



Conference Proceedings

26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali

18-19 December 2019

Conference Venue

Ibis Bali Kuta, Jl. Raya Kuta No. 77, 80361 Kuta, Bali, Indonesia

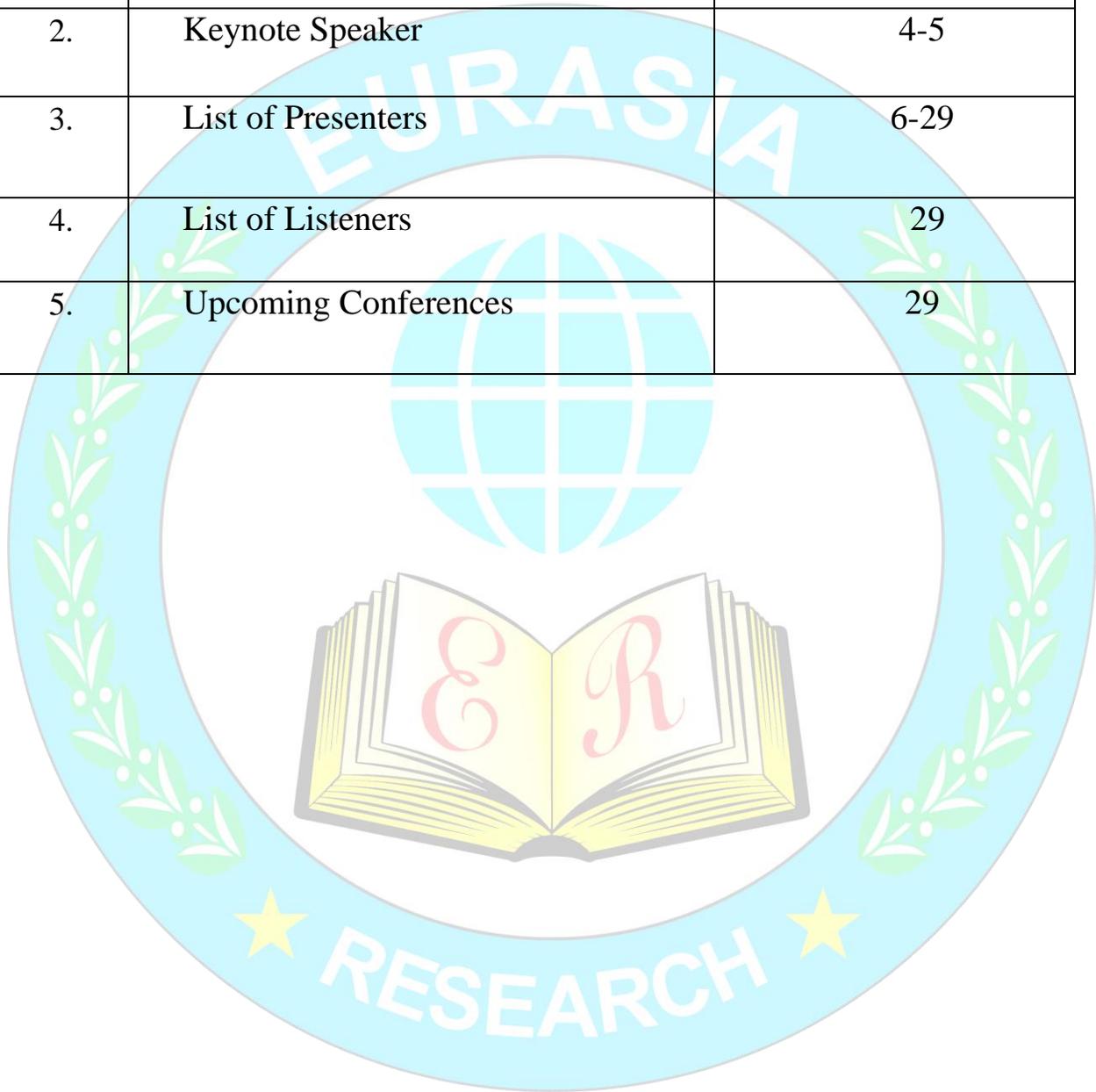
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Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

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

KEYNOTE SPEAKER



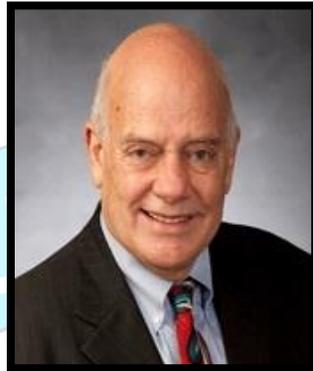
Jane Jackson

**PhD, U of Toronto, Professor in the English Department at the
Chinese University of Hong Kong, Hong Kong**

Topic: Transformative Learning through Online Engagement

Jane Jackson (PhD, U of Toronto) is Professor in the English Department at the Chinese University of Hong Kong, where she teaches courses in applied linguistics/intercultural communication. Her research centers on education abroad, intercultural communication, language and identity, and eLearning/intercultural pedagogy. Recent Routledge books include *Online Intercultural Education and Study Abroad: Theory into Practice* (2019), *Interculturality in International Education* (2018), *Intercultural Interventions in Study Abroad* (2018, co-edited with Susan Oguro), *Introducing Language and Intercultural Communication* (2014, 2020), and *The Routledge Handbook of Language and Intercultural Communication* (2012, editor). She has also authored *Intercultural Journeys: From Study to Residence Abroad* (Palgrave MacMillan, 2010), and *Language, Identity, and Study Abroad: Sociocultural Perspectives* (Equinox, 2008).

PLENARY SPEAKER



Dr. Warner Woodworth

**Global Social Entrepreneur/Professor Emeritus, Department of Management,
Marriott School of Business, Brigham Young University, Utah, USA**

Dr. Warner Woodworth is a Global Social Entrepreneur and Professor Emeritus of the Department of Management at the Marriott School of Business, Brigham Young University where he designed and taught the first U.S. courses in Microcredit and Social Entrepreneurship. He is an author of 10 books and over 200 articles and has been engaged in empowering the poor for over three decades. He holds an M.A. and Ph.D. in organizational behaviour from the University of Michigan, Ann Arbor. Over the years, he laboured to launch the worker ownership movement in the U.S. (ESOPs, i.e. Employee Stock Ownership Plans), as well as lobbied Congress to create the National Cooperative Bank, both of which empower the lower-income sectors of America. He then turned to the global poor where he designed and taught the first U.S. courses in Microcredit and Social Entrepreneurship, topics that are now taught at over 600 college campuses. For 3 decades Warner has helped found and/or served on the boards of some 41 NGOs and projects including Mentors International (7 countries), Ouelessebougou Alliance (Mali), Unitus (16 nations), and HELP International (11 countries), among others. In 2018 alone the NGOs and MFIs he helped launch from his campus courses during past decades grew to over 8.2 million clients gaining a better life, and last year collectively raised some \$27 million, while training over 362,000 micro entrepreneurs. He has been honoured with the Faculty Pioneer Award for his global impacts from the Aspen Institute in NYC, received the Social Entrepreneurship Teaching Award at the Skoll World Forum at Oxford University, and was the first Peter Drucker Visiting Scholar at the Drucker School, Claremont University in LA, among other recognitions. He was also appointed by Nobel Peace Prize Laureate Muhammad Yunus to the Advisory Board of Grameen America in NYC.

PRESENTERS

<p>Kumar Laxman ERCICTEL1927051</p>	<p>What does Research tell us about the Effectiveness of Mobile Learning</p> <p>Kumar Laxman Faculty of Education, University of Auckland, Auckland, New Zealand</p> <p>Abstract In this presentation, I will be looking at trends and patterns from the findings of studies on mobile learning, what factors contribute to and inhibit effective implementation of mobile learning, what considerations need to be noted in designing mobile learning programs in schools. I will be looking at the ways in which mobile learning can be best planned for and implemented in schools so as to maximize learning efficiency and enhance teaching delivery. I will also examine the strengths and shortcomings of embedding mobile devices in educational design. Finally I will be exploring future trends of pedagogical innovations involving mobile devices.</p>
 <p>Marizen Contreras ERCICTEL1927054</p>	<p>Correlational Study Between the Laboratory and on-the-Job Training Performance of Mechanical Engineering Students of the University of Batangas (AY 2017-2018)</p> <p>Marizen Contreras Mechanical Engineering Department, College of Engineering, University of Batangas, Batangas City, Philippines</p> <p>Abstract This study was conducted to determine correlation between the University of Batangas Mechanical Engineering students' performance on laboratory activities and their OJT performance in terms of the following: quality and quantity of work, dependability and reliability, personality, and attendance. The data used in this study were collected from the computed grades from laboratory activities and from their employers. Those mechanical engineering students from the university were observed to have the following characteristics: inquisitiveness, attentiveness, courteousness, efficiency, diligent, disciplined, leadership, and self-confidence. Because of this, the student-trainees got remarkable ratings from their professors and immediate superiors. The results noted that there is a significant relationship between the laboratory and OJT performances. Thus, the researchers came up to the idea of continuously improving their laboratory and OJT manual to fit the needs of the mechanical engineering students of the University of Batangas. Keywords: Skills, Performance, Engineering, On-The-Job Training</p>
<p>Aileen Joan Vicente ERCICTEL1927056</p>	<p>Collaborative Approach In Software Engineering Education: An Interdisciplinary Case</p> <p>Aileen Joan Vicente College of Science, University of the Philippines Cebu, Cebu City, Philippines</p> <p>Tiffany Adelaine Tan School of Management, University of the Philippines Cebu, Cebu City, Philippines</p> <p>Alvin Ray Yu College of Science, University of the Philippines Cebu, Cebu City, Philippines</p> <p>Abstract Aim/Purpose: This study aimed at enhancing student's learning of software engineering methods. A collaboration between the Computer Science, Business Management, and Product Design programs was formed to work on actual projects with real clients to simulate the realities of a diverse Software Engineering team. Background: A collaborative approach implemented through projects has been the established pedagogy for introducing the Software Engineering course to undergraduate Computer Science students. The collaboration, however, is limited to collaboration among Computer Science students and their clients. This case study explored an enhancement to the collaborative approach to project</p>

development by integrating other related disciplines into the project development framework; hence, the Interdisciplinary Approach.

