



Conference Proceedings

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Preface:

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KEYNOTE SPEAKER



Dr. Jari Martikainen

Junior Researcher, University of Eastern Finland, Finland and Lecturer of Visual Culture Studies at Ingman College of Crafts and Design, Finland

Topic: How students perceive teachers based on visual cues – a social representations approach

Dr. Jari Martikainen works as a junior researcher at the University of Eastern Finland and as a lecturer of Visual Culture Studies at Ingman College of Crafts and Design in Finland. He holds a PhD degree in Art History from the University of Jyväskylä, Finland, and a Master's degree in Education Sciences from the University of Joensuu, Finland. Additionally, he has pursued postgraduate studies in Art History at the University of Cologne, Germany. Currently, Dr. Martikainen is finalizing his second doctoral thesis – now in Social Psychology – at the University of Eastern Finland focusing on visual representations of teachership. In addition, Dr. Martikainen's current research focuses on social representations theory, visual representations of leadership and visual research methods. He has published articles in several international journals and presented his research in dozens of international conferences in Europe and in Asia.

KEYNOTE SPEAKER



Hazriq Idrus

The Speaking Factory Pte Ltd, Singapore

Topic: Play': Applying Theatre and Improvisational principles to Enhance Learning (or Teaching)

Hazriq Idrus is a stage actor turned professional speaker and workshop leader who specialises in the areas of Creative Leadership & Communications. He founded The Speaking Factory Pte Ltd with a mission to help leaders and teams to connect, communicate and co-create effectively. Hazriq authored, "The Stage Fright Antidote!" a self-help book to facilitate people overcome presentation anxiety; and co-authored 8 other books. Besides serving as an adjunct lecturer on innovation & design thinking modules at Ngee Ann Polytechnic, Hazriq is still heavily involved in the performing arts to keep himself adept in the areas of creativity and creative-thinking.

PLENARY SPEAKER



Suzlipah Sanusi

**Department of Science, South West District Education Office, Pulau Pinang,
Malaysia**

**TOPIC: STEM Education in Malaysia: Issues, Challenges and Way
Forwards**

Dr. Suzlipah Binti Sanusi has graduated from University Sains Malaysia (USM), Ph.D. in Science Education. Current position as School Improvement Specialist Coaches at South West District Education Office, Penang. She has 13 years of working experience in teaching science in schools of the Malaysia Ministry of Education. During those periods, he has been teaching in The Cluster School of Excellence and High-Performance School. Other than that, he was involved in pedagogy and curricular research.

PRESENTERS

<p>Ana Sofia Loreen Mirambel ERCICTEL1924051</p>	<p>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p>Ana Sofia Loreen Mirambel Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines</p> <p>Abstract</p> <p>As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.</p> <p>Keywords: Tourism, Technology, Culture, Identity, Globalization</p>
<p>Hlaing Minn Khant ERCICTEL1924058</p>	<p>Applying De Bonos Six Thinking Hats in Myanmar L2 Classrooms for Cultivating Critical Thinking Disposition</p> <p>Hlaing Minn Khant Department of Russian, Yangon University of Foreign Languages, Yangon, Myanmar</p> <p>Linn Htin Maw Department of Russian, Yangon University of Foreign Languages, Yangon, Myanmar</p> <p>Abstract</p> <p>Critical thinking skill is a key focus of university courses since it can bring a big positive change in a student's life. Enhancing critical thinking becomes one of the L2 teachers' tasks. There are several factors affecting RFL learners' critical thinking skills. Among thinking tasks, six thinking hats task designed by De Bono was selected to start teaching critical thinking in Myanmar L2 classrooms. This task can get the learning objectives of Bloom's taxonomy. This research paper revealed that De Bono's six thinking hats task is a suitable design for the beginners in teaching Critical thinking but there are some problems to be fixed if it is applied in Asian culture. The first lesson was taught with Bono's six thinking hats. Target population of the study comprised students of intermediate linguistic level studying Russian language in YUFL. After the first lesson, the progress in critical thinking is slightly better than previous lessons. This study led to a good result but not a satisfactory one. Because of the unsatisfactory result, the other ways to develop critical thinking came to be important. As soon as one of the Myanmar educational and cultural problems described in this paper was fixed, it results in the more frequent use of critical thinking. The frequency of use of critical thinking was calculated by these functions: proposing points, providing reasons, clarifying reasons and drawing conclusions. In conclusion of the study, it was determined that cultural and institutional functions, as well as limitation in Russian language proficiency can impact participation in student-centered critical thinking activities. Findings revealed that there was a positive correlation between critical thinking level and fluency in target language.</p> <p>Keywords – Cultivating Critical Thinking, De Bono's Method, Myanmar L2 classroom</p>
<p>Meys Hamdan ERCICTEL1924059</p>	<p>Downfall in Education and Changes To be Implicated</p>

Meys Hamdan
Department of English, Lecturer of English, Native British Lecturer, MA, Near East University, Northern Cyprus

Abstract

The European Commission Report 2010 provides information regarding the downfalls of students during the education process and the targets associated with them while continuing their education. This research aims at taking into account the reasons lying behind for young students not wishing to continue their higher education.

Hence my key question throughout the research is: To what extent does a teacher influence a student's interest, motivation and involvement (in a perspective) in education? Additionally, the following question was the auxiliary question aroused during the process of the research: How can the high school students be encouraged with necessary motivation towards lessons and continuing with their education after high school, rather than leaving the high schools or just staying with a high school diploma?

It is stated that, a research is a systematic, critical and self-critical inquiry, which aims at contributing to the advancement and knowledge of wisdom. Observations taking place at schools have become the main focus area for researchers in Northern Cyprus, especially for language teachers, in order to allow reflective teaching and self-awareness.

Syntactic Competence in Written English Discourse of the Basic Communication Arts, Students

Donald Silvaña Torres
Faculty, Negros Oriental State University

Abstract

As basis for crafting learning activities, this study assessed the level of syntactic competence of the English 111 (Basic Communication Arts I) students in written English discourse. Particularly, this study looked into these content areas: fragments, parallelism, tenses, use of pronouns, use of prepositions, subject-verb agreement, articles and punctuations.

As supported by the data gathered, tabulated, computed, interpreted and analyzed, the results are made available in this light. Of the eight (8) content areas that the research study embraced, only punctuations ranked in the very competent category with the weighted mean score of 84.58. Two (2) ranked in the competent level, these were the use of pronouns with the weighted mean score of 84.12 and articles with the average mean score of 80.92. The remaining variables like fragments, parallelism and tenses were categorized as less competent while use of prepositions and subject-verb agreement fell in the least competent level. It was further revealed that the level of syntactic competence of the students in the written English discourse was Rejected at 0.05 level showing a significant difference among the eight (8) syntactic variables.

The tools used in analyzing and interpreting data were the following: Simple Percentage, Weighted Mean, ANOVA and Tukey Test. From the findings of the study, it is concluded that the respondents' level of competence in the use of syntax was less competent. Consequently, students' poor study habits, lack of interest and attitude towards the subject might be held responsible in their incompetence in the use of syntax in written English discourse. Upon the presentation of the output of the study, it is highly recommended that the crafted learning activities be implemented, be put into practice and be given thorough follow-up to assess the identified deficiencies of the students.

Keywords: Syntax, Competence, Syntactical, Discourse, Deficiencies



Donald Torres
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 <p>Edwin Du ERCICTEL1924062</p>	<p>K12 Education and Philippine Development</p> <p>Edwin C. Du Graduate School, Capitol University, Philippines</p> <p>Abstract</p> <p>Education empowers people and strengthens nations. Its capacity to enhance one's economic and social status, particularly in the Philippines, cannot be questioned. Recently, this capacity will be put to test following the legislation of the K-12 education program and adopted by the Department of Education (DepEd). Given the four features of K-12 program, namely, academic competence, labor opportunity, global, competitiveness, and economic development, this article discusses the merits of the program and the problems and barriers to its full implementation amidst the context of prevailing analyses on Philippine development. The methodology of the study is a descriptive research using the questionnaire survey form presented to the stakeholders of the Department of Education with 145 respondents covering 65 public and private schools under Region X. The significant findings of the study showed stakeholders agree that the K-12 would provide academic competence pointing out the quality of basic education in the Philippines requires urgent and critical improvement. In the area of labor opportunities, most agree that the K-12 will produce more skilled graduates who are immediately employable after graduation. The K-12 program also favors global competitiveness, however stakeholders disagree that Filipino students are not competitive internationally. In fact most agree that it is better to improve the current system of education to compete globally. Economically, respondents disagree that the government is economically prepared to provide for two more years of free education. Hence while the K-12 program is laudable in preparing graduates for employment there is much to be desired in ensuring the quality of labor opportunities for Filipinos which may just result in providing cheap labor for the local and global market. To improve global competitiveness in learning outcomes there is a need to supply the huge shortage of classrooms, teachers, and textbooks which constitute the backbone of quality education. The biggest dilemma for the implementation of K-12 education is the unresolved poverty issues surrounding the Philippine economy.</p>
<p>Berrin Karasac Horkel ERCICTEL1924063</p>	<p>Dictogloss: A Learner-Centered Technique to Focus on Grammar in a Meaningful Context</p> <p>Berrin Karasac Horkel Department of English, School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>Many students have difficulty about producing sentences with the grammar they learn although they have no problem doing filling in the blank exercises or multiple-choice tasks. It is usually the result of teacher-centered grammar teaching in limited and isolated bits. Dictogloss is a teaching technique which provides a classroom environment where all students are actively involved and collaborate in a meaningful task which help them notice what they need to learn. They are to reproduce a text focusing on grammar in a meaningful context. It promises both developing language accuracy and learner autonomy.</p> <p>In this study, the aim is to analyze the effectiveness of dictogloss technique taking into consideration its theoretical and practical implications on teaching and learning. I teach an hour with dictogloss technique to three different pre-intermediate groups and I get feedback from them through a ten-question survey.</p> <p>Keywords: Dictogloss, Learner-Centered, Grammar</p>
<p>Nema Allic ERCICTEL1924065</p>	<p>Administrators Leadership Behavior, and its Relationship to Teachers Commitment and Job Performance: Inputs to a Proposed Continuous Development Program</p> <p>Nema Allic English Department, Language Faculty, Marikina High School, Marikina City, Philippines</p> <p>Abstract</p> <p>This study aims to determine the Administrators' Leadership Behavior, and its Relationship to Teachers' Commitment, and Job Performance which will serve as inputs for a proposed continuous</p>

	<p>development program for administrators and teachers in Marikina City, Quezon City, and Pasig City.</p> <p>Specifically, it will seek answers to the following questions:</p> <ol style="list-style-type: none"> 1. What is the extent of the secondary school administrators' leadership behavior as perceived by the teachers and the school administrator respondents themselves in terms of the following aspects: <ol style="list-style-type: none"> 1.1 Organizational leadership; 1.2 Administration and Management; 1.3 Desirable influence; 1.4 Equity and Appreciation of Diversity; and 1.5 Relationship with the community? 2. Is there a significant difference between the perceptions of the two groups of respondents on the extent of the secondary school administrators' leadership behavior as regards the above cited aspects? 3. What is the level of the commitment of the teachers as perceived by the two groups of respondents based on the following aspects: <ol style="list-style-type: none"> 3.1 Commitment to the learner; 3.2 Commitment to the society; 3.3 Commitment to the profession; 3.4 Commitment to achieve excellence; and 3.5 Commitment to basic human values? 4. Is there a significant difference between the perceptions of the two groups of respondents on the level of the teachers' commitment relative to the aforementioned aspects? 5. What is the level of Job performance of the teachers as perceived by the administrators and the teacher themselves in terms of the following aspects: <ol style="list-style-type: none"> 5.1 Responsibility; 5.2 Involvement; and 5.3 Dedication? 6. Is there a significant relationship between the administrators' leadership behavior and level of commitment of the teacher respondents? 7. Is there a significant relationship between the administrators' leadership behavior and teachers' job performance? 8. What continuous development program could be proposed for the secondary school administrators and teachers based on the results of the study?
 <p>Omur Belce ERCICTEL1924067</p>	<p style="text-align: center;">Flow Experiences of EFL Instructors in Turkey</p> <p style="text-align: center;">Omur Belce School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p style="text-align: center;">Abstract</p> <p>This study investigated flow experiences of EFL instructors in Turkey by focusing on teaching different skills, activities, and time of the day. The study was conducted over a six-week period with 283 EFL instructors working at 16 public and 14 private universities in Turkey. The data were collected via an adapted online survey consisting of three sections related to skills, activities, and time of the day. The data were analyzed using SPSS v.24 and both descriptive and inferential statistics were used to analyze the data. The results of the quantitative study indicated that EFL instructors in Turkey experience flow in language classes. The findings also showed that work-related flow can be predicted by skills, activities, time of the day. In view of these findings, several implications are provided for EFL instructors.</p> <p>Keywords: Flow, Flow Experience, Efl, Work-Related Flow</p>

