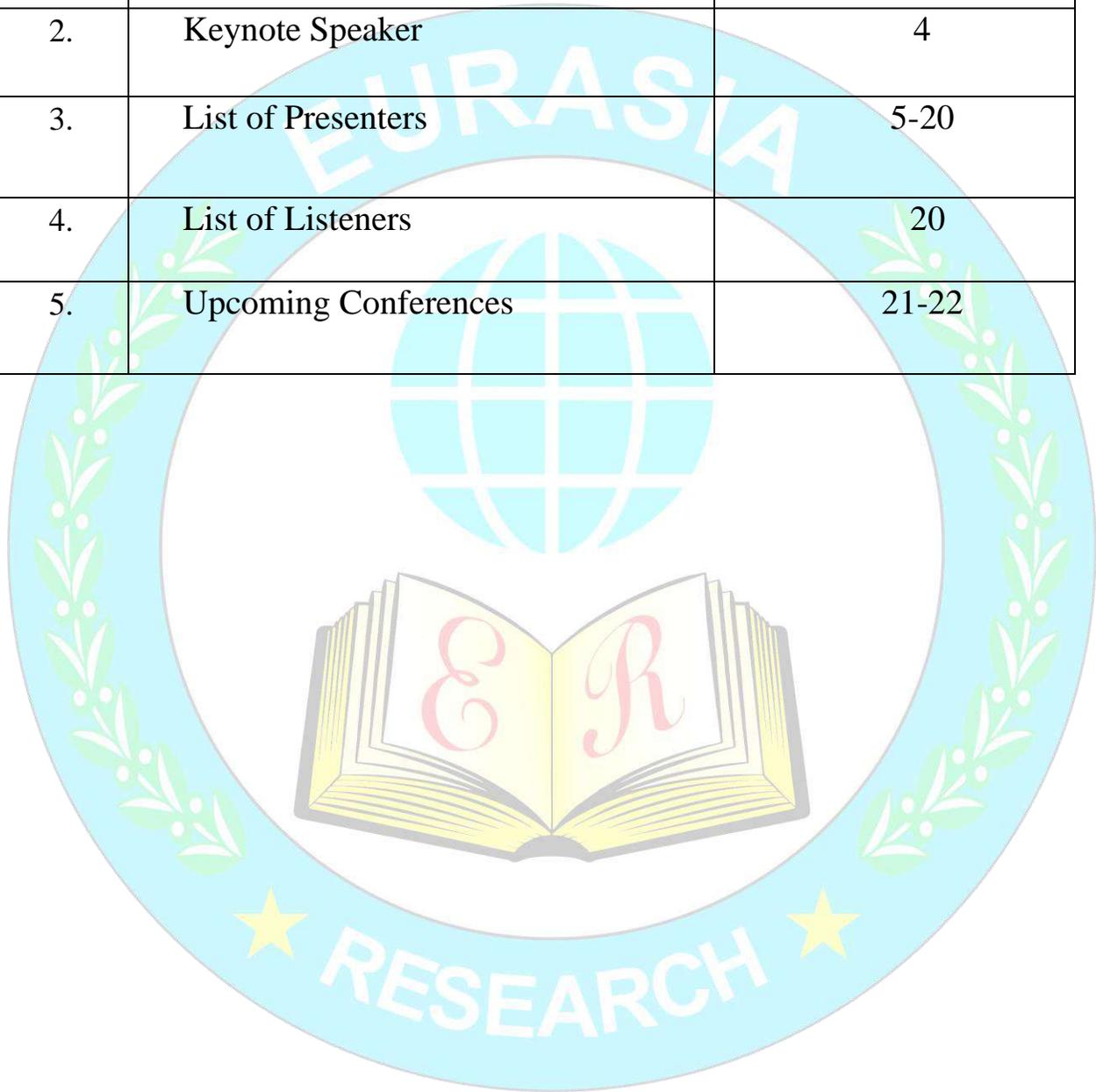Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

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Preface:

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KEYNOTE SPEAKER

Dr. Arthur McNeill

Adjunct Professor, Global Citizenship and Languages Program, Webster University, Thailand

Topic: The Global Expansion of English Medium Education and Implications for English Language Teaching

Dr. Arthur McNeill is an adjunct professor of the Global Citizenship and Languages program, Webster University Thailand. Before moving to Thailand in 2017, he was Director of the Center for Language Education and Associate Dean of Humanities and Social Science at the Hong Kong University of Science and Technology (HKUST). Previous appointments include Associate Professor of Education Studies at Hong Kong Baptist University and Head of TESOL at Edinburgh University's Moray House School of Education. Among his recent publications are the co-edited book, Working Memory in Second Language Acquisition and Processing (Multilingual Matters) and the co-authored on-line course, English for Academic Study (Epigeum-Oxford University Press).