Methodology: This study adopted the case method approach. An interdisciplinary service innovation activity was proposed to invite other disciplines in the learning process of the computer science students. The agile methodology Scrum was used as the software development approach during project development. Survey data were collected from the students to establish (a) their perception of the interdisciplinary approach to project development; (b) the factors that influenced success or failure of their team to deliver the project; and (c) the perceived skills or knowledge that they acquired from the interdisciplinary approach. Analysis of data followed a mixed method approach.

Contribution: The study improved the current pedagogy for Software Engineering education by integrating other related disciplines into the software project development framework.

Findings: Data collected showed that the students generally accepted the interdisciplinary approach to project development. Factors such as project relevance, teamwork, time and schedule, and administration support, among others, affect team performance towards project completion. In the case of the Computer Science students, results show that students have learned skills during the experience that, as studies show, can only be acquired or mastered in their future profession as software engineers.

Recommendations for Practitioners: The active collaboration of the industry with the University and the involvement of the other related courses in teaching software engineering methods are critical to the development of the students, not only in learning the methodology but also as a working professional.

Recommendation for Researchers: It is interesting to know and eventually understand the interactions between interdisciplinary team members in the conduct of Software Engineering practices while working on their projects. More specifically, what creative tensions arise and how do the interdisciplinary teams handle the discourse?

Impact on Society: This study bridges the gap between how Software Engineering is taught in the university and how Software Engineering teams work in real life.

Future Research: Future research is targeted at refining and elaborating the elements of the interdisciplinary framework presented in this paper towards an integrated course module for Software Engineering education.

Keywords: Software Engineering Education, Interdisciplinary Learning, Collaborative Approach

Jale Uzel
ERCICTEL1927057

MOOCs as an Innovation in Teaching and Learning

Jale Uzel
Anadolu University, Turkey

Abstract

With the development of information technology, knowledge acquisition is not just limited to the traditional classroom. It has been several years since Massive Open Online Courses (MOOC) have entered the higher education environment and many forms have emerged from this new way of acquiring knowledge. Teachers have been incorporating MOOCs with more or less success in a traditional classroom setting to support various learning preferences, introduce this new way of learning to students, and to make learning available to those who might not be able to follow traditional instructions. This paper researches the advantages of MOOCs in a blended learning model where a MOOC has been integrated in a traditional classroom. For this aim, beginning with the definition and a brief history of MOOCs, my poster presentation covers various positive dimensions of the implementations of MOOCs in today's teaching and learning.

Keywords: MOOCs, Information Technology, Traditional Classroom, Blended Learning



Lusy Tunik
Muharlisiani
ERCICTEL1927059

Teaching Speaking using Bullying as Learning by Application Augmented Reality for Second Semester English Education Department at Universitas Wijaya Kusuma Surabaya

Lusy Tunik Muharlisiani
Department of English Education, Faculty of Language and Sains, Universitas Wijaya Kusuma
Surabaya, Surabaya, Indonesia

Abstract

Augmented Reality (AR) technology is digital integrated into the real world, data in the real world can be applied to speaking learning by using bullying as media.
In Phase I: Inventory and collection: identify the components, and work together to include the use of the augmented reality application as a tool in supporting speaking learning using bullying as a medium
In Phase II: Development of Augmented Reality applications will further facilitate speaking learning by using bullying as a medium. The advantages of AR applications that use the internet in the hope of continuing to update the update data presented.
In Phase III: Implementation of Augmented Reality namely information technology-related capabilities provided as speaking learning services by using bullying as a media so that users can access it related to the technological infrastructure that helps it.
 The methodology explains how more effective implementation and sharing of different levels of knowledge are needed, but also allows better teacher assessment and remediation to also provide detailed guidance on how to create interactivity.
 The results showed that speaking using bullying as a medium must be effective when integrated and have a positive impact on increasing student motivation and can make the learning process more flexible. Increasing innovation and creativity in products, one of which is innovation in speaking learning by using bullying as media.
Outputs Required 1, 2 and 3: Intellectual Property Rights, International Seminar Presentations and International Proceedings.

Mak Wai Fong
ERCICTEL1927061

Application of Social Network Analysis in Professional Learning Community

Mak Wai Fong
Pejabat Pendidikan Daerah Kuala Muda Yan Kedah, Malaysia

Abstract

This paper study the usage of social network analysis (SNA) to reflect interactions and sharing among teachers on the practices of Professional Learning Community (PLC) in schools. The sample consists of 39 teachers in an urban primary school. The researcher used SNA and Gephi 0.9.2 to collect and analyse data statistically and visually. SNA were used to identify patterns of interaction and comparison of teachers sharing on knowledge and pedagogical skills. Gephi tools were used to analyse the degree, closeness and betweenness - centralities. These centrality measures are important to understand power, stratification, ranking, and inequality in social structures among teachers in school. Interpretation of these data can help to identify strengths and deficiencies social network among teachers and thus interventions taken to improve classroom instruction. This study shows that the mean of degree, closeness and betweenness centralities of sharing of knowledge (6.42; 0.60; 19.12) is higher than the sharing of pedagogical skills (3.42; 0.34; 12.92). This shows that teachers have less sharing on pedagogical skills which are essential in this era of transformation to achieve the 21st century education in the classroom. This study also identified that the degree of sharing is higher among female teachers than male teachers. Intervention by coaching and mentoring of School Improvement Specialist Coachers through appropriate PLC tool, incorporate the guidelines underpin in the SKPMg2 Standard 4 (Teaching & Learning) and the PDCA Model to improve teachers' classroom instruction.
Keywords: PLC, SNA, Gephi, Centrality, SKPMg2 Standard 4

Saralah Devi
Mariamdarani
Chethiyar
ERCICTEL1927066

The Effectiveness of Mindfulness to Reduce Aggression among Prison Inmates

Saralah Devi Mariamdarani Chethiyar
Rathiga K Rukumangadan
School of Applied Psychology, Social Work and Policy (SAPSP), College of Arts and Sciences,

Universiti Utara Malaysia, Malaysia

Abstract

This purpose of this research was to examine positive effect of mindfulness among female prison inmates who are aggressive. Quantitative Quasi-experimental research methodology was used in this research where the empirical intervention was studied using purposive sampling. The sample consisted of 36 female inmates from one of the prisons in Malaysia state. They were tested for mindfulness techniques and the measures were taken before and after intervention for six weeks. The research was conducted using survey questionnaires. Measurements were made using “Mindful Attention Awareness Scale” for measurement of mindfulness. Aggression questionnaire developed by Buss & Perry was used to measure aggression of inmates in terms of Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and H (Hostility). The data collected was analysed with SPSS version 25. The findings indicate that there is a correlation between mindfulness and aggression. The study also indicates that those who had practised mindfulness, showed less aggression.

Keywords: Mindfulness, Aggression, Inmates, Correctional Malaysia

Learning The Strategy of Marzano in Mastering Reasoning skills among Form Four Students in the topic of Differentiation

Mohamad Nizam Arshad PhD (Mathematics Education)
SM Sains Sultan Hj. Ahmad Shah, Kuantan Pahang, Malaysia

Abstract

Reasoning skills, due to their significance, were stipulated as one of the major components of the Higher Order Thinking Skills (HOTS) in the Malaysian Education Development Plan (2013-2025), to be mastered by students. The need for students to be proficient in these skills was viewed to be particularly important when they learn Mathematics, specifically on analytical topics, such as, Differentiation. In the past, failure in having a good grasp of mathematical reasoning skills among students in the early stages of learning had seen negative impacts on learning Mathematics at higher levels. The study involved a total of 31 purposively-sampled students from a secondary boarding school in Johor, who were outstanding in Modern Mathematics, but weak in Additional Mathematics. It aimed at improving their level of reasoning skills in Differentiation, one of the topics in Additional Mathematics. This study used a quasi-experimental, one-group pre-test-post-test design and a single group time-series design. A pre-test was given to the participants in advance, followed by several repetition tests, prior to the post-test assessment. The data for this study was collected using a set of Reasoning Test Questions on Differentiation (UPSP) and 10 sets of learning activities on Differentiation, based on a modified Marzano Rubric for Specific Task of Situations (1992). The rubric was modified from Marzano Dimension of Expanding and Enhancing Knowledge (1992). The data was analyzed using descriptive and inferential statistics to get the mean, range, maximum and minimum value, paired sample t-test and ANOVA at a significant level of 0.05. Overall, it was found from the study that, the Differentiation Reasoning Level (TPM) of the students showed a significant difference after learning, using Learning Strategy for Differential Reasoning (SPP), compared to learning without the approach ($t=-27.47$; $p < 0.05$). The mean scores (M) for all the four components of TPM, namely, comparing, classifying, inductive and deductive improved tremendously from 2.32, 2.65, 2.65 and 2.39, respectively to 3.37, 3.56, 3.70 and 3.39 in the same order. The results of t-test also showed a significant difference in the four components of TPM, due to the intervention, their values being $[(31) = - 22.097, p < 0.05]$, $[(31) = - 32.416, p < 0.05]$, $[(31) = - 38.325, p < 0.05]$ and $[(31) = - 26.843, p < 0.05]$, in the same order as above. Lastly, repeated measure by One-Way ANOVA (Analysis of Variance) test also showed significant differences in the students' reasoning level of the four component of TPM. In conclusion, the Marzano Model of Dimensional Learning (1992), based on the Dimension of Expanding and Enhancing Knowledge was proved to be the most suitable thinking skill model, which could be used to improve students' reasoning skills.