 <p>Fidelis U denta ERCICTEL1924068</p>	<p>Injecting Integrated Art Curriculum (IAC), into Higher Education Policy in Nigeria: Panacea for Cubing Unemployment</p> <p style="text-align: center;">Fidelis U denta Department of Fine and Applied Arts, Faculty of Art and Design, Institute Of Management and Technology(Imt), Enugu, Nigeria</p> <p>Abstract</p> <p>Earlier works done in respect of the disturbing level of poverty in Nigeria were chiefly theoretical, full of academicism and endless discourses with little or no tangential result, hence the intention of this paper to elucidate the indispensability of Integrated Art Curriculum (IAC), as a component of the Nations Higher Education Policy, as strategy for combating unemployment and poverty, becomes very imperative. Educational programmes are designed at producing a complete means of livelihood, through the activation and development of the potentials in the individual. The thrust of every curriculum must be practical driven towards achieving the goals. The Integrated Art Curriculum (IAC) refers to an Art and Craft based curriculum which impacts the initiatives for entrepreneurial skills and the know how in the learner, and this will in turn be a check against extreme poverty and hunger in Nigeria. Education should be targeted at empowering and counterweighting the limits of social and economic mobility that are imposed by socio-cultural biases, gender and ethnic discrimination, and history. This paper elucidates the importance of the Integrated Art in the full implementation of the national policy on higher education in Nigeria as a strategy for job creation and a check to extreme poverty. Various possibilities of generating and creating forms both for aesthetic and for applied values will be explored.</p> <p>Keywords: Integrated, Art, Curriculum, Higher Education, Unemployment</p>
 <p>Salahu Mohammed Lawal ERCICTEL1924069</p>	<p>Teaching and Learning of History in Nigeria: Issues and Challenges in the 21st Century</p> <p style="text-align: center;">Salahu Mohammed Lawal Department of History and International Studies, Faculty of Education and Arts, Ibrahim Badamasi Babangida University, Lapai, Niger State, Nigeria</p> <p>Abstract</p> <p>History is as old as human existence. Its informal teaching and learning dated back to when man took sedimentary life and built homes and cities. Its formal teaching and learning began with formalisation of education in ancient Greece. In Nigeria, the advent of western education through Christian missionaries' history features in the curriculum. Since then, teaching and learning of history has cut across all level of education system: Primary, Secondary and tertiary. However, the need for industrial growth and development as well as science and technology led to the neglect of teaching and learning of history in schools. More so, emphasis on rote learning and the wideness of the curriculum affected its learning process. It is in the light of this that the paper attempts an examination of teaching and learning history in Nigeria most especially in this age of science and technology and challenge of depressed economy. The paper concluded that with the use of new teaching methods and ICT, history teaching and learning could be enhanced. The paper used reconnaissance survey and instant literature content in drawing its conclusion.</p> <p>Keywords: Teaching, Learning, History, Nigeria, Science, Technology, Development</p>
 <p>Imelda Epino ERCICTEL1924070</p>	<p>Organizational Excellence And Risk Disaster Management And Preparedness: Their Relationship To Organizational Culture</p> <p style="text-align: center;">Imelda Epino Institute of Innovative Education, Diliman College, The National Teachers College, Manila, Philippines</p> <p>Abstract</p> <p>The study aimed to determine the relationship of organizational excellence and risk disaster management and preparedness to organizational culture. The result of this study led to an action plan that focuses on the areas of job satisfaction, management awareness, and risk disaster management and preparedness. This was made and proposed to the selected schools of respondents.</p>

The results showed that the prevailing organizational culture of the selected private schools emphasizes on the following: separation of personal relationship and work, employees' job and responsibilities are clearly defined and described and organizational norms and values are highly observed and respected.

The organizational excellence does not only focus on getting on top among its competitors for there are four dimensions of organizational excellence namely management excellence, employees excellence, organizational structure, and strategy excellence. Among the four dimensions mentioned it is the organizational structure excellence that got the lowest grand weighted mean which means that school leaders must re-visit and review the existing organizational culture and assess if it is still suited and functional to a changing society.

The study also showed that there is significant difference in the assessments of the three groups of respondents. It also shows that organizational culture and organizational excellence has moderately positive correlation while organizational culture and risk disaster management and preparedness has negligible negative correlation as well as organizational excellence and risk disaster management and preparedness.

On the other hand, the organizational level of risk disaster management and preparedness of the selected private schools were assessed according to its four phases namely disaster planning, disaster mitigation, disaster response, and disaster rehabilitation and recovery. The results showed that the selected private schools were not well prepared as regards to the four phases of risk disaster management and preparedness.

Keywords: Organizational Culture, Organizational Excellence, Risk Disaster Management And Preparedness, Organizational Structure Excellence, Management Excellence, Employees Excellence



Torpev Terver Francis
ERCICTEL1924072

Perceptions of Lecturers on E-Learning Devices for Implementation of Distance Education in Open University, Nigeria

Torpev Terver Francis

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Abstract

National Open University has responsibility of awarding degrees to both undergraduate and graduate students after graduation. Lecturers are expected to make use of various e-learning devices that could facilitate the processes of teaching and learning in open and distance learning. The study was an attempt to find out if there was a significant relationship between lecturers' perception and use of e-learning devices in implementation of school curriculum base on years of experience. Secondly, it intended to find out if there was any significant difference in perceptions of lecturers on use of e-learning devices in implementation of school curriculum based on area of specialization. The following research questions were raised to guide the study: is there any significant relationship between lecturers' perception and use of e-learning devices in implementation of school curriculum in open University base on years of experience?. Is there any significant difference in the perceptions of lecturers on use of e-learning devices teaching in implementation of school curriculum based on areas of specialization? The following null hypotheses were formulated and tested using t-test statistics at 0.05 significance level: HO1There is no significant relationship between lecturers' perception and use of e-learning devices in implementation of school curriculum in Open University base on years of experience. HO2There is no significant difference in perceptions of lecturers on use of e-learning devices in implementation of school curriculum based on areas of specialization. Questionnaire was used for data collection. The study revealed after data analyses that there was a significant difference in perception of lecturers on use of e-learning devices in implementation of open education curriculum in National Open University of Nigeria. Recommendation was made that up-to-date e-learning devices should be adequately provided for effective teaching and learning in National Open University of Nigeria for improved academic performance of learners.

Keywords: Perceptions, E-Learning, Distance Education, Implementation

 <p>Appaji Korikana ERCICTEL1924074</p>	<p>Slow Learning- A Universal Problem and Providing Educational Opportunities to them to be a Successful Learner</p> <p>Appaji Korikana Department of Education and Education Technology, University of Hyderabad, Hyderabad, India</p> <p>Abstract</p> <p>Education is the key sector for every country in its development. Mostly any country development depends on education only. As a parent everyone feels that their child should be happy at learning. Teacher can make this true with his teaching efficiency. But sometimes the teacher may fail in improving child's education due to different reasons. Because every class room has different learners such as Fast learners, Average learners and slow learners. Though the children are ready to learn, some of them are unable to learn due to their slow learning. This learning difficult may arise due to poor memory, unawareness about studies and lack of fundamentals in all the subjects or any other psychological factors. If the teacher able to provide the conditions to bring out their inner talents in which field they are interested, then every slow learner will be happy at learning. This article try to solve this universal problem by inspiring quote from the universal scientist Albert Einstein.</p> <p>Keywords: Efficiency, Development, Learning, Slow Learners, Universal Creating Conducive Learning Environment: Addressing Learning Differences</p>
 <p>Dharmanand Joshi ERCICTEL1924076</p>	<p>Dharmanand Joshi English Language Education, Kathmandu University, Nepal</p> <p>Abstract</p> <p>In this paper, I explore the ways English language teachers create conducive learning environments in the English language teaching classroom. Based on the narratives of each of the four participants, it vividly addresses research question, i.e. how do English Language teachers create conducive learning environments in the classroom to address learning differences? Each of the four participants (Saya, Rima, Brijesh and Shailesh) provides their stories on strategies they used to impart instruction based on learners' variations in learning speed.</p> <p>Keywords: Conducive environment, Restructuring, Inclusiveness, Motivation</p>
 <p>Dareen Louise Guisehan ERCICTEL1924077</p>	<p>Custom-Fit Learning: Integration of Industry-Based Instructional Materials in Language Teaching in the Senior High School-Automotive Strand</p> <p>Dareen Louise Guisehan Department of Education, Quezon National High School - Panabo City Division, Panabo City, Philippines</p> <p>Abstract</p> <p>The central objective of this study is to craft instructional materials for the automotive servicing students of Quezon National High School on the basis of needs analysis and materials evaluation. It attempts to comprehensively evaluate the materials developed (e.g. English for Automotive Industry). A mixed-methods approach was adopted involving 30 automotive senior high school students. Findings reveal that students found the English worktext and activities relevant in their chosen industry and increased their interest in learning English. Additionally, it was found out that there is a significant difference in the level of Automotive English proficiency before and after the implementation of industry-based worktext. Accordingly, this study recommends that further evaluations should be done by curriculum designers and course evaluators to further validate the results of this study. Furthermore, this study postulates that senior high schools offering TVL track should also craft industry-based instructional materials in language teaching to further increase the interest of the students to learn English and for them to see the connection of the subject matter and their chosen industry.</p> <p>Keywords: English For Specific Purposes, Senior High School, Technical-Vocational Track, Language Teaching</p>

 <p>Thoyyibatul Amalia ERCICTEL1924078</p>	<p>The Development of Arabic Letters Reading Textbook for Children</p> <p>Thoyyibatul Amalia Departement of Arabic, Faculty of Education, UIN Maulana Malik Ibrahim Malang, Malang, Jawatimur, Indonesia</p> <p>Abstract</p> <p>It is commonplace that, in terms of learning, children are easily attracted to colors and pictures, but as a matter of fact, there are many children books which contain no colors and pictures, including Arabic textbooks. The absence of pictures and colors in Arabic textbook discourages children from learning the language. It is even made worse by the fact that the Arabic textbook mostly display vocabularies with no meanings, thus making the children bored and unwilling to study this subject. The aim of this study is to increase students' interest for studying Quran and Arabic language. This research uses research and development (R & D) method with research procedure related to Borg and Gall which encompasses research and collecting information, planning, developing preliminary form of product, testing preliminary field, revising main product, testing main field, revising operational product, testing operational field, revising final product, and dissemination and implementation. The result of this research is textbook reading of Arabic letters for children and this textbook will be used in formal and non formal institutions in Malang as a complement of previous books. Overall, this textbook can be useful and be more attractive for children who learn Qur'an and arabic.</p>
<p>Jobellyn May Aguirre ERCICTEL1924079</p>	<p>Immediacy Behavior of Teachers and Students Learning Motivation</p> <p>Jobellyn May Aguirre Department of Education, Panabo City Division, Kauswagan National High School, Panabo City, Philippines</p> <p>Abstract</p> <p>This study determined which domain of teachers' immediacy significantly influenced the learning motivation of students in English of Kauswagan National High School. It applied the quantitative non-experimental research design using correlational technique, with 179 students from grade 7 to grade 10 as the respondents. The researcher adapted and modified questionnaires both for immediacy behavior and learning motivation. Mean, Pearson r, and Regression were used to statistically treat the gathered data. Results revealed that the level of immediacy behaviors of English teachers were high where both indicators verbal and non-verbal immediacies are high. The study revealed moderate learning motivation in English as perceived by the students. Further, it also showed a very high students' motivation in terms of self-efficacy and learning value, high in terms of active learning strategies and performance goal, moderate in terms of achievement goal but low in terms of learning environment stimulation. The study also unveiled that immediacy behaviors of teachers are significantly related to students' learning motivation. The overall result disclosed that immediacy behaviors of English teachers significantly influenced the students' learning motivation in English. However, as it came out in the study, the domain that influences students' learning motivation is verbal immediacy alone.</p> <p>Keywords: Education, Immediacy Behaviors, Learning Motivation, Philippines</p>
<p>Dese Dzenda ERCICTEL1924080</p>	<p>Analyzing Traditional Vocational Education as a Mechanism for the Actualization of Youth Empowerment Agenda in Nigeria</p> <p>Dese Dzenda Department of Fine and Applied Arts, School of Vocational and Technical Education, College of Education, Katsina Ala, Benue State, Nigeria</p> <p>Abstract</p> <p>This paper discusses the relationship between vocational education and youth empowerment, adopting traditional practices. The study using documentary sources and observation views traditional African vocational practices, adopted by communities. Two sets of study subjects are used. One of the sets is persons with traditional vocation knowledge, practicing. The second is</p>