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PRESENTERS

The development of PISA type Question Based On local culture for Junior high school Students

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Abstract

The ability of Literacy at junior high school students in Indonesia is still low especially in Padangsidimpuan that can be seen from implementation of OM-BL (Literacy Based Mathematics Olympiad) 2017 on March 16th, 2017. In connection with the linkage, it is important to develop question that can measure the ability and the most appropriate technique is the PISA type question Based On local culture, the development of this PISA type question is important because of the development of science and technology that is not impossible if not done will result the level of students ability will more decline from the now worrisome. Departing from the phenomenon, the specific target that want to be achieved is to contribute thoughts on how to create a valid and practical PISA type question to measure the ability of mathematical communication. Thus, with the PISA type question Based On local culture, student will be helped in sharpening their ability of communication and used to answer the questions of PISA type that is included to the category of high-order thinking. The method that is used is the research of 4-D model development that consist of 4 development phase, that is define, design, develop, and dessimenate. And the final phase is to make a report about the question that have been developed and how the measurement results of students' mathematical communication.

Mai Kamal
ERCICTEL1914052

A Reflective Based Program for Developing Graduate Students' Academic Writing at the Faculties of Education

Mai Kamal

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Abstract

Regardless of the level of proficiency of English language among graduate students in Egyptian public universities, most of them struggle to produce rigorous academic text, such as: research proposals, research articles, or a thesis. While academic writing is an essential asset for professional academic development, it has been shown that this type of writing skill has been difficult for these students to master. This research aimed at designing and testing a reflective-based program whose purpose is facilitate acquiring the main academic writing and critical thinking skills for students in Egyptian public universities. This program will be based on reflective teaching methods. Its effectiveness will be measured based on a coherent approach, with specific criteria to measure the quality of the students' academic writing skills and their overall scholarly performance. A total of 30 male and female EFL graduate student teachers participated in this study. This is a mixed-method quasi experimental research which will employ both qualitative and quantitative research methods. The instruments used to conduct this study were a pre-post-test, an academic writing rubric, and a reflective journal. The collected data was analyzed using T-test in all its parametric cases. The findings from this research will potentially be of significant benefit for a wide swath of students in Egyptian public universities.
Keywords: Academic Writing Skills, Reflective Teaching, Reflective Journals

Dr. Akbar Salehi
ERCICTEL1914053

Teacher & Student interactions and characteristics from Critical Theorists School

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Abstract
In recent years, critical thinkers have done serious discussions in education and other fields in our lives like social, cultural, political and Economical. This paper is going to consider some of critical thinkers' theories in order to clarify teacher and student interactions in education. The research is type of fundamental and qualitative study which frames teacher and student interactions by means of descriptive– analytical method. Accordingly, we introduce critical teacher as a teacher who includes specific characteristics like emancipation, critical nature and openness. The afore mentioned teacher attends the role of culture in human life and he resists reproduced by the regime. He is someone who provides the way for public hearing; in addition, he teaches his students how to resist domination. On the other side, student in this school won't be dominated by the regime by means of its essential tools as probe and questioning. Student has been taught to hear everyone regardless of race, religion and social class. Finally, this paper proposes applying these ideas for educational systems in formal and operational ways.
Keywords: Critical School, Critical Theorists, Teacher - Student Relationship, Emancipation

Klara Nazmutdinova
ERCICTEL1914054

Svetlana Khan
ERCICTEL1914054

In-Service EFL Teacher Preparation: Challenges, Solutions and Future Perspectives

Klara Nazmutdinova
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Svetlana Khan
Head of the Department, National Research Center for Developing Innovative Methods in Teaching Foreign Languages

Abstract
In-service English teacher development remains a crucial domain of the ELT (English language teaching) field in countries like Uzbekistan where English is a foreign language. The literature review shows that there were not many investigations in this particular field done in the world. We found out there has been done a substantial research on the quality of pre-service English teacher training programs that prepare future EFL teachers. We believe it creates a big gap in the research field and it encourages us to investigate the quality of in-service EFL teacher preparation programs, which are of crucial importance for practicing EFL teachers as well as educational administration and governmental educational representatives and organizations.
The research also shows that programs designed to train in-service EFL teachers are not always successful. In recent research by Goksoy (2014), it was found that many teachers participating in a similar program activities were dissatisfied (as qtd in Yolcu, 2017, p. 919). Moreover, Karasolak, Tanriseven and Yavuz-Konakman (2012) found that the teachers had a negative attitude towards in-service teacher training programs (as qtd in Yolcu, 2017, p. 919).
The presenters will share the research results which they found out. The first presenter will present the results of the literature review shading light on how other investigators evaluated similar programs in other countries, what criteria they used for evaluation and what results they found. She will categorize the main challenges the teachers face during the in-service EFL teacher training programs. The second presenter will summarize the main ideas and present possible solutions from the investigated research to overcome the challenges related to this kind of programs. Also, she will speak about the practical application of the findings that will help to administrators of in-service EFL teacher training programs to be effective. Results from this study may help shed light on organization of effective in-service EFL teacher training programs.
Keywords: In-Service Teacher Preparation, Teacher Training, EFL Teachers