Mohamad Nizam
Arshad
ERCICTEL1927068

Asabiru Usman
Hamma
ERCICTEL1927076

The Use of Lexicostatistic and Mutual Intelligibility in Determine the Affinity of Dialects of the Same Language

Asabiru Usman Hamma
Department of Hausa Language College of Education Waka Biu Borno State Nigeria, Collge of

Education Waka Biu, Borno State, Nigeria

Abstract

The major task of linguist is to describe the properties of a language. This paper attempts to examine how to determine the affinity of dialects of the same language?. Phonological and morphological features are the back bone of marking out the boundaries among dialects of a language through the use of isoglosses. Moreover, a case of Hausa dialects has been observed based on Abubakar,(1983) and Zaria (1982) in an effort to determine the affinity of Hausa dialect. Also, isoglosses, glottochronology (lexicostatistics) as well as mutual intelligibility test were considered as methods used quantifying the extent of the affinity of Hausa dialects both eastern and western type.
Keywords: Lexicostatistic, Mutual Intelligibility, Affinity, Dialect, Language, Isoglosses.



Ahmad Abdun Salam
ERCICTEL1927077

Designing A Competency Standard For Teachers and Employees in Private Islamic Education Institution to Deal the 4.0 Industrial Revolution

Ahmad Abdun Salam
Educational Management Department, Graduate School of Yogyakarta State University,
Yogyakarta, Indonesia

Abstract

The presence of the industrial revolution 4.0 had an impact on all sectors of life, one of which was the education sector. Education management must continue to be improved in order to be able to answer global challenges, one of which is the management of the competence of educators and education personnel. Islamic education institutions (based on boarding school models) always continue to improve themselves in responding to global challenges by improving the competency standards of teachers and staff. So far, it is rare to find clear competency standards in Islamic education foundations, and there is not much research on employee and teacher competency standards, therefore this research was conducted. This study aims to create competency standards for employees and teachers who are able to answer the education 4.0. The research uses the Research & Development (R&D) method at the Islamic Education Institute of the As-Syifa Al-Khoeriyah Subang Foundation, West Java, the largest Islamic education foundation in West Java which has around 3500 students and 1000 employees. The results of this study are data in the form of job competency profiles and employee and teacher competency matrices, and it can be a reference for other Islamic Education Institutions.

Keywords: Designing a Competency Standard, Private Islamic Education Institution, Education 4.0

Akintola Ismaila
Akinbode
ERCICTEL1927079

Educational Leadership in Higher Education Institution and Institutional Effectiveness: Paving Way for Positive Outcomes

Akintola Ismaila Akinbode
Department of Social Foundations and Educational Leadership, International Islamic University,
Malaysia

Said Rasid Ali Al Shuhumi
Department of Social Foundations and Educational Leadership, International Islamic University,
Malaysia

Dawood Abdulmalek Yahya Al-Hidabi
Department of Curriculum and Instruction, International Islamic University, Malaysia

Azam Bin Othman
Department of Social Foundations and Educational Leadership, International Islamic University,
Malaysia

Abstract

Leadership is a pivotal factor and major determinant of overall success or failure of the institution or organization. Educational leadership in Higher Education Institution (HEIs) is a myriad of actions which cover all aspects of the institutional system. Leadership therein is not a concept to be defined but a set of actions to be implemented and missions to be accomplished. Succeeding in

leadership position in educational industry in this VUCA (Volatile, Uncertainty, Complex, Ambiguous) world requires eye opening skills and guiding materials that will practically enunciate what the academic leadership is all about and what are the specified roles expected from them, what are the leadership styles and which of the styles yields a rewarding outcome and improve employee job satisfaction, how would leaders initiate and manage change and more importantly how would the institution produce job ready graduates by equipping the students with twenty first century skills. Based on this need, this paper discusses these fundamental issues with a view of providing formidable ground for the potential and aspiring leaders towards achieving positive outcomes and overall institutional effectiveness.

Keywords: Leadership, Institutional Effectiveness, VUCA, Job Performance, Leadership Styles, Positive Outcomes



Teguh Maulidan
ERCICTEL1927081

A Possibility of Bringing One of International Education Trends to Indonesia: Implementation of Credit for Prior Learning (CPL) in Indonesian Private and National Universities

Teguh Maulidan
Faculty of Business, Sampoerna University, Indonesia

Abstract

Almost all universities in Indonesia require students to spend a full four years in the university without accepting any credit transfer or credit for prior learning assessment to replace some particular courses. Indonesian students can graduate faster if Credit for Prior Learning is implemented. Credit for Prior Learning refers to a process done by regulatory bodies to evaluate students' experiences which can replace or waive academic courses. Leading universities in the world have used Credit for Prior Learning as an evaluation for students' ability in some area of studies. In contrast, most universities in Indonesia, especially national universities, do not accept Credit for Prior Learning; it might be because of regulation from the Indonesian Ministry of Education. This paper will explain the possibility of implementation of Credit for Prior Learning in Indonesian universities whether it is possible to be implemented or not by focusing on the third and fourth-year students' perspectives.

Keywords: Credit for Prior Learning (CPL), University, Indonesia, Ministry of Education



Nur Aysah Abbas
ERCICTEL1927082

Analysis of Emerging Duolingo Application in Improving the Listening Comprehension Skills of Sampoerna University Students

Avinda Asyaro Taghsya
Nur Aysah Abbas
Sampoerna University, Indonesia
Nur Lailatun Nadifah
Sampoerna University

Abstract

Technology plays an essential role especially in learning aspects. Besides that, English skill is also needed. Technology helps the learning process by the existence of mobile learning application, which let the students learn anytime and anywhere. Duolingo is one of the mobile applications that provide various listening practices. This study is aimed to analyze the impact of Duolingo in improving listening comprehension skills from the students' perspective. This study is conducted by using a qualitative and quantitative methods that focus on thirty-five students of Sampoerna University with random cohorts. The respondents are the students using the Duolingo application. They would be given a set of questionnaires which consist of 10 close-ended questions and 3 open-ended questions about Duolingo as a media for practicing listening skills. Then, the interview is conducted to clarify things. The result of this study will indicate whether Duolingo can improve the students' listening comprehension skills.

Keywords: Duolingo, Listening Skills, Mobile Application, University Student, Impacts



Kyoung Min Cho
ERCICTEL1927083

University Students and Teachers' Perspective View Towards Indonesian Education System

Kyoung Min Cho
Sampoerna University, Indonesia

Abstract

Over many centuries the education system in human society has improved and also shown the progress of technological advancement, which has become the most prominent thing in people's life. Education has by far become the most important factor for society, which is very crucial for all males and females to take education. However, as education has become much more free for all people it has also shown to be unfair to several students. For example, education in modern days does not acknowledge student's efforts in their academics. In addition, the main concern of the Indonesian education system is the lecture method. Indonesian education is called the "one-way communication system", in which information is transferred in one direction only, from the sender to the receiver where there are no opportunities for the receiver to give feedback to the sender. This research will be thoroughly clarified and analyzed by conducting surveys to both students and lecturers in Indonesia for the purpose of their personal opinions on the quality of the education system in Indonesia.

Keywords: Quality of Education, Lecture Method, Communication System, Education System



Ellena Brilian
ERCICTEL1927084

The Effectiveness of Independent Learning for University Students

Ellena Brilian
Sampoerna University, Indonesia

Abstract

In this modern era, effective education has been an extremely crucial thing for developing countries, especially Indonesia. Innovation is needed in learning so that students are encouraged to be independent and grow their learning intentions, that is why there is independent learning that has been implemented in many academic institutions, especially universities. This research will focus on it from a complex variety of student perspectives, what activities they do during the process, how effective this system is, the allocation of specific time given, etc. The research methods that will be used are qualitative & quantitative methods. The specific purpose of this research is to provide insight into the apparent effectiveness of the independent learning system, and also the advantages and disadvantages so that it can be used as an evaluation material for university students and lecturers.

Keywords: Independent Learning, University Students, Lecturers

Budsaba
Kanoksilapatham
ERCICTEL1927085

Thai University Learners' Motivation in Learning English: Sciences vs. Humanities

Budsaba Kanoksilapatham
Silpakorn University, Nakhon Pathom, Thailand

Attapol Khamkhien
Kasetsart University, Nakhon Pathom, Thailand

Pensinee Kitkha
Kasetsart University, Nakhon Pathom, Thailand

Angsu-orn Na Nongkhai
Khon Khen University, Nongkhai, Thailand

Abstract

It is commonly acknowledged that motivation is a crucial contributing factor to enhanced language learning. Given its pivotal role, this large-scale study explores the role of motivation in learning English among Thai undergraduate students at public universities in four regions of Thailand. Based on a number of modifications of both Gardner's (1985) and Dörnyei's (2010) frameworks to accommodate English education in Thailand, a questionnaire was developed to elicit quantitative

data relevant to motivation. Meanwhile, a semi-structured interview form was devised to collect qualitative data. The participants in this study were students from the disciplines of humanities and sciences studying at eight universities across Thailand. The analysis of the quantitative data revealed that these two groups of students were significantly different as far as the nature of their motivation is concerned. A scrutiny of the interview data demonstrates that both the sciences and humanities students clearly had the utilitarian goal of employment and professional advancement. However, the humanities students interestingly expressed their aspirations to extend the use of English as a tool to enlarge their cultural repertoire. In the light of these results, a number of generalizations could be made, including practical implications for teaching and managing English classrooms for Thai undergraduate students from diverse disciplinary backgrounds.
Keywords: English, Humanities, Motivation, Sciences, Thai University Students



Adhelia Bella Kristiani
ERCICTEL1927086

The Effects of Technology in the Dissemination of Negative Contents towards Education in University Level: Study Case in Sampoerna University

Adhelia Bella Kristiani
Sampoerna University, Jakarta, Indonesia

Tashya Arifiani
Sampoerna University, Jakarta, Indonesia

Rey David Deardo Kurniawan
Sampoerna University, Jakarta, Indonesia

Abstract

Ministry of Communication and Information states that there are around 800,000 sites in Indonesia that have been indicated as spreading erroneous information. While National Socio-Economic Survey shows that the number of illiterate residents decreased to 3.29 million people or 1.93 percent of the total population by 2018, the dissemination of negative content such as hoax, hate speech, radicalism is increased significantly. It indicates that Indonesian youngsters have a low literacy level whilst the technology in education has been widely used. Moreover, having easy access to information will degrade their ability in critical thinking. This paper aims to analyze how technology affects the university students, especially in the dissemination of negative contents in Indonesia. The data are collected through a survey of 100 students of Sampoerna University from all cohorts to see their awareness of the false information, the causes and effects of this phenomenon.

Keywords: Technology, Negative Content, Literacy Level, Critical Thinking

Tashya Arifiani
ERCICTEL1927087

The Effects of Technology in the Dissemination of Negative Contents towards Education in University Level: Study Case in Sampoerna University

Adhelia Bella Kristiani
Sampoerna University, Jakarta, Indonesia

Tashya Arifiani
Sampoerna University, Jakarta, Indonesia

Rey David Deardo Kurniawan
Sampoerna University, Jakarta, Indonesia

Abstract

Ministry of Communication and Information states that there are around 800,000 sites in Indonesia that have been indicated as spreading erroneous information. While National Socio-Economic Survey shows that the number of illiterate residents decreased to 3.29 million people or 1.93 percent of the total population by 2018, the dissemination of negative content such as hoax, hate speech, radicalism is increased significantly. It indicates that Indonesian youngsters have a low literacy level whilst the technology in education has been widely used. Moreover, having easy access to information will degrade their ability in critical thinking. This paper aims to analyze how technology affects the university students, especially in the dissemination of negative contents in

	<p>Indonesia. The data are collected through a survey of 100 students of Sampoerna University from all cohorts to see their awareness of the false information, the causes and effects of this phenomenon. Keywords: Technology, Negative Content, Literacy Level, Critical Thinking</p>
<p>Rey David Deardo Kurniawan ERCICTEL1927088</p>	<p>The Effects of Technology in the Dissemination of Negative Contents towards Education in University Level: Study Case in Sampoerna University</p> <p>Adhelia Bella Kristiani Sampoerna University, Jakarta, Indonesia</p> <p>Tashya Arifiani Sampoerna University, Jakarta, Indonesia</p> <p>Rey David Deardo Kurniawan Sampoerna University, Jakarta, Indonesia</p> <p>Abstract Ministry of Communication and Information states that there are around 800,000 sites in Indonesia that have been indicated as spreading erroneous information. While National Socio-Economic Survey shows that the number of illiterate residents decreased to 3.29 million people or 1.93 percent of the total population by 2018, the dissemination of negative content such as hoax, hate speech, radicalism is increased significantly. It indicates that Indonesian youngsters have a low literacy level whilst the technology in education has been widely used. Moreover, having easy access to information will degrade their ability in critical thinking. This paper aims to analyze how technology affects the university students, especially in the dissemination of negative contents in Indonesia. The data are collected through a survey of 100 students of Sampoerna University from all cohorts to see their awareness of the false information, the causes and effects of this phenomenon. Keywords: Technology, Negative Content, Literacy Level, Critical Thinking</p>
<p>Devani Herast Tantya ERCICTEL1927089</p>	<p>Factors That Demotivate Students</p> <p>Devani Herast Tantya Sampoerna University, Jakarta, Indonesia</p> <p>Nabila Wijaya Laskmi Sampoerna University, Jakarta, Indonesia</p> <p>Muhtia Luchfi Sampoerna University, Jakarta, Indonesia</p> <p>Abstract Students now are struggling with their school life since school is not a comfortable place for learning anymore. Some of the students do not know the essence of learning, they just strive to fulfil school demand like a robot. Because of those conditions, students often feel demotivated. So many factors, either internal or external, affect students to feel that way. By the survey that was conducted in Sampoerna University, the factors are come from so many ways. For example, the factors come from the learning environment itself, other students, lecturers, even more their own self. To overcome those problems, not only support that come from their inner self, but also support that come from the outer self. The support from inner and outer must have synergized each other to bring the students' motivation back. The conclusion from the study conducted is that school should pay attention more about what each student needs to improve their personal growth.</p>
<p>Muhtia Luchfi ERCICTEL1927090</p>	<p>Factors That Demotivate Students</p> <p>Devani Herast Tantya Sampoerna University, Jakarta, Indonesia</p>

Nabila Wijaya Laskmi
Sampoerna University, Jakarta, Indonesia

Muhtia Luchfi
Sampoerna University, Jakarta, Indonesia

Abstract

Students now are struggling with their school life since school is not a comfortable place for learning anymore. Some of the students do not know the essence of learning, they just strive to fulfil school demand like a robot. Because of those conditions, students often feel demotivated. So many factors, either internal or external, affect students to feel that way. By the survey that was conducted in Sampoerna University, the factors are come from so many ways. For example, the factors come from the learning environment itself, other students, lecturers, even more their own self. To overcome those problems, not only support that come from their inner self, but also support that come from the outer self. The support from inner and outer must have synergized each other to bring the students' motivation back. The conclusion from the study conducted is that school should pay attention more about what each student needs to improve their personal growth.

Nabila Wijaya Laskmi
ERCICTEL1927091

Factors That Demotivate Students

Devani Herast Tantya
Sampoerna University, Jakarta, Indonesia

Nabila Wijaya Laskmi
Sampoerna University, Jakarta, Indonesia

Muhtia Luchfi
Sampoerna University, Jakarta, Indonesia

Abstract

Students now are struggling with their school life since school is not a comfortable place for learning anymore. Some of the students do not know the essence of learning, they just strive to fulfil school demand like a robot. Because of those conditions, students often feel demotivated. So many factors, either internal or external, affect students to feel that way. By the survey that was conducted in Sampoerna University, the factors are come from so many ways. For example, the factors come from the learning environment itself, other students, lecturers, even more their own self. To overcome those problems, not only support that come from their inner self, but also support that come from the outer self. The support from inner and outer must have synergized each other to bring the students' motivation back. The conclusion from the study conducted is that school should pay attention more about what each student needs to improve their personal growth.

Malini Ganapathy
ERCICTEL1927094

The Significance of Written Feedback on ESL Students' Writing Performance in the Malaysian Context

Malini Ganapathy
School of Languages, Literacies and Translation, Universiti Sains Malaysia, Georgetown, Malaysia

Debbita Tan Ai Lin
School of Languages, Literacies and Translation, Universiti Sains Malaysia

Abstract

The teacher's role in providing good WCF is crucial and especially so in the current education system of Malaysia. Numerous studies were conducted on its effectiveness and student perceptions, but most were for tertiary education. This mixed mode study investigated the types of WCF provided to students in writing classes in secondary schools, and ESL students' and teachers' perceptions towards the provision of WCF on 482 students and 15 teachers from eight schools. Data from students were collected through a questionnaire survey whereas focus group discussions were conducted with the teachers. Students reported teachers giving unfocused, metalinguistic WCF, and holding discussions afterwards. They prefer teachers to mark all errors, and perceive WCF to

be important. Teachers reported providing unfocused, indirect, and metalinguistic WCF, and also held discussions with students after marking. They see WCF as beneficial in enhancing students, teachers, and both. In short, the perceptions of teachers and students are mostly aligned. Teachers need to be aware of the existing types of WCF, and incorporate the appropriate ones in their teaching practice. This study is useful to ESL teachers in enlightening themselves on giving the best WCF in the students' interest, and ultimately create better impact in the English classroom.
Keywords: Written Corrective Feedback (WCF), Secondary School, Perceptions, Effectiveness, Usefulness, Enhancement

Masbirorotni
Masbirorotni
ERCICTEL1927095

English Students' Strategies in Learning English: Survey Study on English Students' Study Program, Fkip, Universitas Jambi

Dr. Masbirorotni, M.Sc.Ed
Department of English, Faculty of Teacher Training and Educational Sciences, Universitas Jambi, Jambi, Indonesia

Nunung Fajaryani, S.Pd.,M.Pd
Universitas Jambi

Abstract

This study investigated language learning strategies employed in four language skills: speaking, listening, reading, and writing by 125 students (73.6% were female and 26.4% were male) of English Study Program, Universitas Jambi, Indonesia. Language Learning Strategi Questionnaire was used as the instrument. The result revealed that in speaking skill, of 20 statements, the highest percentage (59.25%) of the students sometimes used the strategy "asking questions in English" and they often (49.6%) used the strategy by trying to remember new English words by pronouncing them. In listening skill, with the same percentage (49.6%) of the students sometimes used the strategy by trying to understand every individual word to understand the passage and trying to be aware of which sounds give the greatest trouble. While in reading skill, 52.8% respondents sometimes used the strategy by correcting their mistakes by rereading the text and trying to translate word by word (51.2%). Whereas in writing skills, three writing strategies sometimes used by students, they were; write out new material over and over (52.4%); write sentences to apply certain rules (51.6 %); and use Indonesian patterns to keep writing in English (50%). Suggestions for further studies is also provided.

Keywords: Strategy, learning English, language skills



Sari Muthia Silalahi
ERCICTEL1927097

Factors Influencing Legitimate Peripheral Academic Participation of Students in Higher Education

Sari Muthia Silalahi, S.Pd., M.Pd
Institut Teknologi Del, North of Sumatera, Indonesia

Abstract

The aim of this study is to examine factors influencing legitimate peripheral aspects such as: interpersonal of the lecturer, student's behavior, classroom and environmental condition which influence affective and cognitive outcomes of students in IT Del. The data of this study included two methods: interviews and questionnaire. A random sample will be used in this research to collect 25 participant students will be interviewed and 1541 participants students will fill the questionnaire. The result of the interview will be recorded who has explanation regarding 1. Lectures perspective (student's performance in academic), 2. Student's perspective (lecture's behavior, classroom climate and environmental association). The two data sources were used to triangulate the findings about interpersonal teacher, student's behavior, classroom climate, environmental and student's gender that will influence academic participation. With regard to the interview data, this research adopted the method from Taylor-Powell & Renner's study (2003) because they provided clear explanations supported by some examples of how to analyze interview data. The students and lectures' answers were organized based on each question and were examined in order to identify the consistencies and differences among them.