	<p>people without vocational skills. Both groups are youths class of selected Colleges Education in Nigeria. The study groups answered several questions regarding their earning and extend their services were needed. An analysis of the questionnaire was conducted. Statistical information was gathered using multiple methodologies, including qualitative, sampling methods in an attempt to assess frequency in patronage and earning potentials among the groups. The investigation is narrowed to traditional vocational practices among the youth of local communities in Benue State. The study shows youths with vocational skills of their locality earned more. They also suggest their services are relevant and often needed in the society. The study concludes by providing a chronicle of identified traditional vocational forms in Nigeria. It also calls for strategic framework and policies that will support standardizing of traditional vocational education into our contemporary education systems to achieving the objective of the youth empowerment agenda in Nigeria.</p> <p>Keywords: Standardizing, Traditional, Vocational, Education, Youth Empowerment</p>
<p>Wen Xu ERCICTEL1924082</p>	<p>Education Without Discrimination: Envisaging A Mixed Pedagogical Model In The CFL Classroom</p> <p style="text-align: center;">Wen Xu School of Education, Western Sydney University, Sydney, Australia</p> <p>Abstract</p> <p>This paper reports a mixed pedagogical model at a micro-level of primary CFL classroom serving the disadvantaged community in Australia. Adopting teacher as researcher methodology, data was collected from a Year 5/6 class's weekly Chinese lessons, with 18 lesson plans and research journals documenting the classroom practices. Informed by Gregory's phasal analysis, the lesson was segmented into phases and analysed within the parameter of classification and framing theorised by Bernstein. Findings reveal a mixed pedagogical model was applied in the CFL classroom, integrating constructivist pedagogy, traditional Chinese pedagogy and critical pedagogy. The analysis also shows such a pedagogical model has the potential of inducting disenfranchised students into the knowledge about curriculum and language, providing them with just education and linguistic capital so as to be included and compete in the Australian neoliberal market. Pedagogically, this model offers insights for CFL teachers in their classroom practices; theoretically, the findings add to understandings that Confucian educational legacy is capable of travelling from its site of production in ancient China to western empirical site and offering explanatory value. The paper is concluded with some implications for future study into the teaching of CFL in the global context.</p> <p>Keywords: Chinese As a Foreign Language, Primary Teaching, Pedagogy, Equity</p>
<p>Othniel Joshua ERCICTEL1924083</p>	<p>Challenges Facing Technical Vocational Education and Training Programmes In Bauchi State Colleges of Education, Nigeria</p> <p style="text-align: center;">Othniel Joshua Department of Psychology, School of Education, Adamu Tafawa Balewa College of Education Kangere, Bauchi State, Nigeria</p> <p>Abstract</p> <p>This study is on challenges facing technical and vocational education and training programmes in Bauchi State colleges of education. Two research questions guided the study; as well two hypotheses were formulated and tested at 0.05 level of significance. The survey research design was used, and the population of the study was 555 TVET students from Bauchi State colleges of education. However, 100 TVET students were randomly selected from each of the two colleges of education, in the State. Aminu Saleh College of Education Azare and College of Education Kangere respectively, making up a total of 200 respondents. Data were collected using a structured questionnaire titled "Challenges and Strategies for Quality Technical Vocational Education and Training Questionnaire" (CSQTVETQ). Questionnaire was the instrument used for data collection which was validated by three experts in Department of Technical and Vocational Education, Abubakar Tafawa Balewa University, Bauchi. Also, the reliability of the questionnaire was ascertained using Cronbach coefficient alpha which yielded 0.89 coefficients. Data were collected by the researchers, and the descriptive statistics were used to analyze the research questions, while z-test was used to test the hypotheses at 0.05 level of significance. The study revealed that the challenges facing</p>

	<p>TVET programmes emanated from various factors such as Poor supervision of TVET programmes; poor funding of TVET programmes; Poor provision of instructional materials to TVET institutions. Also, the study showed that adequate funding; adequate internal and external supervision; and public private partnership are improvement strategies for quality TVET programmes. Thus, it was recommended amongst others that Bauchi State government should improve funding of TVET programmes in Bauchi State colleges of education.</p> <p>Keywords: Challenges, TVET programmes College of Education</p>
Yanmei Yu ERCICTEL1924084	<p style="text-align: center;">Interlanguage Fossilization in Adults EFL Writing</p> <p style="text-align: center;">Yanmei Yu College of Continuing Education, Department of Applied Linguistics, Nanjing University of Aeronautics and Astronautics, Nanjing, China</p> <p style="text-align: center;">Abstract</p> <p>This study investigated the writing of adult EFL learners in college training programmes, who are either required to pass IELTS or interview of foreign universities to continue their study in foreign countries. The investigation focused on the subjects' use of cohesive devices and grammatical structures as these are the major grading criteria of writing tests. Through analysis of learners' writings, it was found that with explicit training cohesive devices turned out to be not so easily fossilized while grammatical structures, especially those different from Chinese ones tend to be fossilized. Based on the finding, it is recommended that for adult language learners, more emphasis should be laid on those easily fossilizable structures in language learning.</p> <p>Keywords: EFL Learners, Fossilization, Interlanguage</p>
Meryem Banu Demirel ERCICTEL1924086	<p style="text-align: center;">Intercultural Learning in German as a Foreign Language Teaching: A Case Study in a Foreign Languages Highschool of a University in Turkey</p> <p style="text-align: center;">Dr. Meryem Banu DEMİREL (Oral presenter) Anadolu University, Department of Foreign Language Education, Program in German Language Teaching, Eskisehir, Turkey</p> <p style="text-align: center;">Abstract</p> <p>In this study, it is aimed to reveal the current situation in line with the opinions of the lecturers in the preparatory classes of the university and their in-class practices within the framework of the intercultural approach. In the fall semester of the academic year 2017/2018, three lecturers teaching German in the Foreign Languages Department of the university were determined as participants. The data were obtained through observation and interview. The observation of the course lasted for ten weeks and the findings of the study were obtained. In order to support the views of the instructors, the opinions of the students studying in these courses were also consulted. At the beginning and end of the term, two interviews were held with forty-eight students studying at A level. As a result of the study, it was found out that the lecturers did not give enough space to intercultural approach in their courses and had little knowledge about this approach. It is recommended that instructors and students make projects related to communication in order to develop intercultural language skills.</p> <p>Key words: Intercultural learning, German in Turkey</p>
Dr King Costa ERCICTEL1924089	<p style="text-align: center;">Introducing the C.O.S.T.A. Postgraduate Research Coaching Model—A Complementary Approach to Supervision</p> <p style="text-align: center;">Dr King Costa Research, Global Centre for Academic Research, South Africa</p> <p style="text-align: center;">Abstract</p> <p>Postgraduate research is a massive stumbling block to students who had never had an opportunity of exposure to research methods. A study conducted by the researcher (Costa, 2018) revealed challenges in postgraduate supervision—one of these challenges was lack of exposure to research language by students. Qualitative research and its complexities due to a variety of approaches including rigour determination pose a plethora of challenges to novice researchers. This document</p>

	<p>presents C.O.S.T.A model as a tool suitable for use by academics and students, with a panoramic view of steps to be taken first to understand foundational concepts and the language of research and secondly to make informed choices on the research methods and design strategy options available for the prospective researcher. Conclusions drawn on the reliability of the model are based on empirical evidence of application of the model observed over a period of 12 months, with some students testifying to have passed their research projects satisfactorily at their respective leading universities in South Africa. Secondary research also provides voluminous sources of success of similar research supervision programmes both in South Africa and abroad.</p> <p>Keywords: Research, Coaching, Universities, Masters, Phd, Costa</p>
<p>Joyce Terumbur Dankaro ERCICTEL1924090 + Ayam Abur Degarr ERCICTEL1924090</p>	<p>Curbing Child Labour and Human Trafficking in Nigeria: The Interface of Literature and Creative Arts</p> <p>Joyce Terumbur Dankaro, PhD Dept. of Tiv Language Studies, College of Education, PMB 2008, Katsina Ala, Benue State, Nigeria.</p> <p>Ayam Abur-Degarr, (PhD in view) Dept. of Fine & Applied Arts, College of Education, PMB 2008, Katsina Ala, Benue State, Nigeria.</p> <p>Abstract The menace of child labour and human trafficking are some of the societal vices of the modern world that have appeared to defy many solutions. Their devastating effects on individuals and the society are manifold, including non-access to education as a means of self-emancipation and the rise in crime rate. Government's effort at combatting these dastardly trends through the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) and Non-Governmental Organizations appear not to have yielded the desired result. Hence, the focus of this paper is to explore the potentials of literacy activities and visual arts, whose persuasive functions could be harnessed to appeal to the conscience of the perpetrators of these unwholesome acts. The paper suggests that literary artists could craft modern day themes in the story lines of their works that lampoon and mirror such evils in society. Individuals could also imbibe the reading culture by reading literature that condemns such practices. It also suggests that images that depict these evil practices should be painted on walls of public buildings as murals to be viewed, an act that could dissuade people from engaging in such inhuman acts.</p> <p>Keywords: Child labour, Human trafficking, Visual art activities and Literature</p>
<p>Isaac Terzungwe Dankaro ERCICTEL1924091</p>	<p>The Effect of Pictorials on the Achievement of the Deaf in Primary School Social Studies in Benue State, Nigeria</p> <p>Isaac Terzungwe Dankaro Department of Fine and Applied Arts, School of Vocational and Technical Education, College of Education, Katsina Ala, Nigeria</p> <p>Abstract This study explored the effect of pictorials on the achievement of the deaf in primary school social studies in Benue State, Nigeria. The study was guided by four objectives, research questions and hypothesis. The quasi-experimental research design with an experimental and control groups was adopted for the study that used the instrument Social Studies' Achievement Test (SSAT). Sample for the study comprised 27 deaf pupils in primary in the two schools for the handicapped in Benue State, using the purposive sampling procedure. The experimental group ($n=14$) was taught social studies using pictorials while the control treatment ($n=13$) was without pictorials. The four hypotheses were tested using t-test of independent means at 0.05 level of significance. The study found no significant difference between the visual awareness of the experimental and control groups in the pre-test. Another finding revealed a significant difference between the learning process of the experimental and control groups. The study also found that a significant difference existed in effective communication between the experimental group that was taught using pictorials and the control group that was taught without pictorials. Finally, the study revealed that the level of use of pictorials significantly facilitated the communication skills of the deaf pupils taught with pictorials.</p>