Patience Kelebogile Nkalane
ERCICTEL1914055

Performance of grade 10-12 learners in Accounting subject

Patience Kelebogile Nkalane

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Abstract
The goal of this research study was to understand the use of learner-centred approaches in teaching Accounting to enhance performance of learners at high schools (Grades 10-12). The teaching of Accounting in high schools is facing challenges. The Department of Education, through many curriculum implementations and revisions, has introduced a new approach to teaching as outlined in the National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS). This policy, as with previous ones, emphasises a change in teaching pedagogy emphasising learner-centred approaches in contrast to the traditional teacher-centred approaches which favour rote learning. The Department aims at developing learners who can develop knowledge and skills, thinking critical and creative thinking, working as an individual or a member of a team, organising and managing oneself and activities responsibly and effectively, colleting, analysing, organising and critically evaluating information, communicating effectively, using science and technology effective (DBE, 2011:5) in order to be able to adapt to the requirements of the commercial industries. A qualitative approach together with an interpretive perspective to examine the themes. Four high schools, four Accounting teachers and four Heads of Department were selected from the Ximhungwe circuit in Bohlabela District in Bushbuckridge. Data was collected through observations and interviews triangulated by researcher field noted. The finding reveal how the Economic and Management Sciences curriculum has a negative effect on the teaching of Accounting in the higher grades of 10-12, by not developing a solid foundation for the subject. The study revealed that school, parent and learner-based challenges contribute to a poor/negative perception of Accounting and the high failure rates. Thus the learner-centred approaches can improve teaching and learning of Accounting.
Keywords: Curriculum, Learners, Learner-centred approach, Learner performance, Teaching methods, Learner assessment

Saima Bhaur
ERCICTEL1914056

Intervention-based Language Teaching in the Mixed Ability Class Rooms

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Abstract
This study explores the role of language teaching interventions which are introduced in the course content, design and implementation process to make language acquisition effective for the learners at the university level. This study employs action research and collects data through instructor-administered pre and post tests and a semi-structured interview schedule which was designed for the instructors. Stufflebeam's model based on CIPP - context, input, process, and product (1971) - was used to study the data results. The findings of the data suggest that there are improved higher order skills among the learners and enhanced concept clarity about the target language. The research recommends that teaching interventions should continue for further enhanced learning and language acquisition in the requisite identified areas.
Keywords: Language Intervention, Action Research, Mixed Ability, Teaching Methods

Implementing Augmented Reality in Learning

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Ajit Singh
ERCICTEL1914063

Abstract
Technologies are changing and ever growing. One of the newest developing technologies is augmented reality (AR), which can be applied to many different existing technologies, such as: computers, tablets, and smartphones. AR technology can also be utilized through wearable components, for example, glasses. Throughout this paper review on AR the following aspects are discussed at length: research explored, theoretical foundations, applications in education, challenges, reactions, and implications. Several different types of AR devices and applications are discussed at length, and an in-depth analysis is done on several studies that have implemented AR technology in an educational setting.
Keywords: Augmented Reality, Learning and Developement, Educator, Flow Theory, Just-in-Time

	Learning
Nur Yaumil Awaliah ERCICTEL1914065	**Analysis of Student Interest in Chemical Learning Process in the Man 1 Yogyakarta Old Olympic Class** **Nur Yaumil Awaliah** Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia **Annisa Chiyarotul Wardah** Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia **Nabih Ahmad Kamal** Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia **Yoni Romika** Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia **Abstract** This qualitative descriptive study aims to determine the interest of students in the process of learning chemistry in the MAN 1 Yogyakarta Olympics class. The results of this study state students' lack of interest in the learning process that has been applied. This is evidenced by the results of the questionnair ee analysis by students regarding the learning process that has been applied and the results of observations done by three observers. Open questionnaires consist of four items of questions, namely: (1) the learning process, (2) student responses, (3) the things that are most liked by students, and (4) the most disliked students in the chemistrylearning process which is applied. The observation sheet contains indicators of student interest which consist of sub-indicators, namely the movement power and affective experience of students in the learning process. Based on the results of this study, it is recommended to innovate a fun learning method that is through joyful learning in hopes of increasing interest in olympiad class students in the process of chemistry learning. Keywords: Chemistry Learning, Joyful Learning, Olympiade Class, Qualitative Descriptive, Student's Interest
Johara Indrawati ERCICTEL1914066	**Virtual English Debate: A Teaching Strategy to Enhance Verbal Communication Skill in Facing Society 5.0** **Johara Indrawati** English Language Education Department, State University of Yogyakarta, Indonesia **Setyabudi Indartono** English Language Education Department, State University of Yogyakarta, Indonesia **Abstract** This study is aimed at improving verbal communication skills with the use of virtual English debate. Nowadays, society 5.0 is enforced to speak English because they will always be connected with technology and society at large. E-learning is used in this study to support teaching and learning activity. Virtual English debate is presented to help learners master verbal communication skills. Classroom action research is applied in this study where the data are analyzed by using quantitative and qualitative approaches. 60 students from the eleventh grade of senior high school in Yogyakarta participate in this research. Virtual English debate is conducted through youtube. The learners should debate alternately and upload it to youtube while the others are commenting in the comment column. This study uses two cycles. Cycle one needs to be improved because the learners do not familiar with youtube. The result indicates that virtual English debate can improve verbal communication skills seen from the result of pre-test and post-test. Limitation and future research are discussed. Keywords: Debate, E-learning, Teaching Strategy, Communication Skill, Society 5.0

Listen or lose: Prioritising the difficulties of listening comprehension of IELTS students in Bangladesh

S M Akramul Kabir
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**S M Akramul Kabir
ERCICTEL1914067**