Keywords: Classroom Conditions, Environmental, Interview, Student's Behavior, Teacher's Personality, Questionnaire



Agustan Syamsuddin
ERCICTEL1927098

Development of Student's Worksheet Based Guided Discovery for 8th Grade Junior High School on Material of Circle

Agustan Syamsuddin

Department of Mathematics Education, Faculty Teacher Training and Education, Magister for Elementary Education, Postgraduate Program, Universitas Muhammadiyah Makassar, Makassar, Indonesia

Ernayanti

Department of Mathematics Education, Faculty Teacher Training and Education, Universitas Muhammadiyah Makassar, Indonesia

Abstract

This study aims to produce student worksheets based on guided discovery method on a material of circle for students in grade 8 in SMPN 4 Takalar, Makassar which have good validity, practicality and effectiveness. This study is a research and development which consists of three stages by adopting 4-D procedure namely defining, designing and developing by applying validity test, practicality test and effectiveness test. Validity was done by three experts in material of mathematics, two experts in construction and one expert in linguistics. The practicality of students' worksheets were examined toward five students in grade 8. The effectiveness of students' worksheets were examined to 25 students. The instrumen of this study are validation sheet of student worksheets, practicality sheet of student worksheets and effectiveness sheet of student worksheet. All data collected were analyzed the validity, practicality and its effectiveness. This result showed that : a) student worksheets included in the category of very valid from aspects of material, construction, and language with average score 4,46, b) student worksheets included in the category of very practical with average score 4,35, c) student worksheets included in the category of very effective with average score 4,15 and achieving effectiveness: 1) activity in teaching and learning process was active with average score of students' activity and teacher's activity 3,85, 2) students' response toward learning is effective with average score of students' response 4,06, 3) the result of students' achievement is effective with score 4,44 and the average percentage of students who achieve a minimum completeness 75 is 92%.

Keywords: Research and Development, Student Worksheets (LKS), Guided Discovery Method

Isha Verma
ERCICTEL1927100

Exploring the Integration of Social Justice in a Teacher Education Programme in India

Isha Verma

Faculty of Education, The University of Hong Kong, Hong Kong

Abstract

Background: One of the concerns among many that the Indian education system is grappling with is the inability to foster inclusive education to cater to the diverse population the country is home to (Mani, 2002). The diversity in India is difficult to map as it is layered with identities based on caste, class, gender, language to name a few. The intersection of these identities further results in increased vulnerability to oppression. The issue of inclusion becomes particularly pressing for the ones who are marginalised from the mainstream society (Carbone II, 2010). The rise of social inequality within the system vehemently suggests that there is a crucial role that teachers can play in promoting more equitable educational outcomes for marginalised students (Mills & Ballantyne, 2015). For instance, Nambissan (2009) in her study on experiences of children belonging to disadvantaged caste, mentions about how the caste based discriminatory practices continue to flourish within schools and there is little done in order to address them as the school administrators and teachers lack the agency to do so. Reflective of the consequences of such practices, Verma (2016) points to the prejudices that school teachers in Delhi, with predominantly upper-class backgrounds, have towards children from economically weaker sections of societies and therefore the teacher education must challenge the existing hierarchies within schools. Education especially in the city of Delhi in India is both embedded in and implicated in the complex dynamics of class, caste, linguistic identities and gendered structures with the overarching political, economic and discursive processes ("Education in Delhi", 2015).

Research studies argue that teachers lack the necessary skills and knowledge to cater to the

inclusive classrooms (Ofsted, 2008; Scott, Vitale, & Marston, 1998). Teachers teaching at different levels of education in India ranging from primary education to higher education are bound to engage with a diverse student population. There have been studies conducted to explore and understand what the teachers need to know and how to prepare them for inclusive classrooms (Kershner, 2007; Pugach, 2005; Stayton & McCollum, 2002). For instance, the ability to transform, adapt curriculum, accommodate individual differences and finding new ways to cater to the needs of students is what would prepare a teacher for an inclusive classroom (Florian & Linklater, 2010). In the Indian context, conventional teacher education programmes have been found to have gaps in achieving the above. The teacher education programmes pose systematic constraints and therefore disempower the teachers as a community further leading to deterioration of the education system. The teacher training course under general education does not develop requisite skills in student teachers to enable them to practice the concept of inclusive education in mainstream schools. Important issues such as teachers' pedagogical skills, the curriculum of the Bachelor of Education (B.Ed.) course, and attitudes of teachers towards students with disabilities or from marginalised groups have been ignored (Singal, 2006). National Curriculum Framework 2005 in India envisions classrooms as inclusive spaces but does not provide the teachers with the agency that they should rightfully have in order to fulfil the aims of the framework (Batra, 2005). There have been studies conducted to understand the role of pre-service teacher education in developing teachers who are socially just in their beliefs and practices mostly based in the US (Chubbuck, 2007; Enterline et al., 2008; McDonald, 2007). The focus of most of these studies has been on exploring the perceptions of the pre-service teachers or teacher educators with limited understanding of the programmes that prepare the pre-service teachers to cater to the diversity within the classroom in socially just ways (Mills & Ballantyne, 2016). The aim of the present study is to investigate if and how do the pre-service teacher education programme offered at District Institutes of Elementary Education (DIETs) across Delhi, equips the students to become teachers who are socially just and are able to cater to inclusive classrooms.

Micheal van Wyk
ERCICTEL1927055

Student-Teachers' Perceived Learning Experiences of a Flipped Instructional Design

Micheal van Wyk
Curriculum and Instructional Studies, College of Education, University of South Africa, Pretoria,
South Africa

Abstract

This paper determines to what extent the flipped instructional design (FID) engages student-teachers in gaining personalized learning experiences in the course. This study employed a pragmatic approach. An explanatory mixed methods design included an online survey and a reflective learning journal for the research study. The sample comprised 204 Postgraduate Certificate in Education (PGCE) and Bachelor Education (BEd) (Senior and Further Education and Training phase) student-teachers. The Flipped Instructional Design (FID) Questionnaire (FIDQ) and a reflective journal, Learning Journal entries were used to collect data. The study revealed the flipped instructional design is an active participative and self-paced learning approach that positively supported them throughout their learning journey. Further research should be undertaken to explore the impact of these challenges on the effectiveness of the strategy, students' self-regulation, and performances in an undergraduate course. The empirical findings in this study extends our knowledge of the flipped instructional design (FID) applied in a teacher education course at an ODL university. Eventually, the positive outcomes of the flipped instructional design (FID) merit a rethinking and reimagining of the benefits for student learning in distributed, blended and open distance learning. Furthermore, the validation of an explanatory mixed methods design contributed methodologically and validated an innovative tool for forthcoming investigations.

Keywords: Fourth Industrial Revolution, 4IR Technologies, Flipped Instructional Design, Explanatory Mixed Methods Design, Open Distance Learning



Warner Woodworth
ERCICTEL1927058

**From the Classrooms to the Jungles: Educational Social & Economic Impacts
Among the World's Have-Nots**

Dr. Warner Woodworth, PhD
Department of Management, Marriott School of Business, Brigham Young University, Provo, Utah,
USA

Dr. Christopher Meek, Co-author
Marriott School of Business, Brigham Young University, Provo, Utah, 84602, USA

Abstract

The focus of this action research describes and analyzes how college students and faculty can practice learning while empowering impoverished communities. New social inventions may be designed, radical economic development can be applied, and the world's have-nots may become empowered to lift themselves out of the wretched lives of the Third World.

This paper will briefly document and analyze three cases in Mozambique, Cambodia, and Nicaragua as to how universities may partner with village elders, women, and youth in suffering communities in using tools to improve the quality of life for the Third World. These are not done by top down bureaucrats that use university funding for campus programs. Instead they have been designed and self-financed by professors seeking authentic learning and empathy for students. The particular cases at hand grow out of Brigham Young University, campus-wide, but mostly from the Marriott School of Business where we have worked for three decades to mobilize students, alumni, and faculty in empowering the poor. We've used practical business models and concepts such as microfinance, conflict and negotiation, change management, leadership, social innovation, grassroots entrepreneurship, motivation theories, planning, decision making, economic development, and cross cultural management to design projects and then roll them out. Additionally, students from across campus have become engaged over the years, especially from the social sciences, but also law, medicine, and public administration.

We will describe several university cases in which the author, colleagues, students and business entrepreneur partners in the United States designed classroom projects to fight poverty, develop models for implementation through partnerships with the poor, and then implemented them in the Third World. After several years, each entity was eventually spun off as a non-governmental organization (NGO).

Altogether these efforts have led to social entrepreneurial student ventures for 3-12 months each involving some 2,430 college student volunteers from 28 universities. Collectively, these programs have raised millions of dollars and positively impacted more than 300,000 people in villages where people now have their own sustainable solutions for a better quality of life. In the end, this paper evaluates the pros and cons of deep learning through experiential education and summarizes the data from these cases. The conclusions point to how, by creating sustainable university field experiences in partnership with the communities of the poor, student understanding can not only change the world of those who struggle, but produce deeper values, more efficacious study, and long term education of college students that will inspire a lifetime of service to people everywhere.

Keywords: Education, Third World, Social Inventions, Impacts, NGOs

Christelle Davis
ERCICTEL1927060

Capstone Ninja- Final Year Project Writing Support App and its use in Earth System Science

Christelle Davis
English Language Teaching Unit, Faculty of Arts, The Chinese University of Hong Kong, Hong
Kong, China

Abstract

Capstone Ninja is a mobile app jointly developed by five Hong Kong universities and aims to provide language support for undergraduate students from various disciplines in Hong Kong who are completing a Capstone Project or Final Year Project. In brief, Capstone Ninja is a tool that offers tailor-made language assistance and facilitates communication and project management to encourage independent learning. This presentation will demonstrate the key features of the app including a project management tool that includes notifications for deadlines and a to-do list, and a chat function that allows for instant student to supervisor communication.

The presentation will also explore how the app has been created and utilised for a particular group of students from the Earth System Science discipline at The Chinese University of Hong Kong. It will trace how baseline data and interviews with content professors informed the design of the app content and outline the language support provided by the app including tips, links to sample texts and quizzes to enable self-reflection. Finally, it will present early feedback from students who are currently piloting the app.



Latifah Arshad
ERCICTEL1927062

‘Sponge-Box’ : A Teaching Aid to Draw Plan and Elevation

Latifah Arshad
Smk Sentul Utama Kuala Lumpur, Ministry of Education, Kementerian Pendidikan, Kuala Lumpur, Malaysia

Abstract

This study is conducted to help Form 5 students to enhance their skills and overcome their problem in drawing plans and elevations of a given object. A number of 23 students who are low achievers in their academic, currently in Form 5 were selected as sample in this study. Earlier surveys involving collecting data from the students’ written assignments, analysis of examination papers after the intervention, monthly tests, interviews as well as a pre-test. Results of the initial survey and observation shown that the students can’t be able to draw the plans and elevation of a solid geometry, especially when involving a combination of two solid geometries. It is due to the inability to visualize the real shape of the solid geometry from different view which are the plan, front elevation and side elevation. The aim of this study is to help the students to construct the plan and the elevation drawings precisely. The intervention class (35-40 minutes) were held for 2 weeks and the students were aided with ‘Sponge-box’ in order to produce a better the drawings. This teaching aid is specially innovated to help students in drawing plans and elevation. The result of the post-test shown some improvement in the students’ performance. The questionnaire also revealed that the students feel delighted and eventually are able to remember the steps to draw plans and elevation as requested.

Keywords: Plan, Front Elevations, Side Elevations



Zuraini Binti Marion
ERCICTEL1927063

Using Spider Web Multiplication in Integrating Hots and Stem Education Approach to Improve Basic Multiplication Facts among Primary Pupils

Zuraini Binti Marion
School in Hospital, Hospital Pakar Sultanah Fatimah, Muar, Johor

ABSTRACT

The aim of action research is to improve the primary school basic multiplication facts using Spider Web Multiplication model at School In Hospital (SIH), Hospital Pakar Sultanah Fatimah (HPSF), Muar, Johor. The study is also aimed to examine Science, Technology, Engineering and Mathematics (STEM) education approach in enhancing the development of High-level Thinking Skill (HOTS) and pupils’ perceptions by using the Spider Web Multiplication. Five pupils ranging from lower to upper primary pupils are selected randomly. The study is conducted by using pre and post-test, observation and informal interviews. The findings reveal that basic multiplication facts among pupils increase after using Spider Web Multiplication. The observations show that STEM education approach sharpen HOTS among pupils which are analyzing, designing, combining, identifying and creating in the learning process using the Spider Web Multiplication. Pupils also improved their interest and motivation in learning basic multiplication facts. Based on the findings of the study, the hands-on and exploration approaches such as used in Spider Web Multiplication is recommended in teaching basic mathematical facts among the pupils.

Keywords: Spider Web Multiplication, Basic Multiplication Facts, HOTS, STEM



Saifulnizan Bin Che Ismail
ERCICTEL1927064

Enhancing Year 5 Pupils' Mastery Skill on the Concept of Cube and Cuboid Volume by Using I2k Innovation

Saifulnizan Bin Che Ismail
Sk Raja Bahar, 16150 Kota Bharu, Kelantan

Abstract

This research is aimed to enhance Year 5 pupils' mastery skill on the concept of volume for cube and cuboid collaboratively through exploration and hands-on activities which is conducted in classroom by using i2K Innovation. This action research is designed using Kemmis & McTaggart Model (1988) as the guidance. There are 4 steps that need to be done while conducting an action research based on this model which are preliminary survey, planning action, doing action and observation as well as making reflection. The research sample consists of nine Year 5 pupils from SK Raja Bahar, Kota Bharu. Instruments used for collecting data in this research are interviews, observation, document analysis, questionnaires as well as pre-test and post-test. By analysing all data collected from these instruments including receiving feedbacks from the pupils, i2K Innovation has been proven that it managed to enhance pupils' mastery skill to understand the concept of volume for cube and cuboid better. The usage of Augmented Reality technology through smart phones is gradually helping to increase the effectiveness of i2K Innovation and gaining pupils' interest towards the whole lesson. Those Year 5 pupils seem very excited and highly motivated to use the innovation throughout the teaching and learning session which makes the whole technique more efficient and practical in line with 21st Century Learning requirement.
Keywords: i2K Innovation, Volume, Cube, Cuboid, 21st Century Learning.

Mohd Zaid Ismail
ERCICTEL1927065

The Effect of Using Stem Video in Teaching and its Relationship with Students Learning Engagement in Malaysia

Mohd Zaid Ismail
SM Sains Hulu Terengganu 21700 Kuala Berang, Terengganu

Azlin Norhaini Mansor
Fakulti Pendidikan, Universiti Kebangsaan Malaysia

Zanaton Iksan
Fakulti Pendidikan, Universiti Kebangsaan Malaysia

Norwani Mamad
Bahagian Pengurusan Sekolah Berasrama Penuh dan Sekolah Kecemerlangan

ABSTRACT

The use of multimedia such as video is one of the most effective methods of teaching and learning especially for the subjects of Science, Technology, Engineering and Mathematics (STEM). This study aims to identify the relationship or impact of using STEM video on student learning engagement in Malaysia. This quantitative study using survey design was carried out on 367 teachers teaching STEM subjects in Malaysia. The data were analyzed using SPSS 20 software and the findings showed that STEM video usage among teachers was high (mean = 3.65, sd = 0.48). The level of student learning engagement is also at a high level (min = 3.63, sd = 0.45). The findings also showed a positive correlation between the use of STEM video in learning process and student engagement ($r = 0.685$, Sig = 0.00). For the conclusion, teaching using STEM video has an impact on student learning engagement.

Keywords: Multimedia, Impact of STEM Video, Students' Learning, STEM, Teaching and Learning

Alfi Suci Dirgantari
ERCICTEL1927067

The Relationship between Text Readability and Reading Comprehension

Alfi Suci Dirgantari
English Lecturer in Institut Teknologi Kalimantan, Balikpapan, Indonesia

Healty Susantiningdyah

English Lecturer in Institut Teknologi Kalimantan, Balikpapan, Indonesia

Abstract

When English is taught as a compulsory subject in the first year of university, the learning outcome may vary significantly. Generally, EFL learners come to the class with averagely lower proficiency level that later yields less satisfactory level of proficiency at the end of the program. In reading, for example, many undergraduate students are still having difficulties in answering higher level reading questions, like inferential and critical reading questions. This research is trying to investigate whether students' difficulties in comprehending high level questions are related to the difficulty level of the reading text, which is based on Flesch Kincaid Reading-Ease Level. The subjects in this research are undergraduate students in Institut Teknologi Kalimantan. Using random sampling, students with different level of reading skills are chosen. This research asked students to answer reading comprehension tests consisting of questions ranging from literal to critical questions. Based on the answers, researchers compared the number of correct and the text readability level. The result showed that in almost all level of reading texts, critical reading questions are considered as the most difficult, as shown by the number of correct answers. In Literal comprehension, the level of text readability does not influence the comprehension, but it is indeed matter when the questions require deeper understanding of the text. From this, it can be seen that students need to be introduced to more variety of text and it is possible that more reading strategies activities are needed.

Keywords: Reading Comprehension, Text Readability, Higher-Level Reading Questions



James Johnson Perkins
ERCICTEL1927070

An account of: Teaching, Learning and Management at Nottingham University, Ningbo, China

James Johnson Perkins

Center for English Language Education, Nottingham University, Ningbo, China

Abstract

This paper will explore aspects of: Teaching, Learning and Management at one of the leading Sino-Foreign Universities, which relate to an Art and Design Tutor, and Academic Lead for History and Social Sciences within The Centre for English Language Education Department, from 2014-19. It will be explore: Design and planning of learning activities, teaching support of learners, assessment and feedback, the development of effective learning environments (and approaches to student support and guidance) and also my continuing professional development relating to research, scholarship. It will also look at two case studies pertaining to leadership and coaching.



Jinchi Yip
ERCICTEL1927071

Applying Interventions in a Graphic Design Classroom to Enhance Students' Knowledge of Malaysian Cultural Art Forms

Jinchi Yip

The Design School, Faculty of Innovation and Technology, Taylor's University, Selangor, Malaysia

Esther Gnanamalar Sarojini Daniel

UM-WWF-M Living Planet Centre, and Council of Methodist Education and the Wesley Methodist Schools, Malaysia

Dorothy DeWitt

Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

Abstract

In graphic design education, students are trained for the industry through practising and applying graphic design principles in various classroom and real life projects. While possessing the knowledge of these principles is important, the researcher, through her experience as a graphic design educator in Malaysia, finds that Malaysian students also need to have some knowledge and understanding of their own local, cultural art forms. This is because it could open more doorways for a designer to produce creative ideas that would be more relevant to the local audience. Therefore, in order to enhance her students' knowledge and understanding of some Malaysian cultural art forms, the researcher used a case study action research approach and applied interventions in her classroom of 20 graphic design students. Various activities were carried out to

	<p>scaffold students' learning of the selected Malaysian cultural art forms. The activities were, a visit to a contemporary Malaysian art exhibition; participation in a batik workshop; a visit and hands-on experience making some craft work at a Mah Meri cultural village, and attending a talk about wayang kulit, as well as viewing some wayang kulit exhibits. Upon the completion of all activities, the students produced a work of design based on a local social/environmental/health issue of their choice. The researcher sought to find out if the students applied their knowledge of Malaysian cultural art forms into their work of design. Findings from studying the students' design work show that not all of them applied the knowledge that they had gained from the activities. However, through focus group interviews, most students express that their knowledge have been enriched by participating in those activities.</p> <p>Keywords: Graphic Design Education, Intervention Activities, Cultural Art Forms, Teaching and Learning</p>
<p>Rama Venkatasawmy ERCICTEL1927072</p>	<p>Challenges Faced by Educational Leaders in Integrating ICT-Intensive Strategies in Malaysian Higher Education</p> <p>Rama Venkatasawmy Senior Lecturer in the discipline of Communication and Media with the School of Creative Industries, University of Newcastle Australia. He currently teaches in the Bachelor of Communication program at UON's offshore campus in Singapore</p> <p>Yeap Peik Foong Senior Lecturer in the discipline of Business and Commerce with the School of Business & Law, University of Newcastle Australia. He currently teaches in the Master of Business Administration and the Bachelor of Business programs at UON's offshore campus in Singapore</p> <p>Abstract</p> <p>This paper constitutes the first phase of a proposed extensive investigation of challenges faced by educational leaders in integrating ICT-intensive strategies in curriculum delivery, teaching and learning in the Malaysian higher education context. While excellent for the previous generation, the current model of higher education in Malaysia cannot anymore satisfy adequately the requirements of a Malaysian society that is being transformed by continuously emerging new information and communication technologies (ICT). Educational leadership has to 're-invent' curriculum delivery, teaching and learning to fulfill more effectively the needs of the growing number of digital natives occupying contemporary classrooms in Malaysia. In the light of how higher education has been championed to play a key role in transforming the Malaysian economy into a 'knowledge economy' and Malaysian society into a 'knowledge society', this paper examines the function of educational leadership with regards to integrating ICT-intensive strategies in order to surpass long-established methods of face-to-face curriculum delivery, teaching and learning that are still predominantly applied in most higher education institutions in Malaysia. Key challenges faced by educational leaders in implementing such integration include pedagogical issues, equity concerns, inadequate professional development, and lack of informed leadership. The paper also discusses some of the reasons deemed to have caused those challenges to come about as well as suggests possible approaches to tackling those challenges.</p> <p>Keywords: Educational Leadership, Higher Education in Malaysia, Information & Communication Technology (ICT), Curriculum Delivery, Teaching, Learning</p>
<p>Shiau Huai Choong ERCICTEL1927073</p>	<p>In Search of a Confucian Heritage Culture Identity in Malaysian Chinese Pre-University Students</p> <p>Choong, Shiau Huai Centre for Pre-University Studies, Tunku Abdul Rahman University College</p> <p>Daniel, Esther Gnanamalar Sarojini Faculty of Medicine, University of Malaya</p> <p>DeWitt, Dorothy Faculty of Education, University of Malaya</p> <p>Abstract</p>

The words Confucian Heritage Culture (CHC) may bring to mind Confucianism. The words may also point to those of Chinese origin. Yes, although CHC evolved from Confucianism, yet it does not mean that it is the original Confucianism. CHC has evolved. Past literature has CHC related studies done mainly in the West and documents the achievements of CHC students (particularly Asian students). They have persistently performed well in international comparative studies of mathematics and science achievement. Nevertheless, these studies cannot be generalised, because globalisation and rapid social change has influenced and shaped the Chinese community in CHC countries, one of which is Malaysia. The present paper presents a literature review of CHC based on a larger study in search of a CHC identity among Malaysian Chinese pre-university students. The literature helped to uncover the underlying characteristics, namely respect, education and perseverance which were then incorporated within appropriate items in a survey instrument in the larger study to investigate CHC among a selected group of students. These underlying characteristics points towards a CHC identity inherent in these students. This paper will not discuss the instrument or the findings of the larger study.

Keywords: Confucianism, Confucian Heritage Culture, Chemistry Education, Chinese Values

Dr. William Lau
ERCICTEL1927074

Learning Effectiveness of Blended Mode with E-Learning Components

Dr. William Lau
Decision Sciences and Managerial Economics, The Chinese University of Hong Kong, Hong Kong

Abstract

The course Applied Econometrics For Business Decisions has been running for many years with the traditional regular classroom teaching mode; however, we found that students' computer skills were with a very diverse background, so when we demonstrated how to use statistical software to run regression models, some students were never able to catch up, while some students found that it was a waste of time to demonstrate the computer analysis steps by steps with a slow pace. In the last semester, we ran 4 classes in parallel, 2 classes were of blended mode with e-learning with two different class modes, and 2 classes were of regular teaching mode. In this paper, we compared the learning effectiveness between the blended mode and regular mode taught by the same teacher in the same semester under the same course.

Keywords: E-Learning, Blended Mode, Learning Effectiveness

Qing Xiao
ERCICTEL1927075

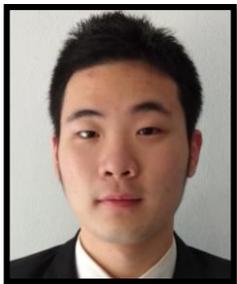
New Challenges in Teaching the News in Chinese as a Foreign Language

Qing Xiao
Yale-China Chinese Language Centre, The Chinese University of Hong Kong, Hong Kong, China

Abstract

In teaching Chinese as a foreign language, a course that teaches students how to read and understand the news is an important part of an advanced curriculum. The news, by its very definition, makes it difficult for a class about the news to have permanent teaching materials, thus creating higher demands on the teacher. This article discusses methods for combining teaching materials with classroom teaching to help students improve their comprehensive understanding of Chinese, expand their vocabulary, and understand and use Chinese to discuss the news. This article also discusses how to use audio-visual materials to teach the news in Chinese.

Keywords: Teaching Chinese as a Foreign Language, News, Teaching Materials, Audio-Visual



Yansen Rayadi

Schoology in the Eyes of Sampoerna University Students

Yansen Rayadi
Sampoerna University, Indonesia

Widdy Wijanti
Learning Resource Center, Sampoerna University, Jakarta, Indonesia

Abstract

The utilization of technology in postsecondary education is inevitable. The 21st century education requires college students to actively collaborate with other learners yet engage with technology to create a more attractive and effective learning environment. Schoology is one of the platforms that

<p>ERICICTEL1927080 + Widdy Wijanti ERICICTEL1927080</p>	<p>enables users to create, manage, and share learning materials. Thus, this paper discusses the utilization of Schoology in Sampoerna University, which focuses on identifying (1) the way Schoology supports Sampoerna University students in achieving the learning goals, (2) the features of Learning Management System that bring positive impacts to the students, and (3) the viable improvements in the Schoology's features to boost student performance and stimulate collaboration. The study employs quantitative method, which gathers the response from the direct users, to answer the research questions. Keywords: Schoology, Technology, Learning Management System, Online Learning Platform, Sampoerna University</p>
 <p>Steven Koehn ERICICTEL1927092</p>	<p>Through the Looking Glass: How a Ten-Year Old Assessment of “10 Reasons Not to Go to College” Fared in the Long Run Dr. Steven C. Koehn Department of Communication, University of Indianapolis, Indianapolis, IN 46227, USA</p> <p>Abstract This was an investigation that centered on assessing the accuracy of ten assessments that were made almost a decade ago related to “Ten Reasons Not to Go to College” published by the National Association of Scholars. This investigation utilized “directed” content analysis procedures (Maryring, 2014) of published studies, newspaper reports, magazine articles and other documents to determine the present-day status of the ten reasons that were originally proposed by the National Association of Scholars, a non-profit organization that focuses on strengthening the integrity of scholarship and teaching through their quarterly journal Academic Questions (SpringerLink, 2019). The article was written by Ashley Thorne and entitled, “10 Reasons Not to Go to College” (Thorne, 2010). The results of the investigation concluded that the predictions were generally accurate for five reasons, partially accurate for four reasons and inaccurate for one of the ten reasons. The results tie in with other research findings that show that there is the capacity for educational futurists to be accurate in up to 60- 80% of their predictions if the predictions utilized certain scientific processes (Crabtree, 2008). This high rate of predictability accuracy could serve as a vital planning tool for higher education institutions. Keywords: Future of education; education predictions; accuracy of education futurists</p>
 <p>Taufiq Candra ERICICTEL1927093</p>	<p>A Study on Flipped Class: Implementation of Collaborative Learning for Helping Student Success in Sampoerna University Taufiq Candra Faculty of Engineering and Technology, Sampoerna University, Jakarta, Indonesia</p> <p>Abstract Recently, flipped class has been implemented in Sampoerna University to support students who are taking the dual-degree program from the UA (University of Arizona) while they are in Indonesia. In flipped class, the students will study on their own before attending a class with local lecturers. Unfortunately, the flipped class has raised the difficulty for the students to understand the lecture well and do assignments since they are made by lecturers from UA. To face this problem, some students use collaborative learning in which they will study together to complete a task or project. This study aims to investigate the impact of collaborative learning on students’ success in flipped class. This research will focus on 30 students who are taking deterministic operations research. The data will be collected by seeing the scores of students, conducting a questionnaire, and interviewing some respondents to confirm some information from the questionnaire. Keywords: Flipped Class, Students, Lecturers, Local Lecturers, Impacts</p>
<p>Widdy Wijanti ERICICTEL1927099</p>	<p>Schoology In The Eyes of Sampoerna University Students Yansen Rayadi Sampoerna University, Jakarta, Indonesia Widdy Wijanti Sampoerna University, Jakarta, Indonesia</p>

S.Hum
Sampoerna University, Jakarta, Indonesia

M.Hum
Sampoerna University, Jakarta, Indonesia

Abstract

The utilization of technology in postsecondary education is inevitable. The 21st century education requires college students to actively collaborate with other learners yet engage with technology to create a more attractive and effective learning environment. Schoology is one of the platforms that enables users to create, manage, and share learning materials. Thus, this paper discusses the utilization of Schoology in Sampoerna University, which focuses on identifying (1) the way Schoology supports Sampoerna University students in achieving the learning goals, (2) the features of Learning Management System that bring positive impacts to the students, and (3) the viable improvements in the Schoology's features to boost student performance and stimulate collaboration. The study employs quantitative method, which gathers the response from the direct users, to answer the research questions.

Keywords: Schoology, Technology, Learning Management System, Online Learning Platform, Sampoerna University

Jayashree Patnaik
ERCICTEL1927103

Discourse Analysis as a Pedagogical Tool for the Communicative Competence of English Language Learners

Jayashree Patnaik
Associate Professor In English, Pranath College (Autonomous), Khordha, Odisha, India

Abstract

Chomsky's notion (1965) of limiting linguistic competence to grammaticality of language is rectified later on; and Dell Hymes (1972) who extended the term to communicative competence explained that language is a way of making meaning, and meaning lies not only in the structure of the sentence, but also in the context in which the language is used. Canale and Swain (1980) developed communicative competence to include four components named, grammatical competence, discourse competence, socio-linguistic competence, strategic competence.

In the present research paper, it is hypothesized that the repeated practice of discourse analysis of texts improves the communicative competence of a language learner, and here English language is our concern. Discourse analysis of English texts, helps the readers and learners acquire both BICS (Basic Interpersonal Communicative Skill) and CALP (Cognitive Academic Language Proficiency), the two different dimensions of language which were suggested by Jim Cummins. The learners of English language develop their discourse competence, socio-linguistic competence and grammatical competence, the three important components of communicative competence, as the strategic competence is needed more for the ESL learners.

Discourse analysis works at patterns of language across the text. Besides dealing with semantics and grammaticality it examines the relationship between language and the socio-cultural context. In discourse analysis, there is a move from the narrative and structures of speech to the linguistic, cognitive, historical, social, rhetorical, psychological reasons for the forms and functions of the textual discourse.

There are many ways of doing a discourse analysis, like narrative analysis, conversation analysis, analysis of structures of expression. Discourse analysis is done mainly selecting small portions taken from the texts such as narrative extracts, pieces of conversation and expression. Here, in the present research project some of the textual extracts are taken from selected novels for discourse analysis, and it is to prove how the different bases and modes of discourse analysis applied help a learner of English language learn better. Practice of the discourse analysis which is linked to Pragmatics, ethnography of communication, socio-cultural contexts, analysis of speech acts and utterances, helps easy acquisition of language for the learner. Basing on the theories of Austin and Searle and the theory of implicature by Grice, the analysis of the different varieties of speech acts in the text, both linguistic and non-linguistic, with culture-specificity, analysis of the beginning, middle and end of a piece of conversation in the text, analysis of the use of locutionary, illocutionary, and

perlocutionary acts, the direct and indirect speech acts, cooperative principles, politeness principles help the readers for a better practice of grammar, and interpretation of the text. It sharpens the reader's perception of a novel as a work of art. It helps the reader to understand the author's deliberate manipulation of linguistic forms to achieve the intended artistic ends. The learners get enabled to explore the communicative goals achieved through utterances of the characters in the novel, and also develop their own communicative competence.

Keywords: Linguistic Competence, Locutionary, Illocutionary, Perlocutionary, Cooperative Principles, Politeness Principles

Hussain Shareef
ERCICTEL1927104

Challenges for teachers on Practicing New National Curriculum in Maldivian Schools

Hussain Shareef
Department of Language, Maldives National University, Male, Maldives

Abstract

This study investigated the challenges for teachers on practicing new assessment policy in key stage one and two in a primary school of laamu Gan. This study was guided by main three questions 1. What assessment methods and tools are used to assess student's progress? 2. What are the challenges teachers' faces when practicing the new assessment methods mentioned in new curriculum? 3. How can the challenges be addressed? The collected data was analyzed using qualitative methods. And the study revealed that the teachers have many challenges though they have knowledge about the current method of assessing (AfL). Not getting enough training was raised as the main challenge for teachers and on the basis of the findings, the study recommends conducting assessment refreshing sessions and a well monitoring system across schools in school level or atoll level with adequate resources.



Asri Purnamasari
ERCICTEL1927105

Needs Analysis: The Potential Role in the Process of EAP Pre-Sessional Course Design

Asri Purnamasari
M.Ed. TESOL, English Education Department, The Christian University of Indonesia, Jakarta, Indonesia

Abstract

The purpose of this essay is to analyse the potential role of needs analysis in the process of English for Academic Purposes pre-sessional course design for English-medium university student candidates in Indonesia. Based on relevant literature about the nature of needs analysis related to learners' descriptions and their context, the contribution of needs analysis on course design/implementation is discussed. The paper considers learning-centred approaches as an appropriate way to define learners' needs in the process of negotiating the meaning, deciding what will be achieved, and how the learners learn, especially for English-medium university student candidates in Indonesia. Finally, a plan of conducting a needs analysis through questionnaires implemented for the learners before designing the programme is described. The result of the needs analysis conducted could benefit some institutions, instructors, and the learners in designing their EAP courses.

Keywords: English For Academic Purposes, English-Medium, Learning-Centred Approach, And Needs Analysis

Hikmah Fujiati
ERCICTEL1927107

The Implementation of Media in English Language Teaching at the IX Grade Students of Man 2 Bima

Hikmah Fujiati
English Education, Universitas Negeri Semarang, Semarang, Indonesia

Abstract

This study was conducted at MAN 2 Bima which intended to figure out of how the implementation of media in English language teaching to the IX levels. The study was conducted through case study research design. The populations were 40 and the sample was taken by using nonprobability sample with convenience sampling were 20 students and 1 English teacher. The research problems are: (1) what kinds of media are used by the teacher in teaching English? (2) How does the teacher implement media in teaching English? (3) What are the obstacles faced by the teacher in teaching

English by using media (4) what are students' responses toward using media in English language teaching?. The data were collected by using instruments, namely: observation checklist sheets, questionnaire sheet, interview guidelines, and documentations. Based on the data analysis, it was found that (1) the English teacher at MAN 2 Bima used (a) smart phone as audio media (b) visual printed media such as book, magazine and newspaper, (c) visual display media such as picture, flashcard, poster, realia/model/mock up, puzzle and blackboard, (d) teacher herself as model, (2) the teacher did three phases in using media include preparation, core activity, and closing. (3) Some difficulties faced by the teacher in the implementation of media in English language teaching were designing lesson plan and preparing appropriate teaching materials as media, (4) the students' responses toward the implementation of media was very positive. The findings showed that 90% of the students like to study English through media.
Keywords: English Language Teaching, Media

Dr Ezzden Salem
ERCICTEL1927108

Barriers to Successful E-Learning Implementation in Higher Eductaion Institutes in Libya

Dr Ezzden Salem
Higher Institute of Water Affaires, Libya

Abstract

The need for an upgraded educational system that is different from the traditional manual blackboard system where everything from having lectures to submitting assignments to checking for information is done manually is a must for every country for the development of its educated and to-be-educated citizenry and the nation at large. Developed countries like the United Kingdom, United States, Canada and so many others have advanced in this aspect, using Information and communication technology tools to enhance and facilitate teaching and learning. Libya is a developing country and presently have e-learning in place in its higher institutions and a lot of infrastructural development ongoing but the e-learning system is not well functional and is close to non-functional due to so many barriers which have made it impossible to have a successful e-learning implementation in the country. These barriers range from poor existing underdeveloped infrastructures, lack of qualified ICT teachers, management barriers, cultural barriers, curriculum development barrier and technological barriers. This research paper therefore looks at the various barriers to successful implementation of e-learning in Libyan higher institutions. The mixed research methodology involving the use of questionnaires was employed to deliver this dissertation. The questionnaire was electronically administered to the target population which consisted of 150 participants, 125 of these responded to the survey. The research findings revealed that there are actually barriers affecting the successful implementation of e-learning in Libyan higher institutions. Other findings of the survey revealed that there are cultural, and technological barriers as well as barriers that has to do with curriculum development and management support affecting the successful implementation of e-learning in Libyan higher institutions. Some of these barriers are that the level of ICT infrastructures in Libyan Higher Institutions is bad, that unfamiliarity with the internet and other related technology has brought about elearning and its benefits being unappreciated. Other findings reveal that technology is a major factor in the development of an e-learning system and Libyan higher institutions still lack a lot of technological infrastructures even with many infrastructural projects in place, that Internet access faces problem in Libyan higher institutions due to lack of adequate network facilities, that members of faculty in Libyan higher institutions don't have the skills and knowledge to fuse technology into their school curricula, that provision of technical support is absent in Libyan higher institutions, and that administrators in Libyan institutions lack the ability and know-how to deal with the problems that has to do with education. It was concluded that there are barriers to the successful implementation of e-learning in Libyan higher institutions and going by this conclusion, it is recommended that the Libyan government should invest more on up to date technological infrastructures, Government should make the internet and other technologies that support e-learning familiar with Libyan students, The government and school governing body should provide regular trainings for faculty members of the various higher institutions, educational software and interface design for e-learning should be made easy to use and navigate around, the government should invest more on network facilities as without good network connection, accessing the e-learning system will be difficult. Other recommendations and findings are found in the main body of this research paper.

Teresinha Albertina

Challenges in Enacting the 3rd Cycle Science Education Curriculum in a Post-Conflict Context:

Soares
ERCICTEL1927106

The Timor-Leste Experience

Teresinha Albertina Soares
School of Curriculum and Pedagogy, Faculty of Education and Social Work, University of
Auckland (UOA), Auckland, New Zealand

Abstract

The vision of the 21st century science curriculum for scientific literacy is aligned with the global socio-economic agenda. Since 2012, the Timor-Leste's Ministry of Education has introduced the 3rd Cycle Science Education Curriculum (an integrated science curriculum) in response to this global agenda. The science curriculum was designed by the Portuguese and enacted in Timor-Leste, former colony of Portugal. However, Timor-Leste educators have faced challenges in enacting this new curriculum. Using an interpretivist qualitative approach, this study explored how the enactment of the 3rd cycle science curriculum is complex in a post-conflict nation that seeks to become fully independent and democratic. This study involved 45 3rd cycle science teachers from three municipalities in Timor-Leste, three Ministry of Education officials, two educationalists, and three student teachers. Findings from focus group discussions, individual interviews, and documentary analysis revealed that there were misalignments between the vision of the 3rd Cycle Science Education Curriculum, which had been developed by outsiders and how it was interpreted by both educational officials, educationalists and science educators. This presentation will focus on the challenges regarding the lack of teachers' professional learning programmes and educational resources in Timor-Leste and how teachers are working to overcome these challenges. The presentation highlights the need to consider the attributes of local educators' pedagogies and the educational components that could enable a feasible enactment of this integrated science curriculum to achieve the goal of scientific literacy.

Keywords: Integrated Curriculum, Science Teachers, Timor-Leste, Scientific Literacy

LISTENERS

Shelly Kulshrestha
Faculty of Management, CEPT University, Ahmedabad, India
ERCICTEL1927053

Santri Eka Erawati
Department of Mathematics Education, Faculty of Tarbiya and Teaching Sciences, Syarif Hidayatullah State Islamic
University, Jakarta, Indonesia
ERCICTEL1927101

Venkatesh Kumar S
High School Department, Brite Educational Institution, Bangalore, India
ERCICTEL1927096

Ni Wayan Darmini
Language, Australia Indonesian Cultural Centre, Alice Springs, Australia
ERCICTEL1927102

Safwan Tawfeeq
Damascus University, Damascus, Syria
ERCICTEL1927109

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