	<p>Based on the findings, the study recommended parental awareness creation on art appreciation as a means of communicating with the deaf through pictorials. It also recommended that teachers should be retrained to imbibe creative ways of achieving inclusion and mainstreaming of the hearing challenged pupils like using pictorials.</p> <p>Keywords: Pictorials, Visual Arts, Hearing Impairment And Social Studies</p>
<p>Rose Mbaikyo ERCICTEL1924092</p> <p>+</p> <p>Simon Terwase Iortyer ERCICTEL1924092</p> <p>+</p> <p>Joseph V. Iorpuu ERCICTEL1924092</p>	<p>Disbursement of Petroleum Resources and Basic Education in Nigeria</p> <p>Rose Mbaikyo, PhD, Department of Foundations & Management, College of Education, PMB 2008, Katsina Ala, Benue State, Nigeria</p> <p>Simon Terwase Iortyer Department of Curriculum Studies, College of Education, PMB 2008, Katsina Ala, Benue State, Nigeria</p> <p>Joseph Vangeryina Iorpuu Department of Foundations & Management, College of Education, PMB 2008, Katsina Ala, Benue State, Nigeria</p> <p>Abstract</p> <p>The government of Nigeria, in recognition of the value of education to her citizens, has chosen to direct proceeds from the petroleum industry, which is the largest income earner and the main generator of Gross Domestic Product (GDP) of the country to education. The nation's Universal Basic Education (UBE) programme has overseen basic education since its inception in the year 2000 being sustained through disbursements from petroleum resources. This paper highlights the disbursements of the petroleum fund for the sustenance of the UBE programme. The UBE as an innovative educational policy focused on holistic basic education of her citizens needs to be managed and executed through the provision of all the necessary machinery for effective and efficient lesson delivery. Also recommended is that the Federal Account Allocation Committee (FAAC) should allocate a reasonable percentage of the nation's oil revenue towards realization of the objectives for which the UBE was borne. This could make available funds to design images that are needed in classroom instruction for optimal grasp of lesson content.</p> <p>Keywords: Disbursement Of Petroleum Resources And Universal Basic Education</p>
 <p>Taiwo Temitayo ERCICTEL1924093</p>	<p>Nigerian Students Adjustment in Indonesian Universities</p> <p>Taiwo Temitayo Department of Psychology of Education and Guidance, Faculty of Science Education, Indonesian University of Education, Bandung, Indonesia</p> <p>Abstract</p> <p>African students population abroad has continued to increase rapidly; reports indicate that African students studying abroad have increased from 2,580 in 1970 to over 1.8 million in 2002 (Africa Statistical Year Book, 2002). This study aims to explore how well adjusted Nigerian students are in Indonesian universities; the relationship between their adjustment to college and their demographic characteristics as well as their language proficiency and why only few Nigerian students come to Indonesia to study. Participants of this study were selected by convenience sampling. A modified version of the Student Adjustment to College Questionnaire (SACQ) developed by Gomez et al. (2014) and a 7-item questionnaire was used to measure Nigerian students' adjustment and language proficiency respectively and some demographic data was included. Findings revealed that students' responses to each question and adjustment sub-scales indicates a positive level of adjustment to college. Nigerian students have found a way to be well adjusted despite the language barrier.</p> <p>Keywords: Nigerian Students, Adjustment, Language Proficiency</p>
<p>Jing Wang ERCICTEL1924094</p>	<p>Using Authentic Materials to Raise Pragmatic Awareness of Language Learners in an Efl Classroom</p> <p>Jing Wang</p>

	<p>Colleges of Foreign Languages and Cultures, Nan Jing University of Aeronautics and Astronautics, Nan Jing, China</p> <p>Abstract</p> <p>This study investigates the effects of using authentic materials in pragmatic awareness-raising activities. Drawing on conversation analysis, we explore the pedagogical possibility of using small talk video clips as sources for an awareness-raising activity in an EFL classroom. The analyses show that CA-based instructional materials has a positive effective in teaching and learning pragmatic aspects of the target language. Through the pragmatic awareness-raising activities, learners may become aware of the underlying sociopragmatic norms and thus produce the relevant interactional sequence structures in English.</p> <p>Keywords: Pragmatics Awareness, Conversation Analysis, EFL</p>
 <p>Nimas Mahardika ERCICTEL1924098</p>	<p>Arabic Speaking Ability Booster</p> <p>Nimas Mahardika Department of Arabic Language Teaching, University of Darussalam Gontor, Ngawi, East Java, Indonesia</p> <p>Nimas Wahyu Mahardika University of Darussalam Gontor, Indonesia</p> <p>Nurly Khalida Syamna University of Darussalam Gontor, Indonesia</p> <p>Abstract</p> <p>This paper aimed to introduce appealing language activities 'Arabic Speaking Ability Booster' to improve Arabic speaking skill for beginners at Modern Islamic Boarding School Darussalam Gontor for Girls. 'Arabic Speaking Ability Booster' is the number of Boarding School's activities among students which will improve their language effectively. Therefore, those programs are very rarely found at the level of secondary school institutions in Indonesia. Those boosters are 1). Language environment, 2). BLI (Branch language improvement) and CLI (Central Language improvement), 3). Princess and Queen of Language, and 4). Public Speaking, 5). Language Spayer. Modern Islamic Boarding School Darussalam Gontor is one of the most famous Islamic educational institutions with both Arabic and English as the main languages used for their daily activities. The purpose of this institution is to produce experts in the field of Islamic studies who are proficient and competent in Arabic language. To achieve that goal, this boarding school has established an appealing language environment with the various activities which help the student in improving their speaking skill. This study will first discuss in depth the context of the research. a discussion of the situation will then be presented; followed by a description of the number of language activities in speaking improvement concluding with the presentation of nine suggestions for improving Arabic speaking skill. This research was implemented with all 2nd grade students of Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia. The qualitative descriptive method is used to present nine suggestions on how to solve problems while speaking in Arabic with a questionnaire for data collection. The result of this research showed that those activities has the big impact as the Arabic Speaking ability for the beginners. In line with this result, it is exceptionally recommended that this appealing activities could be the references for other institutions.</p> <p>Keywords: Arabic Speaking, Appealing Activities, Language Environment, Speaking Skill Improvement</p>

 <p>Vanathy Panneerselvam ERCICTEL1924105</p>	<p>Teaching Strategies to Illuminate the Hidden Talents of Slow Learners</p> <p style="text-align: center;">Vanathy Panneerselvam Kavingareru Vanidasanar Govt. High School Seliamedu, Puducherry, India</p> <p>Abstract</p> <p>It is a bitter situation for the slow learners to cope up with the normal class room teaching. It leads to stress, depression and anxiety over learning. One must understand that these students are not disabled but they need a little extra assistance to acquire skills and knowledge as other students. Schools are playing a vital role in moulding the life of the students. Teachers should not give importance only to the active students; they should take the challenge of instructing the students of varying abilities. The first responsibility of the teacher is to identify the slow learners, and should adopt different techniques of teaching to create interest over learning. Every child is unique. Each and every one is different in their thinking and learning. It is the most important role of the teacher is to illuminate the hidden talents of slow learning students. Teachers should take adequate steps to focus on slow learners by making the class room teaching differently and interestingly, at the same time this should not slow down the progress of rest of the class students. The achievement of teachers lies not only in the academic career of the bright students but it should reflect over the successful life of each and every child. In this paper, the teacher explains the causes of slow learning and different teaching strategies she is adopting in the class room for the slow learners.</p> <p>Keywords : Slow Learners, Hidden Talents, Teaching Strategies, Different techniques</p>
 <p>Rajarajeswaran Panneerselvam ERCICTEL1924106</p>	<p>Lack of Professional Training for Law Students-Need of a Paradigm Shift</p> <p style="text-align: center;">Rajarajeswaran Panneerselvam Puducherry, India</p> <p>Abstract</p> <p>Law students are the future of the legal profession. They should have good understanding of the substantive law in order to shine in the field, but the present system of legal education does not afford the opportunity for the development of requisite practical skills and it is producing law graduates who lack good research and analytical skills. In order to overcome this situation, there should be a reform in legal education. The legal education must stress hard upon legal skills development. Law schools should prepare the students for the reality of day today legal practice and it should adopt new approaches to provide professional training. In this paper, the researcher analysed the lacunas in our present legal education system and explained about the essential skills to be needed for a good legal professional. Also the researcher insisted that there is a need of paradigm shift from the theoretical approach to practical approach in order to produce effective lawyers to the society.</p> <p>Keywords : Lack Of Professional Training, Law Students, Paradigm Shift</p>
<p>Asli Kimav ERCICTEL1924108</p>	<p>The Effect of Feedback Types on Perceived Success of Distance Learners</p> <p style="text-align: center;">Asli Kimav School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>Constructivist theory in learning perceives learners as active learning mediators who control, relate, interact and interpret each learning element in the learning process. Feedback that students get is a significant element that enables them to reconstruct new knowledge from what they already know and learn. Although the positive impact of feedback on students' academic development in distance is widely accepted, it is often emphasized that feedback interventions do not always result in increased performance. Studies mention various causes of this common and persistent problem such as lack of an interactive environment where learners can receive individual feedback and assistance as well as little or no guidance on how to interpret and use feedback. To optimize the benefits of feedback in online learning environments, we need to rethink how feedback should be given since the forms of receiving feedback will support learners' progress and subsequent possible learning. Senior students at Anadolu University Open Education Faculty Program in English</p>

	<p>Language Teaching prepare lesson plans within the scope of Teaching Practice Course they are taking. The plans that they prepare are evaluated by providing written feedback in electronic environment through e-portfolio practice. However, in spite of the written feedback provided to learners, the same mistakes are encountered in the following plans again and the expected improvement in the lesson plans cannot be achieved. This problem may be due to limited interaction between the learner and the teacher that may prevent students from making sense of written feedback and benefitting from it. Taking this problem as an impetus, there is a need to investigate how the feedback that is delivered in different ways can affect learners' perceived success. Designed as single group quasi-experimental study, the participants got written, audio, video and synchronous interactive feedback subsequently throughout eight weeks. After the semi-structured interviews at the end of the semester, students' perceived success was analyzed descriptively. The results showed that especially video and synchronous interactive feedback helped students interpret the feedback that was given by the teacher, which increased their perceived success in turn.</p> <p>Keywords: Distance Education, Audio Feedback, Video Feedback, Synchronous Interactive Feedback</p>
 <p>Banumathy Panneerselvam ERCICTEL1924110</p>	<p>Awareness of the Child Rights-A Need of the Hour</p> <p>Banumathy Panneerselvam Puducherry, India</p> <p>Abstract</p> <p>Each and every child has the right to lead a safe and dignified life. They are entitled to have the same rights as that of any other individual. Though Various Legal Provisions, Policies, Government Schemes and Programmes are there for the benefit and welfare of the children in India, there are many children being denied of their rights to survival, protection, development and participation. In order to create a conducive environment for the children, teachers and parents must be aware of the child rights and many prevailing social evils which are hindering the development of the children. Hence in this paper, the researcher attempted to find out the knowledge of child rights among the teachers and parents of Primary schools in Pondicherry. Random Sampling technique was used to collect the data from the sample consisted of 40 Primary School Teachers and 40 Parents. The results revealed that Majority of the parents are unaware of the child rights and also results revealed that the Primary teachers of Private schools are aware of the child rights to some extent compared to Government Primary School Teachers.</p> <p>Keywords: Child, Child Rights, Primary School, Teachers, Parents</p>
<p>Miswaru Bello ERCICTEL19240111</p>	<p>Students Reservation, Enterpreneurship and Space Study among Physics Students in Teacher Training Colleges in North-Western Nigeria</p> <p>Yahaya Isa Bunkure Ph.D Senior Lecturer, Department of Science and Technology Education, Faculty of Education, Bayero University Kano, Nigeria</p> <p>Miswaru Bello Ph.D Department of Psychology, Sa'adatu Rimi College of education Kumbotso Kano, Nigeria</p> <p>Abstract</p> <p>This study aims to present students reservations toward the study physics in teacher training institutions in North-western Nigeria. Three research questions and three hypotheses were formulated to guide the study. A purposive sampling technique was used to select 322 students for the study. Six out of nineteen states from the North West geo-political zone's colleges of education from both federal and states are selected. The instrument for data collection is a self developed questionnaire. The reliability for the instrument was recorded at alpha 0.893, after test re-test. Descriptive statistics, Pearson Product Moment Correlation (PPMC) and t-test were used to answer the research questions and test the three null hypotheses. The result of the findings among others revealed; students have many reservations in learning physics as course in teacher training institutions, Introduction to space study equipments are not found in the students labouratory.</p>