Abstract

Being a core language skill, listening skill is tested in IELTS examination. The purpose of this study was to explore the difficulties in comprehending IELTS listening tasks experienced by Bangladeshi students, and how to deal with these difficulties. This study was administered to IELTS preparatory students at an IDP affiliated preparatory centre in Bangladesh. A multi-method research design was used. A survey of 122 students was conducted which was underpinned by interviews of IELTS trainers and high-scoring experienced IELTS test-takers in order to identify the difficulties of the students. The findings from this study are that the main causes of difficulty for the students are their inability to recognize known words due to unfamiliarity of accents and speed, their lack of vocabulary knowledge. These difficulties are particularly evident when students listen to a previously unknown topic in IELTS. This study suggests some strategies that Bangladeshi students could follow to deal with their listening difficulties in preparing for IELTS listening test.
Keywords: Listening Comprehension, IELTS Listening, Bangladeshi IELTS Students, IELTS Preparation.

**Mariano Rafael Florentino
ERCICTEL1914068**

Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines

Mariano Rafael Florentino
Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines

Abstract

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.
Keywords: Tourism, Technology, Culture, Identity, Globalization

**Patricia Liana M. Ramo
ERCICTEL1914069**

Using Online Platforms as an Extension of Learning – An Instructor's Perspective

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Institute of Arts and Sciences, Far Eastern University, Manila City, Philippines

Abstract

Media and technology applications, particularly online platforms, have been widely used in the classroom. Learners exhibit a more positive attitude towards their learning experience when instruction includes technology. On the other hand, instructors are challenged to innovate curricula to include the use of various electronic and digital materials. Previous studies regarding the application of online platforms have revealed various benefits in the area of convenience and ease in disseminating information from both the perspective of the learners and the instructor. (what is the gap in the research? Add that here) This research employed Social Information Processing Theory by Walther (2008) in the analysis of a semi-structured interview with a participant regarding her

perceptions of how an online platform affects the communication process between the instructor and the learners. The data gathered and analyzed reveals that communication in an online platform is diversified, and that online platforms provide an extension of the traditional learning environment. This research implies that users of online platforms use such technology for an improvement in both the teaching and learning experience of the instructor and the learners.

Keywords: Online Platform, Verbal Cues, Asynchronous Communication

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Judith M. Spieth Justice
ERCICTEL1914070

Identify, Intervene, and Advocate: Human Service Workers for Youth Sex Trafficking Victims

Judith M. Spieth Justice
Professor, Graduate School Counselor Director, Indiana Wesleyan University Division of Graduate Counseling, United States of America

Amanda J. Rockinson-Szapkiw
Associate Professor, Liberty University

Lucinda S. Spaulding
Associate Professor, Liberty University

Delila Owens
The University of Akron

Abstract

This manuscript orients human service workers to sex trafficking issues by providing a synthesis of available literature as it relates to victims. This paper addresses the definition and prevalence of sex trafficking, characteristics of youth who are vulnerable, traffickers' targeting, recruitment, and coercion techniques. In addition, recommendations present human service workers information on identifying factors, post-traumatic stress disorder, intervening, and advocating for sex trafficking victims.

Keywords: Sex Trafficking, Post-Traumatic Stress Disorder, Sexual Abuse, Adolescent Sex Trafficking, Youth Sex Trafficking

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Min Kumar Tamang
ERCICTEL1914071

Bench marking Practices of University's Teacher: A Case from Nepal

Min Kumar Tamang
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Parbat Dhungana

Abstract

The purpose of this paper is to explore the practices of benchmarking of teacher competencies in the higher educational institutions in Nepal. The amalgamated paper reviews on practices of benchmarking for Higher Education (HE) teacher among different institution(s) in Nepal; and finds teacher's professional skills, levels of formal qualification of teachers including content knowledge, professional aspiration, developing thirst for innovations and 21st -century teaching skills and its transference to learners as accepted areas to define their competencies. Subsequent exploration of practices, experiences of engaged professionals helped us to define the reality that enable the teacher to enter HE services in Nepal.

The study reveals all Universities have set criterion to be fulfilled to enter HE teaching that includes; minimum formal academic years of learning (degree), professional experiences including publications (evidence), and required content knowledge and pedagogical skills (audited through exam). In addition, 'acceptance' among students, and higher social capital the 'political linkage' were two non-specified area with noted privilege for candidate to join University teaching. These insights signal a need for concisely defined competency framework for a conflict free community of practice.

Keywords: Teaching Competencies, Pedagogical Knowledge, Level of Qualification, Professional Skills and Knowledge

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Santosh Gautam
ERCICTEL1914072

Teachers' Role in Culturally Responsive Pedagogy: An Auto/ethnographic gaze

Santosh Gautam
Department of Education, Tribhuvan University, Kathmandu, Nepal

Abstract

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.

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.

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.