	<p>Students' curriculum did not have entrepreneurship courses. Students CGPA moderately correlate with their reservations at $r = .351$. Gender does not significantly differ in reservations towards learning physics education at $t = 470$, $p > 0.05$. State and Federal colleges of education does not differ in their reservations at $t = -0.051$, $p > 0.05$. Based on the above findings some recommendations were offered among others; Physics education curriculum should include number of topics and sub-topics that will promote entrepreneurship. Skills in theoretical physics can be incorporated in teacher training institutions curriculum and practical in space study should be added to enable students acquire basis to the study of space exploration.</p>
Sabah Salman Sabbah ERCICTEL1924114	<p>Socially-Oriented Mechanisms to Enhance English as a Second Language Students Motivation</p> <p style="text-align: center;">Sabah Salman Sabbah English Language Center, Community College of Qatar, Doha, State of Qatar</p> <p>Abstract</p> <p>Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate, success, and receptivity of second language learning. The studies as those of Dornyei (2001), Kindermann (2007), and Abdesslem (2002) demonstrated the role of social relations, environmental factors, and learners' intrinsic academic goals in determining academic engagement and influencing English as a Second Language learners' motivation.</p> <p>The expected presentation will highlight the findings of a mixed- method approach investigation that was conducted at the Community College of Qatar to explore the students' types of motivation: intrinsic, extrinsic and the multi-dimensions that affect their classroom engagement and achievement. In light of the study results, a considerable part of the presentation will focus on the mechanisms that are used by families, teachers, college administrators, and classmates that motivate or demotivate the students. Finally, the presenter will illustrate the impact of the classroom environment on students' motivation.</p> <p>Recommendations will be suggested to explain the integrative role and the best strategies that all these dimensions can play to arouse college students' motivation intrinsically and extrinsically inside and outside the classroom.</p> <p>Methodology including the questionnaire, the sample, the structured interviews, the codes and categories that were found out in the analysis of the interviewees' responses will be briefly discussed.</p> <p>ESL secondary and post-secondary teachers, ESL students and their parents, educational administrators, and college stakeholders will hopefully benefit from this presentation. Power point slides, handouts, and discussions will be used to illustrate ideas.</p> <p>Shaping the way we motivate Second Language learners is the responsibility of not only teachers, but also students' themselves, their parents, educational administrators, classmates, and classroom environment. Can all these walk side by side in the rain with ESL students? Are there certain mechanisms to foster students' receptivity of English as a Second Language. Let's reveal these assumptions in the presentation.</p>
Nanami Kanosue ERCICTEL1924120	<p>Motivation Assessment by Question Production</p> <p style="text-align: center;">Nanami Kanosue Faculty of Education, Ehime University, Matsuyama, Japan</p> <p>Abstract</p> <p>Now Japanese government is asking local educational boards to boost student-led collaborative learning such as project-based learning. Student teachers, including the authors, are striving to satisfy such demand in order to develop their teaching expertise. The authors participate in a university-sponsored after-school program, Aidai Afterschool to equip themselves ability to design and implement the student-led collaborative learning environment.</p> <p>The present study is a preliminary report on the experimental learning unit for elementary students, in which STEAM learning is offered, as a part of Aidai Afterschool. The broad interest of the authors is to know what factors activates their intrinsic learning motivation in a student-led collaborative learning setting.</p> <p>The program was designed and implemented by the student teachers under the supervision of a</p>

	<p>professor in charge. The participants were 10 elementary students from fifth to sixth graders. The classes of the course were held twice a week during summer holidays at the university campus of Ehime University. The topic of the program was to grow lettuce with hydroponic culture. The participants constituted three small groups and chose conditions, which they believe to be the best for lettuce growth. Each group received 8 containers to grow lettuce in 8 different conditions such as LED light color, density of sponge, fertilizer, water level, and so forth.</p> <p>In the classes, all activities are video-recorded. All worksheets filled by children were also collected. Those materials are subject to observation for the present study. We focused on the number of questions they produced on their worksheets. In average, they produced 3.00 questions. The range was from 0 to 6. We found that those who produced questions the most often continued to join the course even after summer session was finished. It is indicated that question production is closely related to children's intrinsic motivation. In the fall semester, we accept new participants to the course. It is our next challenge to design a better learning environment to widen the circle of intrinsically motivated participants. In the following teaching practice, the number of child's questions can be informative for formative assessment.</p> <p>Keywords: Question Production, Intrinsic Motivation, Afterschool, STEAM Education, Student Teachers</p>
Wakana Oishi ERCICTEL1924121	<p>Exploration of Thinking Types for Student Assessment in Differentiated Instruction</p> <p style="text-align: center;">Wakana Oishi Graduate School of Education, Ehime University, Matsuyama, Japan</p> <p>Abstract</p> <p>Teaching methods, which are fully responsible for highly diverse society, have been needed in many areas across the globe. Differentiated Instruction (DI, in short) is already the de facto standard as a promising approach to fulfill such need. However, in Japan, DI has not been recognized in most local communities, although a large part of the densely populated areas holds multicultural diverse society. The authors initiated an experimental course of Japanese Literacy in May 2019 for elementary school children to develop teaching methods, learning materials, and model lesson plans for DI. The present study aims to suggest an assessment method, which can measure student's task preference during instruction.</p> <p>The participants were 13 elementary students from third to sixth graders, among which 2 students are at beginner level in their Japanese fluency. In the first semester, the course was comprised of 10 classes. Student participants completed reflection worksheet after every class. The worksheet included four 5-point Likert scale questions about lesson.</p> <p>As a result, we found two groups of students during a reading task, in which students are asked to anticipate what is written in a target book. In one group, the students tend to express divergent thought. They tend to anticipate the book stories creatively away from the information available. In the other group, they tend to express convergent thought. They tried to predict the stories as accurate as possible from the available information. Based on the typology, we compared the enjoyability scores on the activities between divergent and convergent groups. It is found that, in all five types of activity, convergent thinkers showed higher enjoyability scores. The result indicates that the activities we offered this time are more for the convergent thinkers in general. For future practice, we need to develop more activities suitable for the divergent thinkers.</p> <p>The type we found in the present study is only a portion of possible variety of students' thinking types instruction-based assessment. We would like to explore more variety of student types to bring effective combination between students and instruction.</p> <p>Keywords: Literacy Education, Differentiated Instruction, Elementary Education, Assessment, Afterschool</p>
Silence Chomunorwa ERCICTEL1924122	<p>Yes, We Can! Addressing Youth Computer Illiteracy in South African Poverty Stricken Communities</p> <p style="text-align: center;">Silence Chomunorwa Faculty of business and Management Sciences, Cape Peninsula University of technology, Cape Town, South Africa</p>

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Abstract

Computer skills are critical for student's success at tertiary institutions in the 21st Century context and hence it is important that they gain this essential skill early. A significant number of first year students at tertiary institutions in developing countries cannot operate a computer due to their backgrounds. This is often overlooked by many lecturers who assume that every university student is computer literate. Addressing this skills deficiency is beneficial to all parties concerned, and consequently to the development of the community. In this paper we briefly outline how computer skills may be gained and improved for the computer illiterate and novice computer users respectively, using gamification. We undertook a longitudinal study in a high school situated in an impoverished community in South Africa and found that using gamification significantly improved their computer skills. The objective was to ensure that all participants become confident in operating computers, and ensure they could use MS word without difficulties (MS word is the most common application used by students in completing their day to day tertiary activities). We focuses on the effect of gamification on both typing speed and accuracy. Results of our study shows that the subjects significantly improved their computer skills compared to the control group. We attribute this to gamification, motivating more regular and sustained practice

Keywords: Gamification, Computer literacy, Typing skills, Motivation

Online Summative Exams Using Type-Written Essays and Bring-Your-Own-Device Technology: Evaluation of A Two-Year Pilot Study

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Abstract

Background: Newcastle University UK has a strong track record of running online summative exams at large scale. In the 2018-19 academic year 132 summative online exams were completed by a total of 17000 students, within the Blackboard Virtual Learning environment. A two-year pilot project (2017 to 2019) extended the online exams to include new question types, including type-written essays, and allowed students to take the exams on their own lap-top computer. The aims of the project were to examine the feasibility of running these types of assessments securely and at scale, and to evaluate the experience of students who took these exams. **Methods:** The pilot exams were run using Wiseflow software (<https://europe.wiseflow.net/>). 12 pilot exams were run in Wiseflow in 2018/19, with 1500 participants. Students were given the option to install the software on their own devices, which could be "locked down" to prevent access to other online sites or any other material during the exam. Feedback from students was obtained via online questionnaires taken at the end of the test. **Outcomes:** In 2018/19 85% of students were satisfied, very satisfied or neutral about their online exam experience. 84% of those who used their own device found this better or no worse than their previous experience using university PCs. 79% of students who completed a type-written exam essay found the experience better or no worse than their experience of handwritten essays. **Future scope:** The pilot project has been extended by one year, with a view to further roll out from 2020-21 academic year. Having evaluated the student experience, we are now seeking feedback from academic and professional service staff on the management and marking of these online exams. The ability to set type-written exams with defined access to online resources raises exciting opportunities for innovative assessment in the future.

Keywords: Online, Assessment, BYOD, Exam


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Significance of Exposure to Drama in Elementary Schools

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Abstract

The present study experimentally investigated the significance of exposure to drama in elementary schools where English is taught as third language. Many studies have revealed the facts that dramatization in early stage helps in visualization and creative thinking but this study focused on how exposure to drama helps to develop English language ecosystem. 4200 elementary (6 to 8 grade) students from 120 schools were randomly assigned (N=4200) to spend 20 minutes in dramatization continuously for 45 days selecting various dramas from text book or out of text books. On every 15th day the performance was calculated based on checklist to measure the progress in pronunciation, communication skill, developing confidence, application of leanings outside the class. On 46th day, an interschool drama competition was held among the selected schools. Participants who spend 20 minutes every day on conversation using dramatization have developed vocabulary, pronunciation, confidence, understanding the concepts. Furthermore these participants reported in building communicated approach in their schools boosting other learners to communicate. Given its popularity, more research is needed to better understand the impact of exposure of drama in elementary schools.

Keywords: Competition, Elementary School, Exposure To Drama, Third Language, Language Ecosystem

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The Role of Languaculture in Teaching and Studying Foreign Languages at Belgrade Faculty of Philology

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Abstract

The University of Belgrade, as one of the oldest higher education institutions in the Balkans, has the tradition of prime instruction that has lasted for over 210 years, due to which it is currently on the Shanghai List of the best universities in the world. However, despite being part of such an ancient establishment, the Belgrade Faculty of Philology is far from old-fashioned as it also pays great attention to introducing the necessary changes in order to keep pace with the most advanced philological institutions abroad. That was one of the reasons why our Faculty of Philology started the twenty-first century by implementing a reformed and revised curriculum in its thirty-three departments. Foreign language studies have thus been enriched, among other things, by incorporating the new academic programme that consists of three major areas in each department: not only Language and Literature, as it was the case previously, but also that of Cultural Studies. This has given new impetus to the introduction of subjects that focus on the cultural and communicative context of the languages studied at Belgrade Faculty of Philology. It is the purpose of our paper to demonstrate that teaching a foreign language and the study of the culture in which it is used and spoken are inseparable, therefore attributing vital importance to the role of languaculture – as the new, integrative approach to studying both.

Keywords: Belgrade Faculty Of Philology, Higher Education, Languaculture, Foreign Language Teaching, Cultural Studies



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Integrating Graphic Organizers in Lesson Packages and its Effect on Students' Levels of Conceptual Understanding

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Abstract

The study investigated the effect of graphic organizers on students' levels of conceptual understanding, and the effect of students' cognitive level on conceptual understanding. The control group ($n=40$) received a conventional classroom instruction while the experimental group ($n=38$) received an innovative classroom instruction, using graphic organizers. A mixed-method research design was employed to gather both quantitative and qualitative data. Pre-test, post-test, and Lawson's Classroom Test of Scientific Reasoning were utilized to compare quantitative results within and between groups. Qualitative data were gathered using structured interview schedule to further corroborate the quantitative findings. In comparison, results show that the experimental group significantly outperformed control group based on post-test results: remembering ($p=0.001$), analysis ($p=0.001$) and thinking beyond ($p=0.013$), except for application ($p=0.906$) which is not statistically significant. Furthermore, the correlation results show that, overall, there are no strong and significant correlations between students' concrete operational (CCL) and transitional (TCL) cognitive levels, and levels of conceptual understanding in both pre-test and post-test results for control (CG) and experimental (EG) groups. In the control group for pre- and post-test: CCL vs. remembering ($r=0.242$, $r=0.161$), CCL vs. application ($r=0.181$, $r=-0.086$), CCL vs. analysis ($r=0.021$, $r=0.237$), CCL vs. thinking beyond ($r=-0.262$), TCL vs. remembering ($r=0.162$, $r=-0.101$), TCL vs. application ($r=0.180$, $r=0.225$), TCL vs. analysis ($r=0.456$, $r=0.089$) and TCL vs. thinking beyond ($r=0.389$). In the experimental group for pre- and post-test: CCL vs. remembering ($r=0.063$, $r=-0.400$), CCL vs. application ($r=0.042$, $r=-0.152$), CCL vs. analysis ($r=-0.043$, $r=-0.187$), CCL vs. thinking beyond ($r=0.166$), TCL vs. remembering ($r=0.000$, $r=-0.019$), TCL vs. application ($r=0.156$, $r=0.309$), TCL vs. analysis ($r=0.168$, $r=-0.124$) and TCL vs. thinking beyond ($r=0.086$). Since students' cognitive levels have no significant effect in enhancing students' conceptual understanding, therefore, the outperformance of the experimental group was due to the use of graphic organizers integrated in lesson packages.