Dr Mamta Singh **ERCICTEL1914074**	**Essentiality of Professional Ethics for Teachers** **Dr Mamta Singh** **Education, Agra college, Agra, India** **Abstract** **Considering the fact that students spend the great part of their life at school one may come to conclusion that schools contribute significantly into overall quality of students' lives. no wonder that personality of a teacher is of crucial importance, moreover, some teacher turn into extremely important people for the hole life due to the impact they make while teaching, it is good f this impact is positive and brings motivation for student , however , its sometimes happens that teachers manage to spoil not only mood of a student but intrude into internal world , leaving unpleasant vestige there. That is why the statement that, "what the teacher is , is more important than what he teaches", expressed by kral manninger is really truthful . question of teacher's ethics has been on the agenda since teachers appeared and it is still important to talk about that . Teachers are endowed with the responsibility for training the future citizens of the nation. Kothari Commission has rightly considered teachers as builders of nation. Hence, teachers need to adhere to certain rules and norms to maintain the purity and essence of the teaching profession.**
Ishrat Jaha Chaudhury **ERCICTEL1914078**	**Influence of Digital Devices on Academic Activities of the Students in Bangladesh** **Ishrat Jaha Chaudhury** **House # 516/4, Road # 10, Baridhara DOHS, Dhaka, Bangladesh** **Abstract** **Digital devices mean any electronic technology including assistive technologies that students, teachers and researchers use to support their study, teaching and research. These devices are also influencing the academic activities and research of the university students. The academic institutions and its libraries are also introducing digital equipments and digitizing its resources, making digital devices enable operations and services to cope with the necessities and demands of the academician. The main purpose of this study is to identify the influence of digital devices in**

academic activities of the students in two university libraries in Bangladesh. The study used structured questionnaire survey method for collecting data. The researcher distributed 300 questionnaires among the students of the universities and got back 200 duly filled out questionnaires in April 2019. It revealed that the most popular digital devices which have been using by the students are- desktop computers, laptop computers, mobile phones (smart phones), tablet computers, storage devices like flash drives, input devices such as scanners, output devices for example printers, speakers etc. They maintain their daily academic activities with the digital devices and believe that it have been improving their academic results. The most of the students use online library resources through these devices and less interest to go with traditional information resources. They suggested that the digital devices should be implemented in every academic activity for enhancing quality of education and research out of the academic institutions in Bangladesh.

Keywords: Digital Devices, Academic Library, Digital Library, Bangladesh.

Janna Ruby Sibaen
ERCICTEL1914079

Lived Experiences of Visually Impaired Working Mothers on Child Rearing

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William Go
Basic Education Department, Lorma Colleges, Philippines

Danica Layda
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Abstract

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.

Keywords: Visual Impairment, Working Mothers, Coping Mechanism, Rearing

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Hang Zhang
ERCICTEL1914083

Co-creating Learning Experience Through Edutainment

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John Romel Uy, Ed.M., A.L.M.
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Abstract

Many educators and researchers have emphasized the importance of co-creating learning experience as education has changed from disseminating content knowledge to creating and co-creating shared learning experiences. With today's advancing technology advancement and availability of content and domain knowledge on all different subjects on the internet, it has become challenging to educators that the attention span of most young learners is also getting shorter. The term "edutainment", originated from video games with some educational features, now takes on a new meaning when educators incorporate elements/features of "entertainment" such as humor, plot/suspense, dramatic elements, gaming, and scenarios, to sustain the interest level and attention of the learners.

Increasingly, the skills required of today's educators are not only mastery of content knowledge but

also the ability to build instruction and curriculum with the structures and strategies that create spontaneous learning opportunities. The presentation draws upon recent research on brain technology, illustrated with examples from the presenters' research and teaching of Study Strategies, Time Management, Business Chinese, Classical Chinese and Advanced Chinese to share strategies that have enhanced learning experience. Based on empirical observations, the researchers find that co-created learning experience has led to voluntary, spontaneous learning that sustained the interest level longer and more student-initiated curriculum. Future research may further quantify the proficiency gain of content knowledge from co-created learning experience through these strategies.

Keywords: Experiential Learning, Gaming, Scenario-based, Co-Creation, Edutainment

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John Romel
ERCICTEL1914084

Transforming the Use of Videos in the Classroom

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Hang Zhang, Ph.D.
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Abstract

Videos for classroom learning have never been more available or accessible to teachers. Using videos effectively in the classroom requires more than simply pressing play. While active viewing is a great way to get students to comprehend what they watch, it is not enough. To maximize learning, students need to be active and reactive viewers---comprehending and critiquing, reading and reacting, getting and giving knowledge. When it comes to videos in the classroom, students should not just get it. They should also have something to say about it.

In this interactive presentation, the participants will take part in a live class demonstration to experience how videos should be used in the classroom. They will be participating as students and able to observe directly the techniques and different strategies the facilitators will employ in the demonstration. At the end of the presentation, the participants will learn excellent technology tools, tips, and strategies for helping to foster students' critical thinking skills in the use of videos in the classroom. For example, the participants will be introduced to tips and strategies on how to prepare the video, how to edit the video using a user-friendly web tool, and how to pose questions, comments, and commentaries on the video. They will also learn the most effective way on how to create the guided notes for the video, how to go about in the playing of the video in class, and how to go beyond after the video was played.