Keywords: Graphic Organizers, Levels Of Conceptual Understanding, Cognitive Levels, Innovative Classroom Instruction, Conventional Classroom Instruction

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Disaster Risk Reduction Management of Selected Private Secondary Schools in San Mateo Rizal: Basis for Formulation of Policy Guidelines

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Abstract

The aim of this study is to assess the Disaster Risk Reduction Management of selected private secondary schools in San Mateo Rizal in which the findings will serve as basis for deducing policy guidelines to improve the disaster risk reduction management of the school respondents. The descriptive method of research was used in this study with the questionnaire as the data gathering instrument. This was validated experts on the field of Disaster Risk Reduction Management. Total enumeration sampling was utilized in this study. Overall, the extent of Disaster Risk Reduction and Management achieved by various schools in San Mateo Rizal was on a Moderate level; the students, teachers, and administrators assessed the Goals of their schools in terms of DRRM to be in a High level, Guidelines, Integration in the Curriculum, and Implementation as Moderate. The assessments of the respondents on the promulgation of Disaster Risk Reduction Management in schools revealed

	<p>that the administrators perceived the schools' DRRM to be at a High level while the teachers and students as Moderate. Although the schools' administrators set higher goals for the accomplishment of their Disaster Risk Reduction Management plans, the executions had a few flaws and lapses like the inconsistency of implementation of the SDRRM and substantial orientation within the school community, based on the students' and teachers' evaluations; the administrators had high confidence in their DRRM plans for the schools, but the teachers and students need to be given more information, insights and orientation in terms of strategizing the School Disaster Risk Reduction Management plans. Further enhancement of the program may be looked into in terms of guidelines for the Disaster Risk Reduction Management and its integration and implementation in schools; the schools' administration may strengthen their coordination with the Local Government Unit in order for both parties to share their knowledge and propositions for the improvement of DRRM in the schools and the community; and consistent and regular evaluation of all activities should be achieved.</p> <p>Keywords: Disaster Risk Reduction Management, Secondary Private Schools, policy guidelines, San Mateo Rizal, Philippines</p>
Delia Jadaone ERCICTEL1924057	<p>Evaluation of the 21st Century Characteristics of Teachers in Diliman Institute of Higher Education</p> <p>Dr. Delia P. Jadaone Faculty, Institute of Innovative Education, Diliman College, Quezon City, Philippines</p> <p>Abstract</p> <p>The aim of this study is to determine the extent of the teaching skills/characteristics of the faculty members of the Diliman Institute of Higher Education in Diliman College. The descriptive method of research was used in this study with the questionnaire as the data gathering instrument. This was validated by experts from the private schools and by professors as well as by school leaders. The statistical tools used to treat the data were the frequency, percentage, the weighted mean and the chi-square test. The study revealed that all of the indicators of the characteristics are interpreted as to a large extent and very large extent which implies that the respondents possess the characteristics of 21st century teachers namely being the adaptor; the communicator; the learner; the visionary; the leader; the model; the collaborator; and the risk-taker that equates the demands of the present learners. The variables age, gender and educational attainment have significant relationship with the 21st century skills/characteristics of the respondents while the other variables civil status, type of school employed in, level of education being taught, and teaching status are found to be not significant. This implies that the 21st century teachers can adapt to the needs and demands of the present learners regardless of their background. It is recommended that the educational leaders should continually sustain the level of job commitment of the teachers to maintain the skills/characteristics of 21st Century Teachers.</p> <p>Keywords: Education, 21st Century Teachers, Teaching Skills, Analysis, Descriptive Study, Philippines</p>
Nema Allic ERCICTEL1924065	<p>Administrators Leadership Behavior, and its Relationship to Teachers Commitment and Job Performance: Inputs to a Proposed Continuous Development Program</p> <p>Nema Allic English Department, Language Faculty, Marikina High School, Marikina City, Philippines</p> <p>Abstract</p> <p>This study aims to determine the Administrators' Leadership Behavior, and its Relationship to Teachers' Commitment, and Job Performance which will serve as inputs for a proposed continuous development program for administrators and teachers in Marikina City, Quezon City, and Pasig City.</p> <p>Specifically, it will seek answers to the following questions:</p> <ol style="list-style-type: none"> What is the extent of the secondary school administrators' leadership behavior as perceived by the teachers and the school administrator respondents themselves in terms of the following aspects: <p>1.1 Organizational leadership;</p>

	<p>1.2 Administration and Management;</p> <p>1.3 Desirable influence;</p> <p>1.4 Equity and Appreciation of Diversity; and</p> <p>1.5 Relationship with the community?</p> <p>2. Is there a significant difference between the perceptions of the two groups of respondents on the extent of the secondary school administrators' leadership behavior as regards the above cited aspects?</p> <p>3. What is the level of the commitment of the teachers as perceived by the two groups of respondents based on the following aspects:</p> <p>3.1 Commitment to the learner;</p> <p>3.2 Commitment to the society;</p> <p>3.3 Commitment to the profession;</p> <p>3.4 Commitment to achieve excellence; and</p> <p>3.5 Commitment to basic human values?</p> <p>4. Is there a significant difference between the perceptions of the two groups of respondents on the level of the teachers' commitment relative to the aforementioned aspects?</p> <p>5. What is the level of Job performance of the teachers as perceived by the administrators and the teacher themselves in terms of the following aspects:</p> <p>5.1 Responsibility;</p> <p>5.2 Involvement; and</p> <p>5.3 Dedication?</p> <p>6. Is there a significant relationship between the administrators' leadership behavior and level of commitment of the teacher respondents?</p> <p>7. Is there a significant relationship between the administrators' leadership behavior and teachers' job performance?</p> <p>8. What continuous development program could be proposed for the secondary school administrators and teachers based on the results of the study?</p>
Tiffany Adelaine Tan ERCICTEL1924066	<p>An Innovative Experiential and Collaborative Learning Approach to an Undergraduate Marketing Management Course: A Case of the Philippines</p> <p style="text-align: center;">Tiffany Adelaine Tan School of Management, University of the Philippines Cebu, Cebu, Philippines</p> <p>Abstract</p> <p>This paper proposes a collaborative approach with the Computer Science Department and Product Design Couse to conducting Marketing Management (MM) in the undergraduate program to achieve the skills critical to the 21st-century. These skills are collaboration and teamwork, creativity, and critical thinking and problem-solving. This study aims to present a case of innovative experiential learning in teaching an advanced MM course by bringing in students from other programs (collaborative learning) and working with real-life clients (experiential learning). Instead of the traditional teacher-centric lecturing and the use of case studies, this proposed approach is student-centric learning (i.e., students were tasked to identify the needs of the real-life client and offer innovative solutions). Areas for improvement are also discussed in the paper.</p> <p>Keywords: Marketing Management; Service Innovation; Innovative Learning; Education; Collaborative Approach; Interdisciplinary Learning</p>
 Grace Llona ERCICTEL1924073	<p>Lessons in Grade 10 Mathematics for Use in a Flipped Classroom</p> <p style="text-align: center;">Grace O. Llona Student, Bicol University, Legazpi City, Philippines</p> <p style="text-align: center;">Daves L. Tonga Professor, Bicol University, Legazpi City, Philippines</p> <p>Abstract</p> <p>Low-performance, student unpreparedness and difficulty in providing instructional needs for diverse learners are some of the prevalent problems in mathematics education. Flipped Classroom</p>

	<p>is a rising pedagogical model that exhibits promising features in battling these dilemmas. This study aimed to develop lessons that integrates flipped classroom, uses student collaboration and incorporates contexts from students' culture and experiences. Mainly, this study provided ways on how teachers from rural areas with less technological accessibility, can implement this instructional model through the use of materials and platforms available in their community. The mixed method of research was used. Qualitative approach was utilized in the analysis of students' responses in their interviews and journals and the quantitative approach was done through pre-experimental design.</p> <p>Interviews to teachers and analysis of available data in the chosen school were done to know which topics are to be included in the study. The identified topics were examined to develop lessons that are best suited for the use of the model to Grade 10 Geometry. Ten lessons were made and implemented to a Grade 10 class to determine its effect on their task performance, conceptual understanding and problem-solving skills. Effects on study habits and interest were determined using interviews, journals and inventory. Results show that there is a significant difference on the performance of the students, within the considered constructs, before and after being exposed to flipped classroom. Moreover, positive change on responding to tasks, greater initiative to take part and higher interest levels were also revealed. The implementation of flipped classroom has deepen their understanding, positively affected the way they perceive and react to tasks, boost their interest and taught learners the accountability of their own learning. Additionally, availability of learning resources at home and support from knowledgeable others are important factors that can help improve students' performance.</p> <p>Keywords: Flipped Classroom, Contextualized, Conceptual Understanding, Problem Solving Skills</p>
Maria Tricia Nasayao ERCICTEL1924075	<p>Mathematics Achievers in Albay: Stories of Success and Challenges</p> <p style="text-align: center;">Maria Tricia Nasayao Graduate School, Bicol University, Philippines</p> <p>Abstract</p> <p>Most students fear Mathematics nonetheless some manage to excel in the subject. This study referred to them as the Mathematics achievers. Life stories of seven Albayano Mathematics achievers were written. They exemplify "best" in joining competitions regionally, nationally, and internationally. The narratives highlight their personal and socioeconomic background, achievements and success stories, challenges and coping mechanisms, and contributing factors to success: preparation, support system and motivation.</p> <p>The insights drawn from the achievers' narratives may inspire excellence in Mathematics and served as basis for the development of an enrichment program. Class observations and interviews were conducted to answer the sub-problems. The stories were content organized and analyzed to find commonalities and uniqueness in achievers, verbatim quotations were also integrated.</p> <p>Findings showed that opportunities to join competitions were based on the efforts of coach/es, priorities of schools, and the community. Both genders were good in Mathematics and were dominantly visual learners. Their study habits were grounded on their learning styles and multiple intelligences. The type of family they were in, source of living, number of siblings, and the families' average monthly income were analyzed. Financial problem and anxiety were the mutual challenges they had.</p> <p>The achievers were intrinsically and extrinsically motivated. Greater number of coaches for longer review time assure better competition performance. The schools' motive of maintaining good performance and gaining/regaining trust, and coaches' purpose of showcasing talents for professional growth and satisfaction open opportunities for public high school students with the abilities and confidence to join and win Mathematics competitions.</p>
 Yiu Bun Chung	<p>Teachers' Perception of the "Teacher-Student Relationship" among Students with Social, Emotional, and Behavioral Difficulties (SEBD) in Boarding Schools in Thailand and Hong Kong</p> <p style="text-align: center;">Yiu Bun, Chung Department of Psychology, The Education University of Hong Kong, Hong Kong SAR, P. R. China</p> <p>Abstract</p>