Keywords: Instructional Technology, Educational Technology, Educational Videos, Classroom Instruction

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Marieta T. Cauilan
ERCICTEL1914089

Perceived Organizational Support and Commitment Vis-À-Vis the Teachers' Pedagogical Performance

Marieta T. Cauilan, PhD
Dummun Elementary School, Department of Education, Division of Cagayan, Philippines

Abstract

This study determined the relationship between perceived organizational support and organizational commitment and the teaching performance of teachers of the selected elementary schools of the first congressional district of Cagayan North, Philippines. The descriptive method, employing the survey and correlational techniques, was used. Data were obtained from 113 teachers through the use of a questionnaire and informal interview. Descriptive statistics and Pearson product moment correlation formula were used to analyze the data. Findings reveal that teachers perceive favorable organizational support in their school organizations. Moreover, teachers demonstrate very satisfactory performance. They have exceeded expectations. All goals, objectives, and targets set in their Individual Commitment and Performance Review Form were achieved above the established standards. Based on the findings, the public elementary school teachers in the first congressional district of Cagayan are favorably supported by their school organization which they reciprocate with a higher level of commitment and a high level of teaching performance. In addition, teachers whose school organizations fairly treat them perform better as

they perceive greater chances to attain professional growth and development. Additionally, organizational commitment is more enhanced in school organizations that recognize teachers' accomplishments, involve teachers in decision making, and create situations for work adjustment.

Arunabha Bandyopadhyay
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Design Considerations to Enhance Learning Environment in Schools

Arunabha Bandyopadhyay
Assistant Professor, School of Architecture and Planning, Manipal Academy of Higher Education, Manipal, India

Aiswarya George
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Abstract

The built environment that humans live in, affects them in their cognitive, emotional and social terms. Every building has a specific purpose to serve. School buildings being the vital infrastructure to impart education, needs to be designed in ways that they provide high quality learning environment. This paper explores the several architectural or interior design considerations for schools which may impact the learning ability, productivity and creativity of the students. This study comprises of exploratory research from several sources, making an attempt to find out the architectural aspects necessary to be considered while designing schools. Additionally, surveys and experiments have been conducted in the context of schools in India, to deduce a set of design guidelines for classrooms and other important areas in a school for a better learning experience of the users.

Keywords: Learning Environment, Design Guidelines, School Design, Impact of Architecture on Behavior

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Development of Disaster Mitigation Curriculum to Improve Disaster Response Capabilities at the Elementary School in Indonesia

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Abstract

Disasters threaten the safety of vulnerable groups such the eldery, children and women. Based on the case of natural disasters that occurred in Indonesia, the need for a pragmatic strategy in forming the Indonesian people are aware of the dangers of natural disasters. One strategic step that taken is through the education sector. This research aims to create a disaster mitigation curriculum that has been formulated to produce disaster responsive learners. This research uses R&D (research and development method) by Borg and Gall (2003), in the stages of research and information, planning and initial product development. While for curriculum development used the Tyler model with the infusion method and block method. Data collection techniques used namely interviews, observation, and documentation. The findings of this research are based curriculum products to the stages of disaster mitigation include, 1) the concept of disaster mitigation curriculum, 2) The concept of the learning process (Intrakurikuler), 3) The concept of training process (Extracurricular, and 4) The concept of the assessment process (Evaluation). These results indicate curriculum products are made to increase disaster response capabilities of students through intracurricular and extracurricular activities as well as minimizing the impact of the disaster victims and improve disaster response capabilities for students in Indonesia.

Keywords: Curriculum, Disaster Mitigation, Tyler's Model.

Hsin-Jung, Li
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Webcam 2.0: The Affordances and Challenges of Using Augmented-Reality-Supported Webcams in Online EFL Education

Hsin-Jung, Li
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Abstract

The modern technology advancements have fostered a significant growth of online-distance-education (ODE) programs. Instead of communicating face to face, which some researchers regarded as more effective, online teachers and learners engage in synchronous computer-mediated communication supported by multimodal medium, such as video-conferencing, electronic whiteboard, and text chat. Among the premonitory online program designers, who foresee the need to enhance online teacher presence and personal interaction, a small group of online programs started adopting the Augmented-Reality (AR)-supported webcams in ODE. These innovative webcams allow teachers to not only apply facial or screen effects but also record and share screens easily. Unfortunately, while most ODE research in the past decades focus on the effectiveness and strategies of using electronic whiteboard or traditional web-conferencing, there's a lack of exploration and attention on this promising use of AR-supported webcams in online language learning.

Therefore, this study aims to investigate the affordances and challenges of using AR-supported webcams (ManyCam) in online EFL education. Manycam, a free software, offers the users numerous visual effects and object-recognition technologies. As a result, users can easily apply masks, backgrounds, and animated icons to create highly interactive and multimodal learning scenarios. By surveying and interviewing online EFL instructors and learners with experiences of Manycam, this study demonstrates that the use of Manycam in online EFL education can enrich teacher presence, provide comprehensible and effective communication, decrease L1 usage, and increase learner involvement. Nevertheless, some challenges of applying Manycam were discovered, like bandwidth limitation and the difficulty to multitask (managing Manycam, electronic whiteboard, and text chat simultaneously). The author hopes that these research findings could provide grounds for future designs of web-conferencing technologies and offer strategies to actualize and maximize the potential of webcams in online language teaching.

Keywords: Online-Distance-Education (OED), Desktop Videoconferencing (DVC), Multimodal Communicative Competence (MCC), Augmented-Reality-Supported Webcam, Learner Comprehension and Engagement

Adhikarla Rao
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Reforms and Consensus for uniformity

Adhikarla Rao
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Abstract

I have given the contents of the book only to justify my candidature and to give an idea of probable viewpoints I may be discussing. But I will be in addition presenting different details in the conference / and some details in a different perspective useful to different countries with the ultimate aim of ensuring uniformity and standards in Teaching Learning Situation.

Dr. Judith Justice
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Collaboration with School Counselors to Prevent or Minimize the Human Trafficking of Youth

Dr. Judith Justice
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Abstract

Sex Trafficking is a world-wide problem and youth are the most sought and victimized for sex trafficking, placing them at risk for disease, trauma, and early death. School mental health professionals are well-positioned to assist victims and reduce trafficking.

The increasing international focus will aid the elimination of youth sex trafficking, and school mental health professionals can be the major players. The complexity of sex trafficking requires a system-wide response between those in the helping profession, with schools as a main-stay. School

mental health professionals can work alongside psychologists, counselors, teachers, law enforcement, and social service agencies to create a synergy to more quickly end sex trafficking of youth.

In-depth research with current literature and active collaboration informs this session, which will supply major information on sex trafficking, including: definitions, statistics, recruitment tactics, warning signs of sex victimization, how to protect and assist youth and their families, and how to advocate for past, present, and future victims.

This presentation will help participants to: understand the prevalence of sex trafficking; identify signs of youth who are at-risk for, involved, or escaped from sex trafficking; and practice how to assist youth who are at-risk for, involved, or escaped from sex trafficking.

Keywords: Sex Trafficking, Youth Trafficking, Human Trafficking, School Counseling

Todd Hull **ERCICTEL1914082**	**Communicative Testing in the EFL Classroom** **Todd Hull** **Department of English, Hankuk University of Foreign Studies, Seoul, South Korea** **Abstract** **While the communicative approach has come to predominate in EFL classrooms around the world, its logical corollary—communicative testing—has not followed suit as it seems it should have. Instead, teachers who use the communicative approach in their regular classes often revert to older styles of testing when it comes time for midterms and finals. This paper will define what a communicative test is and why it is a better option than older forms of testing—especially in communicative classrooms, where it is a natural partner. It will then discuss how to assess communicative tests. It will also discuss how communicative testing can be a part of a variety of learning environments Finally, it will give concrete examples of communicative tests that can be used in EFL classrooms from English for Specific Purposes to Content-based Instruction—and even in classrooms that are constrained by administrative mandates so as not to be primarily communicative—demonstrating that communicative testing can be profitably administered in almost any learning environment.**
Ray Vincent Araña **ERCICTEL1914085**	**Digit Ratio (2D:4D) between Smoker and Non-Smoker Students** **Ray Vincent Araña** **Iligan Capitol College, Iligan City, Philippines** **Jessie G. Gosrospe** **MSU Naawan, Naawan, Misamis Oriental, Philippines** **Mark Anthony J. Torres** **Department of Biological Sciences, MSU-Iligan Institute of Technology, Iligan City** **Lilybeth Olowa** **Department of Biological Sciences, MSU-Iligan Institute of Technology, Iligan City** **Cesar G. Demayo** **Department of Biological Sciences, MSU-Iligan Institute of Technology, Iligan City** **Abstract** **The second-to-fourth digit length ratio (2D:4D) has been proposed as a marker of prenatal testosterone (PT) exposure and believed to influence individual characteristics and behavior. This study was conducted to evaluate the possible relation between digit ratio among 89 male smokers and 112 non-smokers students of two schools from Iligan Capitol College and Lyceum of Iligan Foundation. The profile of the participants was taken, and the index and ring finger lengths were measured on both hands using a ruler. A slight difference in the digit ratios was established among smokers and non-smokers. The results of this study support genetic differences rather than environmental and physical variables as an explanation of population differences in finger-length ratios** **Keywords- Digit Ratio, Marker, Genetic, Environmental, Prenatal Testosterone**

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University Students Acceptance of Evolution

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Abstract
This study was conducted to explore the overall acceptance of evolution among undergraduate science and non-science students. The research was conducted using the 20-item questionnaire of the Measurement of Acceptance of the Theory of Evolution (MATE) instrument assessing undergraduate students' acceptance of evolution in relations to; the process of evolution, the scientific validity of the evolutionary theory, the evolution of humans, evidence of evolution, scientific community's view of evolution and age of the Earth. The study is within a quantitative framework and analyzed using descriptive and inferential analysis. The finding revealed that all the colleges in the science group acquired a moderate level of acceptance except for the CED non-science group who received a low degree of acceptance of the theory of evolution. Although among the six concepts in the study, they generally agree on the statements and only in the idea on the age of the Earth where the students were undecided. This research confirms that the level of acceptance is not positively related to the students' specialization.
Keywords: Mate, Acceptance, Evolution, Instructional Design, Science Majors, Non-Science Majors

Association between BMI, Disease and 2d:4d Ratio among Students

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Abstract
Filipino youth are not spared from the prevalence of obesity and noncommunicable diseases like diabetes and cardiovascular disease at a young age. This present study tried to find an association of