ERCICTEL1924081	<p>Students with SEBD bring a major challenge to the success of inclusive education. Positive relationships between teachers and students have been found to be a factor vital to the development of students with SEBD. A study reported that students with severe SEBD perceived the teacher-student (t-s) relationship in residential schools as better than that in mainstream schools. In Hong Kong, students with SEBD may either study in mainstream schools, or special schools. Some special schools provide residential services. In Thailand, parents can only choose mainstream schools (either public or private) for their children with SEBD. From a qualitative approach, a study was conducted in two Hong Kong special schools (one primary and one secondary) and one private school (with both primary and secondary sections) in Thailand to explore teachers' perception of the t-s relationship among students with SEBD. The three schools offer residential services. Information was collected mainly from individual interviews with 21 teachers from these three schools. Themes emerging from the analysis reflect that the cultural concerns about the difference between "relationship" and "guanxi" require further elaboration and discussion.</p> <p>Keywords: Social, Emotional, and Behavioral Difficulties, SEBD, Teacher-student relationship, Inclusive education, Guanxi</p>
Yuehong Gao ERCICTEL1924085	<p>Information and Communication Technology in Collaborative and Task-Based Language Learning: The Case of Padlet in the Undergraduate Classroom</p> <p style="text-align: center;">Yuehong Gao English Language Centre, Faculty of Liberal Arts, Shantou University, Shantou, China</p> <p>Abstract</p> <p>Language teaching has been greatly influenced by information and communication technology (ICT). Padlet is a digital tool that allows participants to display information for any topic. The new version is evolving with more integrated functions of pinning texts, images, videos and links on a customized canvas. Recent studies have been focusing on its application to different aspects of language teaching, especially the writing skills (Algraini, 2014; Fuchs, 2014) and learner engagement (Dewitt, Alias, & Siraj, 2015; Ellis, 2015). This study aims to determine how the incorporation of Padlet can promote collaborative learning and enhance learner engagement on language learning tasks in the EFL (i.e. English as a Foreign Language) classrooms at the tertiary level. A control experiment was conducted in three classes in order to compare the sufficiency of student participation in assigned activities. One of the three classes was asked to do various language learning tasks without technology aid, while the other two were asked to accomplish the same tasks using Padlet. In addition, some students in the two technology-enabled classes were interviewed to share their opinions on the use of Padlet. The research questions are 1) to what extent does Padlet encourage more student contribution to the class discussion and more meaningful class interaction; 2) what are the students' perceptions of Padlet in the English class? Some preliminary findings of this ongoing study show that students tend to generate more ideas, share more of their insights with the whole class, and modify their responses after further discussion. In the meantime, the majority of the two classes enjoy the exploration of such innovative learning platform.</p>
Minh Hang Tran ERCICTEL1924095	<p>An evaluation of the professional competence and training needs of in-service English language teachers – TESOL Master students at University of Language and International studies, Vietnam National University (ULIS, VNU)</p> <p style="text-align: center;">Minh Hang Tran Department of English, FPT Polytechnic, Hanoi, Vietnam</p> <p>Abstract</p> <p>English language teachers who hold an essential role in education system are expected to be highly competent in order to enhance the student learning outcomes. Hence, improving teachers' competence has been considered one of the key factors of educational reforms in many countries, including Vietnam. To address this issue, the initial task is to identify the training needs as well as the strengths and weaknesses of the English language teachers. This study aims to investigate professional competence and training needs of the in-service English language teachers – MA students at ULIS, VNU. The data were collected from interviews with three teacher trainers, and</p>

	<p>survey questionnaires with 65 English language teachers. The results showed that the majority of the English teachers had high training needs in most competencies. Furthermore, beside the positive perceptions of their own competence, the targeted teachers had some challenges in reaching professionalism. It is of great importance for the teachers in this study to be aware of the gap between theoretical knowledge and practical knowledge. On this basis, the study recommends a number of directions for the targeted teachers to help them be more qualified. It is hoped that the findings can be used as a good source of professional development materials not only for the targeted teachers but also for the language policy makers in education.</p> <p>Keywords: Professional Development, Training Needs, Teacher Competence, Teachers' Self-Assessment</p>
Suzlipah Sanusi ERCICTEL1924101	<p>The Effect of Multiple Intelligences Approach on Intelligence Orientation, Science Process Skills, and Achievement of Energy Topics among Year 5 Pupils</p> <p style="text-align: center;">Suzlipah Sanusi Department of Science, South West District Education Office, Pulau Pinang, Malaysia</p> <p>Abstract</p> <p>This purpose of this study to investigate the effect of Multiple Intelligences approach toward Intelligence Orientation, Science Process Skills and achievement of the energy topics among year five pupils. This study applied a quasi-experimental method with "Pre Test - Post Test One Group Design". The sample consisted of sixty-four year five pupils who received the Multiple Intelligences Module (MI Module) as treatment. The MI Module for Energy topics was implement using the Pathway Model that consist of five levels which are Exploration Pathway, Bridging Pathway, Understanding Pathway, Authentic Problem Pathway and Talent Development Pathway. The effect of Multiple Intelligence via MI Module on these three dependent variables was measured three times and recorded as pre-test, post-test and extended post-test. The data obtained through quantitative methods was statistically analyzed using Analysis of Variance (ANOVA) with repeated measures and Multivariate Analysis of Variance (MANOVA) with repeated measures. The test result shows that Multiple Intelligences Approach had significantly improved the Intelligence Orientation, Science Process Skills, and achievement of the energy topics among year five pupils. The finding also suggests that the retention of Multiple Intelligences Approach had significantly improved the Intelligence Orientation, Science Process Skills, and achievement of the energy topics among year five pupils. Theoretically, this study has contributed in suggesting that the use of Multiple Intelligence approach increased the pupils understanding in the Energy topics while improving their Intelligence Orientation when they were given the space and opportunity to do learning activities based on Multiple Intelligences. Practically, the implementation of Multiple Intelligence via the Pathway Model in teaching and learning of sciences subject work as scaffold to help in educating students in the Science Education.</p>
Ruiyang Wang ERCICTEL1924109	<p>On the Use of Modern Applications in English Class in Chinese Universities</p> <p style="text-align: center;">Ruiyang Wang School of Foreign languages, Nanjing University of Aeronautics and Astronautics, Nanjing, China</p> <p>Abstract</p> <p>Recently, more and more modern applications have been applied to the English learning class, among which the most outstanding ones are the 'The Rain Class' and 'The Super Star'. The first one, 'The Rain Class' is a mini-program in Wechat, through which the students can get connected to the teacher directly, they can do homework online and express their ideas on the class' screen simultaneously. The second one, 'The Super Star' is an application that the students have to download on the mobile-phone, and then they can scan the teachers' material and assignment in the app. In this essay, the author tries to make a comparison between the two apps, so as to find a better way of using the modern applications, in which case, can attract the students' attention, arouse their interest and guarantee their speaking and writing hours at the same time. Furthermore, more scholars can get a better understanding of these two apps through the essay, and the producers of the app will be able to make some adjustment to them timely. Hope this essay will create a new viewpoint on the multimedia English teaching in China, even in the world.</p>

<p>Mark Helman ERCICTEL1924124</p>	<p>Reinforcing civic engagement through the Social Sciences: Equipping High School Students for agency and activism in the Second Machine Age</p> <p style="text-align: center;">Mark Helman Pechersk School International Kyiv, Ukraine</p> <p>Abstract</p> <p>As human progress moves further toward automation as well as digital engagement, a phenomenon often associated with the popularly termed “Second Machine Age”; how do we effectively excite high school learners with civic identity, agency, and activism necessary for effective democratic society? McAfee (2016) notes that, “If the first machine age helped unlock the forces of energy trapped in chemical bonds to reshape the physical world, the real promise of the second machine age is to help unleash the power of human ingenuity.” This paper will examine the traditional secondary pedagogical approaches to civic education with a lens toward the paradigm shift ongoing in this transforming societal landscape. It will span the international education spectrum with existing data related to civic engagement High School Students (Grades 9-12) in the current digital age. The goal is to provide educators with innovative past as well as new approaches for promoting civic ingenuity within their classes to empower students in becoming effective democratic citizens within the Second Machine Age.</p> <p>Keywords : Civic Education, Civic Engagement, Digital Education, Innovative Pedagogy, Youth Participation</p>
<p>Dr. Raman K Attri ERCICTEL1924125</p>	<p>Towards Accelerating Time to Proficiency of Employees: Importance, Drivers and Benefits</p> <p style="text-align: center;">Dr. Raman K Attri KLA Corporation, Singapore</p> <p>Abstract</p> <p>Background – In The Fast-Paced Business Sword, The Key Challenge Modern Organizations Are Facing Is That Employee Performance Takes A Long Time To Reach A Desired Level Of Proficiency. Despite Plenty Of Research On Performance, Proficiency, Expertise And Skill Acquisition, There Are No Scholarly Studies That Explored The Business Challenge Of Accelerating Proficiency Of Employees. This Study Aimed To Close That Gap In The Literature.</p> <p>Purpose – The Qualitative Study Aimed To Investigate Meaning, Driving Factors, And Benefits Of Accelerating Proficiency Of Employees As Seen By Business Leaders And Explore The Strategies/Practices Organizations Have Used To Significantly Reduce Time To Proficiency Of The Workforce.</p> <p>Design/Methodology/Approach – 85 Experts From Over 50 Different Organizations Spread Across Seven Countries And 20 Business Sectors With Specific Experience In Leading Projects To Shorten Time To Proficiency Of Employees Were Interviewed Using Semi-Structured Project Interviews. 66 Start-To-End Project Cases Were Contributed By Them Were Analyzed Using A Thematic Analysis. The Emerging Themes Were Analyzed Using Matrix Analysis And Comparative Case Analysis Across The Project Cases. Four Categories Of Organizational Drivers Were Identified That Stirred The Need To Shorten Time To Proficiency Of Employees. The Benefits Arising Out Of Shorter Time To Proficiency Were Categorized Into Four Themes.</p> <p>Findings – The Eight Themes Together Explained Why Organizations Must Focus On Putting Efforts To Accelerate Time To Proficiency Of Their Workforce. The Findings Revealed That Four Key Business Drivers Led Organizations To Focus On Shortening Time To Proficiency Of Employees – Time-Related Pressures, Speed-Related Competitiveness, Skill-Related Deficiency, Cost Or Financial Implications. The Skill-Related Deficiencies Were The Main Drivers. It Was Seen That Cost-Savings Was Not The Primary Driver Of Such Projects While It Showed Up Invariably In Almost All The Projects. As A Result Of A Shorter Time To Proficiency, It Was Found That Organizations Realized Four Key Benefits – Business Gains, Improvement In Operational Metrics, Improvement In Productivity, And Cost Savings.</p> <p>Research Limitations– This Study Deals With The Construct Of Accelerated Proficiency At A Broader Business Level Across Several Industries. The Nature Of Accelerated Proficiency Challenge May Vary From One Industry To Another.</p>

	<p>Originality/Value –This Is The First Known Scholarly Study Conducted Across Several Industry Segments Which Have Kept This Business Challenge Shortening Time To Proficiency At The Centerpoint And. The Findings From This Research Study Represent More Universally Applicable Across Several Contexts.</p> <p>Keywords: Accelerated Proficiency, Performance, Time To Proficiency, Human Resource Development</p> <p> Rengaraj M ERCICTEL1924126</p> <p>Narrative Approach a Tool in Developing Cognitive Abilities and Skills through Digital Short Stories</p> <p style="text-align: center;">Rengaraj. M Director, Dr .M.G.R. Edu. and Research Institute, University, Maduravoyal, Chennai- 600 095, India</p> <p style="text-align: center;">Anuradha.V Research Scholar, Dr .M.G.R. Edu. and Research Institute, University, Maduravoyal, Chennai- 600 095, India</p> <p>Abstract Short stories though old seems to be the richest source in language teaching. The use of narration as the primary pedagogical method in elementary education was initiated and instituted by Charlotte Mason. The narration approach is adopted as the oral practice in which a student reads a passage of text, summarizes the key points, and concludes the key thoughts from the text. This research provides how narration approach enhances the cognitive abilities and skills of the first year engineering students using digital short stories. Dr.Pascale Michelon is of the opinion that cognitive abilities are brain-based skills in which one needs to carry out any task from the simplest to the most complex and which have more to do with the mechanisms of how learning takes place and remember it, to solve the problem, and to pay attention, rather than with any actual knowledge. To be creative in the innovations and applications and narrate the sequence of events in presenting the data of the projects or lab reports is a special skill that has to be nurtured among engineering students. In order to enrich this skill among the engineering students the researcher adopted the narration approach by making the students to listen to the digital short stories and making them to repeat the stories in their own words. The research was done in three stages, stage one: the level of phenomenon before process, stage two: treatment period (using narration approach) - retelling the digital short stories they watched and stage three: the level of phenomenon after treatment. The cognitive abilities such as perception, attention, memory, motor skills, language, visual and spatial processing and executive functions were developed through narration. Keywords: Narration Approach, Digital Short Stories, Achievement, Development, Cognitive Abilities</p>
	<p> Dr. P. Sridevi YRSICTEL1924051</p> <p>Integration of Six Thinking Hats Technique and Clil Methodology for Effective Classroom Teaching Learning</p> <p style="text-align: center;">Dr. P. Sridevi Post-Doctoral Fellow, ICSSR, Pondicherry University, India</p> <p>Abstract In order to face the challenges in this modern competitive world, Education should be reformed so as to direct towards its sustainability. Changes are impossible without learning, just as learning is impossible without changes. New ways of thinking are required for all the fields to survive and achieve their goals. In this context, society is in need of new form of education. De Bono's six thinking hats is an effective method to help the learners to analyze a situation from different perspectives. In the same way, Content and Language Integrated Learning (CLIL) is an approach where students learn not only the subject but they also gain relevant vocabulary and language skills. The present study has been specifically designed to experiment the efficacy of integrating the six thinking hats technique and CLIL for classroom teaching and learning. Key Words: Six Thinking Hats Technique, CLIL, Effective Classroom Teaching and Learning</p>



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Functional Literacy as an Effort to Develop Home Business For Rurals Women

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Abstract

Rural's women home business is very important considering that women are often the saviors of the family economy. This study aims to describe functional literacy as an effort to develop home business for rural's women. The research method uses qualitative, in women's study groups. Data collection uses in this study consists of documentation, observation, and in-depth interviews. Qualitative descriptive method consist of data reduction, data presentation, and conclusion. The description of the results in this study shows functional literacy in learning groups can improve basic literacy and practical skills as an entrepreneurial development. The representation of women entrepreneurs is still relatively low which can be attributed to factors such as low level of education, lack of capital, and cultural. The development of effective home business is carried out continuously and simultaneously through functional literacy which has implications for improving the economy and family welfare.

Keywords: Functional Literacy, Home business, Women



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Community Empowerment Strategy Model or Poor People Through Education and Training Based on Market Needs in Non-Formal Education Track

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Abstract

The objective of this research is to provide inputs to the education and training organizer so that the strategy model used in the implementation of education and training using a model of community empowerment strategy through education and training based on market needs, both for the industrial and business world is really appropriate. The research method was conducted following the development model of Grinnell, Creswell through qualitative and quantitative approaches (mixed). However, this research is more focused on qualitative research. The results cover the education and training strategy based on market needs in non-formal education for the poor and unemployed community in Semarang City. After participating in education and training in accordance with the appropriate strategy model, the participants are able to have skills and they also get a livelihood that is at the same time able to improve their economy. The results show that from the total of 40 participants, 97.5% of them successfully passed the training, and 87.5% of them managed to get a job. It proves that the community empowerment strategy model gives an effect on the results of the education and training graduates, and also job and business opportunities. Conclusion: by adding a variable of market needs for both the business and the industrial world, the empowerment strategy model through education and training can successfully change the community that at first unskilled become skillful and can directly work or do business for a better life.

Keywords: Strategy, Community Empowerment, Education and Training, Market Needs, Non-Formal Education Track



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Quantitative Analysis of E-learning in Non-Formal Education

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Abstract

Communication and information technology are currently developing so fast. This development certainly has an impact on non-formal education students. Non-formal education students usually use conventional learning models. However, with the development of technology, non-formal education students are also familiar with social media, students tend to use smart applications on their cellphones and laptops to surf the internet. Learning methods for students in non-formal education are part of the teaching and learning process, a strategy so that students can understand the material delivered by the tutor. The use of learning methods supported by appropriate and appropriate media will facilitate students to achieve their competence. As the objective of this research is to quantitatively analyze the advantages and disadvantages of using e-learning which was chosen as an effective learning method for non-formal education students. The study was conducted with a survey of observation, identification, filling students' perceptions of the teaching method of tutors, learning variables, evaluation of learning outcomes, electronic media used. Students have the perception that learning to use e-learning is more beneficial because of freedom of choice of place, freedom of time, ease of access but the drawbacks are objective assessment and high quota costs.

Keywords: E-learning, Effective learning, Non-Formal Education

Social Entrepreneurship Character-based Learning Design at The Center for Community Learning Activities

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Abstract

Research objectives: (a) find the design of learning based on the planting of social entrepreneurship character in current The Center for Community Learning Activities (PKBM); and (b) formulate a proper conceptual design in the planting-based learning of social entrepreneurship characters in PKBM. Data collection is done through interviews, and observations. This research procedure follows the flow of literature studies, field foil, and design formulation. Research findings show: (a) The empirical design of learning based on the planting of social entrepreneurship characters conducted by administering life proficiency skills through regular theoretical learning activities

	<p>conducted by all Tutors, and not involving business actors; and (b) while the design (conceptual) is suggested in the planting-based learning of social entrepreneurship character following the flow of theory and practice, technical assistance, giving life skills and internship programs with involving actors Efforts began to plan, implement, and evaluate, as well as mentoring business management aspects, marketing, and business funding.</p> <p>Keywords: Learning Design, Character Planting, Social Entrepreneurship</p>
 Muarifuddin Muarifuddin ERCICTEL1924138	<p>Social Entrepreneurship Learning in Babagan Village: Research Based on Community Empowerment of Tourism Village</p> <p style="text-align: center;">Muarifuddin Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Semarang, Indonesia Editor Journal of Nonformal Education and Community Empowerment</p> <p style="text-align: center;">Hendra Dedi Kriswanto Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Abstract This study aims to describe the process of social entrepreneurship as a manifestation of community empowerment in the management of tourist villages. The approach used is descriptive qualitative. The research subjects were village heads, batik artisans, batik and community leaders as informants. Data collection uses interviews, observation and documentation methods. The validity of the data uses sources triangulation, methods, and theories. Data analysis techniques through the stages of data collection, reduction, presentation, and conclusion. The results showed the creation of interactions between artisans and batik who have established patron-client relationships. Batik artisans are involved in business collaboration. The social structure formed shows dependency relations. The empowerment formed is the creation of an entrepreneurial community and the formation of a batik tourism village center.</p> <p>Keywords: Learning, Social Entrepreneurship, Community Empowerment, Tourism Village</p>
 Bagus Kisworo ERCICTEL1924139	<p>Education Business Analysis on Non-Formal Conservation Education Business</p> <p style="text-align: center;">Bagus Kisworo Universitas Negeri Semarang, Semarang, Indonesia Abdul Malik Universitas Negeri Semarang, Semarang, Indonesia Hanggraeni Gardika Tama Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Abstract Education business is a potential business, but it still needs to be studied more deeply so that the essence of non-formal education that can answer all problems in education does not disappear and eliminate its functions. The purpose of this study is to analyze the implementation of non-formal environmental education business. This research used a qualitative approach which was carried out in Semarang City. The data collection technique used was interview. The validity of data was done through source triangulation, while the data analysis techniques were done through data reduction, data display, and conclusion drawing/verification. The implementation of non-formal education was based on the perspective that it can be a promising business opportunity and have a long-term income generating orientation. Teachers and learning process are adjusted to the needs and the potential of the students. Business capital used by tutoring institutions in developing the education business included internal capital and external capital. Politics has a great influence in the implementation of non-formal education business. The value of character conservation in the implementation of non-formal education has not been the main priority in most education institutions in which education must have the value of innovation, creative, fair, caring, and honest.</p>

	<p>Keywords: Business, Non-formal Education, Conservation.</p> <p>Building Character and Ability of Early Childhood Through Multimedia Learning</p> <p>Amin Yusuf Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Liliek Desmawati Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Ilyas Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Abstract</p> <p>This research aims to develop the character of learning and the introduction of the concept of shapes, colors, and sizes in early childhood education, and to determine the feasibility and effectiveness of multimedia-assisted learning in enhancing the values of character and ability of the child to know the concept of shapes, colors, and sizes. This is research and development. The subjects were a group of kindergarten children Lab School Semarang State University. The data collection methods used were: (1) a written test, (2) observation, (3) documentation, (4) the study of literature, (5) questionnaires, and (6) field study. Analysis of the data include: (1) designing interactive multimedia CD power point, (2) descriptive analysis, and (3) test the effectiveness. The results showed: (1) Learning planting character and the introduction of the concept of shapes, colors, and sizes in Lab School Unnes kindergarten, (2) Feasibility study of multimedia learning CD in building the values of character and improve understanding of the introduction of the concept of form, color, and size on learners in Lab School Unnes kindergarten. This feasibility assessment show from Experts in the field Validator and Validator matter expert in the field of multimedia with an average score of 30.25 out of a maximum score of 36, (3) the learning effectiveness of multimedia learning CD in building the values of character and improve understanding of the introduction of the concept of form, color, and size of the learners in Lab School Unnes kindergarten. The effectiveness of the assessment show pre-test average 2.1 to 2.7 on the post-test results with mastery learning outcomes reached 80%.</p> <p>Keywords: Character Education, The Concept Of Form, Color, And Size, CD Multimedia Learning, Early Childhood</p>
 <p>Tri Suminar ERCICTEL1924143</p>	<p>Entrepreneurship Training in The Productivity Development of Small and Medium Enterprises in Semarang, Indonesia</p> <p>Tri Suminar Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Amin Yusuf Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Utsman Universitas Negeri Semarang, Semarang, Indonesia</p> <p>Abstract</p> <p>Effective training models can improve the quality of productive human resources. The quality of human resources is productive when actors in SMEs (small and medium enterprises) can maximize the potential in running the business effectively and efficiently. This research aims to determine the implementation of entrepreneurship training to develop the productivity of SMEs. The research method uses a quantitative descriptive approach. Sampling techniques are randomly proportional based on the training class. The number of research samples was established with Solvin formula, amounting to 171 respondents SMEs who have participated in entrepreneurship training in the city of Semarang. Data collection using questionnaires with Likert scale, data analysis with descriptive percentages. Results showed that the planning program of the SMEs training program was in a very good category with a percentage magnitude of 86.45%. The implementation of the SME</p>

	<p>training program is a very good category with a percentage magnitude of 85.51%. The evaluation of the SMEs training program is a very good category with a percentage magnitude of 82.23%. The SMEs training program in the city of Semarang goes as expected by the SMEs to increase business productivity.</p> <p>Keywords; Training, Entrepreneurship Training, Small and Medium Enterprises</p>
 Heliyatul Matlubah ERCICTEL1924140	<p>The Implementation of Mobile Learning in Indonesian Secondary Schools: The Challenges and Strategies for Secondary Teachers</p> <p style="text-align: center;">Heliyatul Matlubah Faculty of Education, Monash University, Melbourne, Australia</p> <p>Abstract</p> <p>The rapid growth of internet use in Indonesia has led to the emergence of mobile learning. One of the most favourable digital devices to connect internet is a smartphone; therefore, numerous applications are established by using this device for teaching purposes. This development is also supported by the new curriculum in Indonesia that the integration of technology for all subjects is required for teachers to enhance students' learning skills. Unfortunately, the implementation of technology is ineffective for the occurrence of several challenges, and only limited research focus on those problems. For this reason, the study will elaborate three significant barriers to implementing m-learning and proposed the relevant strategies to tackle such issues. The significant challenges are ranging from teacher, policy, and application design factors which should be addressed through specific strategies. Unpreparedness and teachers' negative perspective are reported as the constraints from teacher factors. These problems could be solved by establishing a practical, longitudinal, and sustained teacher professional development. Then, policy aspects include a ban on mobile phones and insufficient infrastructure. The enforcement of BYOD initiatives with strict control and the provision of free internet access might reduce the issues. The last factor is from inappropriate design, such as low-quality of usability feature and irrelevant context. For m-learning developers, they should consider usability components, such as user-friendly design and interactive feature in learning content, as well as in conformity with social and cultural contexts. The findings will be significant for any stakeholders including teachers, policymakers, students, and application developers.</p> <p>Keywords: Mobile learning, Challenges, BYOD (Bring Your Own Device), TPD (Teacher Professional Development)</p>

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