	2D:4D ratio to BMI and occurrence of common hereditary diseases among students. It was found that BMI is positively correlated with the existence of disease. The obese BMI class will have a higher risk of diabetes and kidney disease, which are statistically significant. However, 2D:4D ratios do not deviate from one and is not considered to be a morphological marker for the BMI and risk of diseases. Keywords: BMI, 2D:4D, Hereditary, Cardiovascular, Prevalence, Obesity
Chia-Ju Liu ERCICTEL1914091	**The Implementation of Distance Learning in Service Education Training** **Chia-Ju Liu** **Graduate Institute of Science Education & Environmental Education, National Kaohsiung Normal University, Kaohsiung, Taiwan** **Chung-Jung Wang** **Graduate Institute of Science Education & Environmental Education, National Kaohsiung Normal University, Kaohsiung, Taiwan** **Wen-I, Huang** **Graduate Institute of Science Education & Environmental Education, National Kaohsiung Normal University, Kaohsiung, Taiwan** **Abstract** Nowadays, technological advancements and improvements in different systems, especially, the growth of the Internet provides convenient surrounding for worldwide people. Distance Education or Long-Distance Learning is the sign of the times. It changes the form of education from physical face to face（space limitation）into the overworld virtual online space. Moreover, Distance Education become an established part of the educational field, with multiple ways to learn and a variety of lecture options. Police officers' professional in service education training make sure each individual earn proper and basic technique and knowledge. However, facing several unstable circumstances such as dispersed police garrison, uncertain working shifts, and unexpected duty calls. Therefore, the traditional learning method is not suitable for police officers. The purpose of this study is to aim at police officers' Long-Distance Learning and assist learning efficiency to enhance the ability of crime investigation. Keywords: Distance Learning, Crime Investigation, Online Materials
Irene Shiu-Ping Tsoi ERCICTEL1914094	**ICT-enhanced innovative pedagogy, Saviour for ESL classrooms?** **Irene Shiu-Ping Tsoi** **School of General Education and Languages, The Technological and Higher Education Institute of Hong Kong, Hong Kong, China** **Abstract** Engaging students in second language classrooms in a self-financed higher education institute in Hong Kong has been a great challenge. The teacher practitioner conducted an action research on using ICT (Information and Communications Technology) tools to enhance student engagement in completing language tasks with a year-one class. In cycle 1, the presenter planned for showing a video clips, and then a speaking task for students to use smartphones for sharing self-chosen photos with peers about a happy moment in life. The researcher observed that motivation was generally improving. In cycle 2, the presenter introduced 'blended learning' when students were requested to pre-read a short reading text of their choice from three assigned ones, and complete a brief note sheet uploaded onto Moodle before class. It was planned that students could have more time discussing and sharing ideas with peers about group presentation on the same topic in class. Only two-third of students completed tasks at home. In cycle 3, the presenter presented a video and designed a language quiz for students to complete by using an instant response tool, 'Socrative', in class. By the researcher's observation, students were fully engaged. To complement the study, the researcher also conducted a student questionnaire survey and some focus group interviews.

	It was found that while e-learning gives students autonomy and choice, and avoid the likely boredom of attending lessons, over one-third opted for learning English best "from face-to-face teaching and interactions with teachers". The presenter concluded that using ICT tools to enhance student engagement in completing language tasks is worthwhile for adding fun and promoting collaborative learning. Professional teacher development and institutional support for ICT-enhanced innovative pedagogy would be desirable in motivating ESL learning. Keywords: Student Engagement, ICT Pedagogy, Blended Learning, E-Learning
Azizah **ERCICTEL1914096**	**Teachers and Parents' Need for Parental Involvement in Elementary Education** **Azizah** **Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia** **Sofendi** **Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia** **Rita B. Ruscoe** **Department of Education, Faculty of Teacher Training and Education, Normal University, Philipina.,** **Yosef** **Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia** **Sri Sumarni** **Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia** **Abstract** The objective of the study was to explore teachers and parents' needs for parental involvement in elementary education. 36 teachers and 144 teachers of elementary schools were involved as respondents. Data for the purpose of answering the research questions were obtained through administering questioners to teachers and parents. In addition, selected teachers and parents were interviewed to obtain the context of determining parental involvement. Researchers analyze the data by comparing score variance using t test and describing teachers and parents' perspective on the context of determining parental involvement. The findings showed that teachers and parents have relatively similar needs for parental involvement across types parenting, communication, learning at home, volunteering, decision making, and collaboration. It suggests that both Filipino and Indonesian elementary schools should establish programmatic effort across types of parental involvement based on the needs assessment. Required supports system from the education authorities such as government in district level and province level. The support system is addressed to training program for teachers and parents Keywords: Elementary Education - Parental Involvement - Teachers and Parents

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Upcoming Conferences

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- 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
- 20th ICTEL 2019 – International Conference on Teaching, Education & Learning, 06-07 October, Dubai
- 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
- ICTEL 2020 – International Conference on Teaching, Education & Learning, 16-17 February, Dubai
- 2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne
- 3rd ICTEL 2020 – International Conference on Teaching, Education & Learning, 24-25 March, Singapore

- ➢ 4th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Mar – 01 Apr, Tokyo
- ➢ 5th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 April, London
- ➢ 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin