Conference Proceedings

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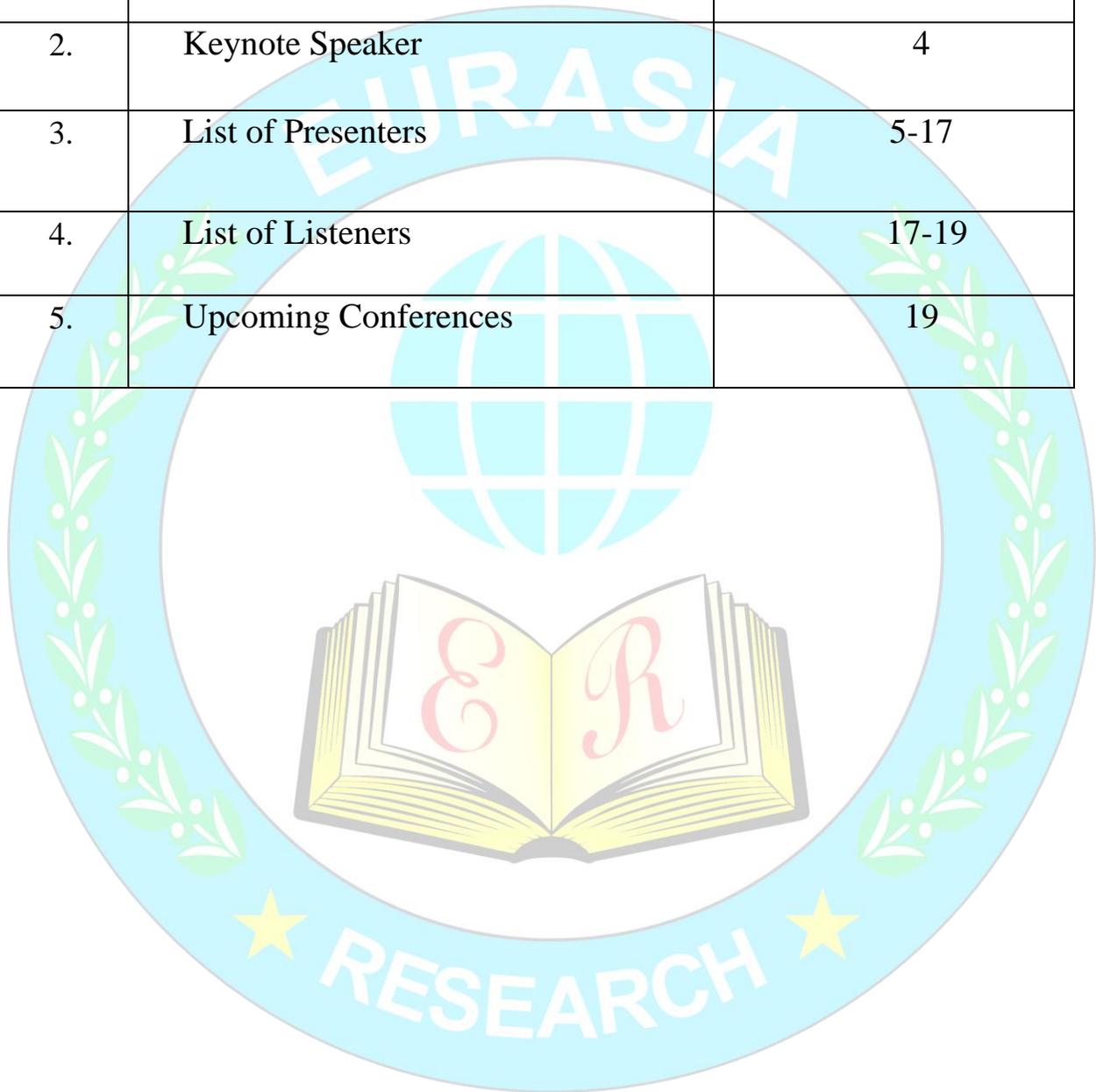
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Preface:

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KEYNOTE SPEAKER

Benjapol Worasuwannarak

Airline Business Lecturer, International College, Suan Sunandha

Rajabhat University, Bangkok, Thailand

Topic: Active Learning for Next Generation of Education

Benjapol Worasuwannarak has done MBA from Cardiff Metropolitan University (UWIC) in the United Kingdom and BSc. Aviation management from Kasetsart University from Thailand. He is currently the airline business lecturer at International College, Suan Sunandha Rajabhat University with past experience in teaching and working in private company. He has written article on Caused of Origin Effect and Virtual shopping experience, Conference proceeding in Liar marketing, the impact of Integrated Marketing Communication to Social Responsibility, Culture and social norm to marketing and customer engagement in low cost airline in Thailand market, Marketing in the Movie, how people engage with product from the movie.

Profile: Facebook and Linkedin: Benjapol Worasuwannarak

University portal: http://www.teacher.ssru.ac.th/benjapol_wo/

PRESENTERS

Makoji Robert Stephen ERCICTEL1928051	**HRD Policy Formulation, Implementation and Regulation of Academic Staff in Selected Higher Education Institutions in the North-Central Zone in Nigeria** **Makoji Robert Stephen** **Department of Public Administration, The Federal Polytechnic Idah, Idah, Kogi State, Nigeria** **Abstract** The context of dramatic change in Nigerian Higher education sector has made issues that relate to the effectiveness of academic staff development policies and the programs they support critical. Yet, the nature and practice of academic staff development within this sector has continually been a subject of concern with claims that resources are inadequate, activities are marginal, and goals are not met. In the light of such considerations, this research investigates the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in selected Higher Education Institutions in the North-Central Zone in Nigeria as a means of examining the nature, extent and causes of human resources underdevelopment in the sector more generally. Extensive fieldwork research was conducted involving semi-structured interviews, questionnaires, documentation and archival records, so as to achieve a triangulation of data. The qualitative evidence was analysed by the employment of thematic analysis to explore the implementation of HRD policy and to provide more in-depth understanding of the critical issues affecting academic staff development. Even though the research findings identified some perceived policy successes, perceived policy failures were also identified with reference to implementation as follows: insufficient funding, policy misinterpretation, inadequate leadership commitment to HRD, lack of an enabling policy environment, absence of well-articulated strategy to guide HRD development, lack of accurate HR Needs Assessment, corruption, lack of political will to implement policies, and the politicization of HRD effort, all of which account for HRD policy implementation challenges.
Madhusmita Devi ERCICTEL1928052	**Impact of Social Determinants on the Mental Health of the Students: A Study** **Dr. Madhusmita Devi** **Department of Education, B. Borooah College, Guwahati, Assam, India** **Abstract** The present study primarily aims to focus on the impact of various social determinants like race, ethnicity, gender, age, caste, family income level, educational level, geographic location, interpersonal family relations, community dynamics, socio-economic factors and emotional level etc., on the mental health of the students particularly the undergraduate students (1st Semester) of both Arts and Science Streams belonging to various colleges under Gauhati University, Guwahati, Assam (INDIA). The sample has been randomly selected from the various affiliated colleges under Gauhati University. To measure the mental wellbeing of the students, the researcher used standardized scales, Kessler Psychological Distress Scale (K-10) and Mental Health Inventory which contains 37 items of questions relating to mental health of the students. Self-structured questionnaire were also used to collect general information and data related to various social determinants. Statistical Analysis like Mean, Percentage, Pearson's Product Moment Correlation Technique, T test etc was used for analyzing the data. Keywords: Social Determinants; Mental Health Inventory; Kessler Psychological Distress Scale

Kristine Annie De Roxas
ERCICTEL1928058

Waste Segregation Practices at San Nicolas National High School: Basis For an Enhanced Development Plan

Kristine Annie D. De Roxas
Department of Education, San Nicolas National High School, Philippines

Abstract
This paper aims to assess the Waste Segregation Practices at San Nicolas National High School. Indiscriminate waste disposal by students constitute one of the major disciplinary problems that impede the quality of education and pose health challenges and environmental degradation. The descriptive method of research was used with the questionnaire as the main data gathering instrument. The subjects of the study were composed of seventy (70) senior high school students of San Nicolas National High School. Simple random sampling was used to identify the respondents. Mean, weighted mean and composite mean were the statistical tools applied to treat the gathered data. The results of the study revealed students agreed with the implications of waste segregation practices. The respondents agreed to the different attitudes should be manifested toward waste segregation practices and the students encountered difficulties in the implementation of waste segregation practices. Nevertheless, the research serves as a reflective reference among SHS teachers that learning activities in an uncongenial environment would result to undesirable output, and this invariably affects physical and mental well-being of the students.
Keywords: Innovation, Solid Waste Management, Waste Segregation

Julius Eduard P Dela Rosa
ERCICTEL1928054

Disaster Risk Reduction Management Practices and Its Impact to Grade 11 Students in San Nicolas National High School

Julius Eduard P Dela Rosa
Department of Education Batangas Province, Rizal College of Taal, Batangas City, Philippines

Abstract
This paper aims to assess the impact of Disaster Risk Reduction Management (DRRM) practices to Grade 11 senior high school students in San Nicolas National High School. The location of the senior high school is very prone to some disasters as it is included in the permanent danger zone and the awareness of the students to the disaster and risk reduction management practices is very vital for the safety of the students. The descriptive method of research was used with the questionnaire as the main data gathering instrument. The subject of the study were composed of sixty (60) Grade-11 senior high school students from HUMSS, ABM and TVL strands of San Nicolas National High School. Simple random sampling was used to identify the respondents. Mean, weighted mean and composite mean were the statistical tools applied to treat the gathered data. The results of the study reveal that the level of awareness of Grade 11 students with the disaster and risk reduction practices were achieved as moderately extent. The students agreed with the implications of disaster and risk reduction practices. The students agreed that they encountered difficulties in the implementation of DRRM practices. Nevertheless, the research serves as a reflective reference among SHS teachers that if the students have no enough knowledge in preparing and preventing the risks, many lives will be in danger. School with proper disaster awareness manages the disaster risk very well.

Raven Roytblat
ERCICTEL1928056

Going Beyond the Surface: Student Centered Classrooms with the Academic, Social, Emotional, and Behavioral Structures for their Success

Raven Roytblat
Educator, International School of Sanya, Sanya, China

Abstract
Going Beyond the Surface: Student centered classrooms with the academic, social, emotional, and behavioral structures for success
Many teachers, especially those who come from pedagogical and cultural backgrounds where the teacher was traditionally considered the leader and focal point of the classroom, are having difficulty transitioning to the learner or student-centered approach to teaching and learning. Often

school leadership which has not received sufficient training is charged with the task of leading teachers to an unclear destination, with few resources, and even less support.

By giving teacher and school leaders a clear understanding of what student-centered leadership is and is not, as well as some basic, but critical tools for success, a shift in teaching can occur that is academically sound yet reaches the social and emotional needs of the students and supports the long-term goals of the school community.

Keywords: Learner Centered, 21st Century, Work Force, Structure For Success, Student Responsibility, Independent Thinkers, Emotional Supports

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Elbie Mendoza
ERCICTEL1928057

ABM Grade 12 Students Personal Entrepreneurial Competencies: Basis for Strengthening Entrepreneurial Education

Elbie Mendoza
Department of Education, Agoncillo Senior High School, Philippines

Abstract

Entrepreneurial competency is one of the goals of the Department of Education, Agoncillo Senior High School through offering a business program, Accountancy, Business and Management strand that must be achieved to the students considering that these business students will become future entrepreneurs. This study focuses on assessing the levels of entrepreneurial competencies of ABM Grade 12 graduating students. A descriptive type of research was adopted; seventy-nine (79) business students in Grade 12, SY 2019-2020 are the respondents of this study; forty-one (41) are females and thirty-eight (38) are males age sixteen (16) to twenty-three (23)years old; they were surveyed and their level of personal entrepreneurial competencies were measured using Personal Entrepreneurial Competencies (PEC) Questionnaire with fifty-five (55) questions through Likert scale. Data collected was used to create an analysis including frequency distribution, mean, percentage and ranking. Results showed that ABM Grade 12 graduating students have a moderate level of personal entrepreneurial competencies. Goal setting, Self-confidence and Commitment to work contract are the personal entrepreneurial competencies where the ABM students obtained high scores, while Demand for Quality and Efficiency, Systematic Planning and Risk taking obtained low scores. The study recommends the strengthening of entrepreneurial education which aims to intensify students' entrepreneurial competencies and potentials for a successful business career.

Ene Archibong
ERCICTEL1928059

In Service Science Teachers' Performance on Science Process Skills: Implications for Effective Implementation of the Basic Education Curriculum in Nigeria

Ene Archibong
Integrated Science Department, College of Education, Afaha Nsit, Akwa Ibom State, Uyo, Nigeria

Abstract

This paper investigated (a) in-service Basic science teachers' familiarity with, conceptual knowledge of, and performance on science process skills and (b) how in-service Basic science teachers' familiarity with, conceptual knowledge of, and performance on the process skills relate to each other as well as its implications for the implementation of the Basic Education Curriculum in Nigeria. A sample size of 300 Basic science teachers was randomly drawn from an in-service teacher population of 1,000 who were attendees at a ten-week Cluster workshop for teaching effectiveness for Akwa Ibom State Basic education teachers in Uyo, Ikot Ekpene and Eket zones. The study subjects responded to a-45 item questionnaire; Familiarity with, Conceptual Knowledge of and Science Process Skill Test (FCKSPST) which was used as instrument for data collection. The research data were analyzed using mean ratings and standard deviation, simple percentages and frequencies, Mann-Whitney U-test as well as Pearson Moments Correlation Coefficient. The results of the analysis revealed that the teachers were highly familiar with the basic process skills and moderately familiar with the integrated skills. Their conceptual knowledge of process skills was poor and so also was their performance in science process skills test. Correlations among the three constructs (familiarity, conceptual knowledge and performance on science process skills) were only significant between conceptual knowledge and performance. Emphasis on teacher education programmes that certifies functionally literate teachers amongst others is recommended. Further

study on the science process skills contents of teacher training programmes in the country is advocated.

Keywords: Familiarity, Conceptual Knowledge, Performance, Science Process Skills

Basilio Jose Augusto Jose
ERCICTEL1928060

Historical Experiments as a Tool to Enhance Learning of Concepts and Electrostatics Phenomena: A Case Study of Grade 11thlearners in Mozambique

Basilio Jose Augusto Jose
Faculty of Science and Technology, Licungo University, Beira, Mozambique

Abstract
The world around us is in constant changes, implying a change in the educational paradigm that is geared towards the development of competences. These competences are linked to the knowledge of the nature of science, scientific literacy and scientifc argumentation including the knowledge about technology. Recognizing the role of history and philosophy of science in teaching, defended by Ernest Machin1887, Michael R Matthews in 1989, Pierre Duheimin1906 and John Dewey in 1920 many researchers in Physics Education have chosen this method to make teaching science more graceful, which is a consensus option. The practice has shown that the experimental component is being neglected, although it is implicitly linked to history and philosophy of science. The purpose of this study is to describe the learning envirnoment of electrostatics in grade 11 in the traditional way. Later is also analyzed the students learning through the integration of electrostatic historical experiments as a didactical tool in the classroom. Other objective of this research isto evaluate through the historical view, the potential of developing new perspectives of teaching and learning physics in Mozambique. The reason of selecting electrostatic is because the contents taught are merely abstract and they play a role to the explanation of electrodynamics concepts such as electrical current, voltage, concepts and laws related to generation, transport, conservation and distribution of electricity. The concepts of electrostatic and electrodynamics are all related to the operation principle of different electrical appliances and also the foundation of technology. The experience shows that when learners are asked to show their creativity in terms of building Physics experiments, they tend to electricity among other fields of Physics in the secondary school such as Matter structure, Mechanic (Kinematic, Dynamic and Static), Work and Energy, Thermal phenomena, Solid and Fluid Statics, Geometrical Optics, Electricity and Magnetism, Electromagnetic Waves, Black Board Radiation, Atomic Physics, Nuclear Physics, Fluid Mechanic, Hydrodynamic, Gas and Thermodynamic,Oscillations and Mechanic Waves. So in this research is considered that the learner's enjoyment is to understand the concepts of electricity which starts from the knowledge of electrostatics, the main focus of this study. Whereas, physics is an empirical science, where the observation and experimentation play a crucial role in the treatment of contents. Therefore, the goal of this research is to analyses the effect of historical devices of electrostatics in learning electrostatic concepts and phenomena, including building the nature of science and improve academic literacy to grade 11th learners in Mozambique. Historical devices were built by the scientists in the past and played an important role for design, development of theories, concepts, and laws actually accepted, (Paula &Laranjeira, 2006). In this research, Historical experiments are applied to teach the electrostatics concepts such as electric charge and its proprieties; electric field and its proprieties, electrical potential to grade 11 learners. Is important to refer thatthis approaches is also emphasized in the Physics teaching program of Mozambique when it consider that with the inclusion of some elements of historical focus in the programs, it is intended, in particular, that students know aspects of the life, work, activity and points of view of eminent scientists and develop appropriate moral values (MEC &INDE, 2010, p.7). These concepts are raised from the historical view through the use of electrostatics experiments, worksheets, posters and short historical videos about electrostatics. When the learners are passive in the learning process, then the learning is called traditional. In this process the learners do not build their own understanding of science. The teacher's activities are based on delivering the content by exposing in the board or by dictating. The most prevalent VAK, teaching style in the traditional methodology is auditory. The common didactical resources used in the traditional style are based on chalk, black board, rulers, test books, exercises books and exercise sheets for students. Sometimes it is possible to find some experimental materials for demonstration where students observe and try to describe phenomena, but they do not use worksheets. In addition, the common activities of students in the

class are related to write notes and solve exercises based on data replacement. Through these elements is possible to say that there is rote or mechanic learning of Physics contents.To integrate this approach in the classroom will be applied the theoretical framework of Model of Education Reconstruction (MER) (Duit, et al, 2012) and the Cognitive-Historical Reconstruction (CHR), (Nersessian, 1992). MER is composed by three core elements (1) Design and evaluation of teaching and learning environment in this case about electrostatics, (2) Research on teaching &learning (3) Clarification and analyses of science contents. Nevertheless, CHR is also composed by two core elements such as (1) contemporary model related to conceptual structure and (2) historical model relate to cognitive process. To fulfil the application of this model a course of 13 lessons is designed where material are provided by the researcher. Two schools in the rural area of Sofala Province were selected as the population and sample of (N=400).The selected sample is divided in control and experimental group and the methodology of Pre-test, intervention and post-test is applied. The Pre is divided into 2 parts, the first is motivation test of 25 questions SMQ II of reliability α=0.92 (Glynn et al, 2011) measuring 5 factor analyses elements (intrinsic motivation, career motivation, self-determination, self-efficacy and grade motivation). The second part is learning outcome test, measuring the common misconceptions of the students about electrostatics. The results of these step allow to the researcher to design materials and lesson plans for intervention. In this pre-test and post test period both groups control and experimental group is assessed in the same way. The only difference will be in the intervention, where the experimental group the 13 lessons course will be designed while for the control group the activities will be the chalk based and all normal activities of the lessons. For this, the sample will be randomized to create an experimental group (200) and control group (200), assisted by two teachersT_1 andT_2. Semi-structured interview for Physics teachers took place to diagnose their PCK regarded to electrostatics contents. The first step of this research is the validation of the instruments learning outcomes test and guide of interview for Physics teachers. The results to be presented in this conference are regarded to analyses the level of motivation of the students through the traditional methodology, the learning outcomes of the students after learning electrostatics in the traditional methodology, also the PCK of the teachers in electrostatics contents. The experiments to be integrted are based on Assis (2010), Bassalo (1996), Buchwald & Fox (2014), Heilbron (1979), Guedes (2000) and Guedes (2003) who described the history of electrostatics in five periods. Also plays crucial role in this research the ideas of reconstructing historical experiments according to Russel (1981), Conant (1951);Chang (2011),Heering (2009),Boss (2011) and Höttecke et al (2010). The data of the questinnaire are categorized and analyzed by SPSS 21.0 program inferring complex linear modeling through, T Test, analysis of moment structures (AMOS) and WILCOXON. These results are strongly considered in preparation of lesson plans, learning materials and environment of the classes. The PCK is assessed here to see the reason of some learner's misconceptions. While the learning outcome instrument is used in the reflection of which aspects to considerer when planning the activities for intervention second stage.

Keywords: Model Of Didactic Reconstruction, Historical Experiments, Replication Method, Learning Concepts, Motivation, Electrostatics Learning Outcomes

Ruslin **ERCICTEL1928061**	**Inconsistent Transition from School to Workplace: What Things are Needed?** **Ruslin** **Postgraduate Study, State Institute for Islamic Studies, Palu, Indonesia** **Dzakiah** **Postgraduate Study, State Institute for Islamic Studies, Palu, Indonesia** **Abstract** In Indonesian context, smooth transition of Islamic and conventional VET school-leavers to workplace remains questionable. It was found that both Islamic and conventional VET – as it is aimed to prepare students for work immediately after leaving school – have not yet fulfilled expectations of current labor markets. This article uses extensive literature reviews to unravel rationale behind inconsistent transition of school-to-workplace. The article employs the lens of Schlossberg's Transition Theory. The article is aimed to describe: 1) how inconsistent transition of school-leavers from school to workplace is perceived; and 2) in what ways Indonesian Islamic and

conventional VET stakeholders seek to improve the current state of school-to-workplace transition. The article is expected to bring new insight about school-to-workplace transition.

Keywords: School-To-Workplace Transition, School-Leavers, Transition Theory

Mohamad Ali **ERCICTEL1928062**	**Utilization of E-Learning in Arabic and English Conversation in Modern-Istiqomah Boarding School** **Mohamad Ali** **Postgraduate Study, State Institute for Islamic Studies, Palu, Indonesia** **Abstract** Islamic boarding school is an institution which has been long well-known to have important contribution to the independence of the Republic of Indonesia and take part in educating Indonesian people. As time goes by, many innovations are carried out to give birth to superior generations, as successors to the nation in the present and future. To maintain the quality of Islamic boarding schools towards modernization, its traditional impression has been made up. This article is aimed to determine massive use of technology that demands digital transformation in the boarding school organization. The article uses qualitative method and seeks to explain the use of e-learning as a medium for learning in modern Al-istiqomah Islamic boarding school, Palu. The article is expected to prepare teachers (Ustadz) at Al-istiqomah Ngata Baru Islamic boarding school to make use of e-learning technology and implement it in the process of learning Arabic and English as well as the Qur'an and therefore the availability of Android-based Quran e-learning is a must. The conclusion is that e-learning can be useful as a medium for learning Arabic, English and the Qur'an. However, it is realized that this article has a limitation since it merely looks at phenomena in the field and describes them accordingly. In conclusion, further researches are needed to better examine the empowerment of Islamic boarding school in the current industrial revolution 4.0. Keyword: E-Learning, Learning And Conversation, Boarding School
Murtala Akanbi Yusuf **ERCICTEL1928063**	**Assessment of Motivational Factors in Improving Participation of Adult Learners in Post-Literacy Programme in Sokoto Metropolis, Sokoto State, Nigeria** **Murtala Akanbi Yusuf** **Department of Adult Education and Extension Services,Usmanu Danfodiyo University Sokoto, Sokoto, Nigeria** **Abstract** Attainment of sustainable adult literacy in Sokoto metropolis is subject to the use of skills acquired and extent to which the recipients are able to consolidate the acquired skills through further learning. This therefore demands that completers of basic literacy access post-literacy programme for such consolidation. Unfortunately, the transition of neo-literates into post-literacy programme in Sokoto state is very low as low as less than 18 percent of eligible learners over the last ten years in the State. This implies that if this trend continues it will not be possible to eradicate illiteracy or reduce it substantially in the foreseeable future. Hence, this paper examined the motivational factors that can improve participation of adult learners in post literacy programme in Sokoto metropolis. The study used descriptive research design to study the whole of 500 post-literacy learners in three post-literacy centres in Sokoto metropolis. The study was premised on human capital theory and Motivation Theory of Maslow's Need Hierarchy. Relevant data were collected through 20-items Motivational Factors and Participation Questionnaire (MFPQ) focusing on what motivates learners to post-literacy programme. Data collected were analyzed using descriptive statistics of mean with criterion mean of 2.50 and above. The results showed that consolidating respondents' skills in reading and writing in English, getting certificate for employment purposes, building self-confidence, boosting financial status, enjoying social interaction, freely use of social media, rendering assistance to children in their school work, participating actively in community development activities, creating opportunities for further studies and improving business efficiency of participants were important personal motives for adult learners participation in post-literacy programme in Sokoto metropolis. And availability of qualified and friendly facilitators, suitable learning resources, learners' needs-based learning, conducive learning environment, flexible access to curriculum, child-care services, support services, acceptable location and convenient time of

	lessons were regarded as important institutional motivation-related factors for participation in post-literacy programme. The paper concludes that needs assessment about learners' needs should be conducted before packaging learning activities and enlightenment campaigns should be embarked upon at enrolment drives that the programme can meet the needs of prospective learners. Efforts must be made by organisers of post-literacy programme to put in place a conducive learning machineries and resources with relevant supports for learners in order to induce adult learners to actively participate in post-literacy programme. Keywords: Adult Learners, Post-Literacy, Participation And Motivational Factors
Molefi Shadrack Motsoeneng ERCICTEL1928066	**Pedagogical Content Knowledge of Accounting Students Teachers: Do They Have Sufficient Knowledge of Content and Students?** **Molefi Shadrack Motsoeneng** **Technology and Innovation, Central University of Technology, Free State, South Africa** **Abstract** The aim of this paper is to investigate Accounting student's teachers' knowledge content and students while they are undergoing their teaching practimus in secondary schools across the country. Knowledge of Student is defined as teacher's knowledge about the students' conception and misconception on limit of function material and teacher's ability to cope with students' difficulty, mistake, and misconception. Central to these tasks is knowledge of common student conceptions and misconceptions about particular Accounting content and methods to eliminate the difficulties and misconceptions. Five Accounting student's teachers enrolled in micro-teaching course participated in the study. Data were collected through semi structured interviews, observation notes and lesson plan. The findings showed that student students have limited knowledge content and of student and students and difficult topics for the students and the reason behind it and that the student teachers lacks knowledge on the students' misconceptions of concepts. The students teachers also found it difficulty in finding effective ways to minimize those misconceptions and mistakes. Interview data revealed that pre-student teachers frequently failed to recognize students' misconception due to lack of conceptual knowledge of Accounting. Moreover, student teachers had issues in generating effective teaching strategies as they had limited knowledge of content and students. The result of this research shows that student teacher's inability to analyzing the cause of students' difficulty, mistake, and misconception. Student teachers tended to overcome the students' difficulty, mistake, and misconception by re-explaining the procedure of question completion which is not understood by the students. Keywords: Pedagogical Content Knowledge, Accounting, Students Teachers' Knowledge Content And Students, Strategies
Christopher Freeman ERCICTEL1928068	**Classroom Management Software: How ESL Students Can Use Technology In Peaceplaying With Words: Apps to Enhance Long-Term Vocabulary Retention** **Christopher Freeman** **Foundation English, Gulf University of Science and Technology, West Mishref, Kuwait** **Abstract** As we live in an increasingly connected world, technology is an essential part of our lives. This is also true for the classroom, where reading, writing, listening, and vocabulary teaching is often done on students' computers or smart devices. However, with these technological tools come challenges, ranging from distractions on student devices from social media to cheating and plagiarism. This workshop will showcase some classroom management software tools to combat and control some of the issues that go along with using technology in the classroom. Netsupport and Lanschool Lite are two classroom management tools that allow the teacher to see student screens, block certain websites, and keep students on task with their learning. These tools will be demonstrated in an interactive environment and the pros and cons will be weighed in the workshop.

Dr. Umar Muhammad
ERCICTEL1928070

Challenges in Teacher Supervision in The 21st Century in Secondary Schools in Nigeria and The Way Forward

Umar Muhammad
Department of Educational Foundations Usmanu Danfodiyo University, Sokoto, Nigeria

Rukaiya Sa'ad Ahmed
Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria, Nigeria

Abstract
This Paper explored Challenges in Teacher Supervision in the 21th Century in Secondary Schools in Nigeria and the way forward. The Paper also look at issues such as, Scope and purpose of Secondary education in the Nigeria's context, Challenges of Secondary School Education, moving Secondary School Education forward in Nigeria. It was concluded that inadequate funding to the education sector in the lead to these challenges. Therefore, it was recommended that, Education sector should be adequately funded by the federal and state governments. Finally funding should be solicited from international donors and other Philanthropists like UNESCO, World Bank etc.
Keywords: Challenges, Nigeria, Secondary School, Supervision, Teacher

Suwandi
ERCICTEL1928079

The Implementation of Internet Website Strategy of Guidance and Counseling at School and Madrasah in Industrial Age 4.0 Content

Suwandi
State Islamic University of North Sumatera, Indonesia

Muhammad Ardiansyah
State Islamic University of North Sumatera, Indonesia

Abstract
Guidance and counselling is a process of providing assistance and counselling to individuals or groups of individuals at every age stage so that counselees can understand and direct themselves in accordance with the demands and norms prevailing in society so that the individual feels happy and effective in his behaviour and achievement of his welfare. This research was conducted to develop web-based social media guidance and counselling, implement the guidance and counselling webpage and overcome problems experienced and develop the potential for students' self. Data analysis in this research uses the research method of developing ADDIE Borg and Gall with evaluation of results. Based on the number of students who use the web as a guidance and counselling service there are 12 students out of 80 students in grade VII in junior high school in one of the schools in the city of Binjai who have contributed to the guidance and counselling teacher at the school. The research sample of 80 is students, the conclusion of internet-based web media on guidance and counselling at school.
Keywords: Social Media, Developing ADDIE Borg and Gall

Bedoor Alazemi
ERCICTEL1928081

Special and General Education Pre-Service Teachers' Beliefs and Attitudes Toward Mathematics and Teaching and Learning Mathematics

Bedoor Alazemi
Curriculum and Instructions, Kuwait University, Kuwait

Abstract
A quantitative study was conducted to examine the beliefs and attitudes of 362 pre-service special and general education teacher candidates regarding the learning and teaching of mathematics. Factors explored included student learning, teaching math, math rated affect, effectance motivation, usefulness of math, and teacher perceptions. Findings revealed statistically significantly differences in beliefs and attitudes toward mathematics among pre-service teachers across their academic majors. Special education pre-service teachers had more anxiety and less confidence in their math abilities, as well as the lowest mean scores across multiple factors for all three participant groups. Findings also indicated the relationships between major and planning to teach

	math and major and desire to teach math were both statistically significant. Special education pre-service teachers were less likely to plan to or want to teach math when compared to elementary and secondary math pre-service teachers. Implications and suggestions for future research are provided.
Bernard Gumah **ERCICTEL1928087**	**Which Leadership Styles Cultivate Self-Efficacy Through Feedback in a Cross-Cultural Setting?** **Bernard Gumah** **School of Management and Economics, University of Electronic Science and Technology of China, Chengdu, China** **Abstract** **Leadership styles impact how feedback is given. However, communication challenges often emerge when leaders and followers are from different cultures, which could undermine the ability of leaders to provide followers with useful feedback, or the reception of those feedback. The study aimed to establish the complex relationships that exist between leadership style, feedback and self-efficacy based on research undertaken with 281 foreign Teachers Teaching English as a Second Language and their Chinese supervisors in schools in Chengdu. Path analysis revealed that both transactional and transformational leadership styles positively affect foreign teacher's self-efficacy, as does the nature of feedback.** **Keywords: Self-Efficacy, Leadership, Feedback, Cognitive Evaluation Theory, Cross-Cultural Adaptation**
Tristan John Gayta **ERCICTEL1928088**	**The Self-Awareness experience of the Teachers in MNHS using the Enneagram System** **Tristan John Gayta** **Department of English, Department of Education, Panabo City, Philippines** **Abstract** **This qualitative study explored the self-awareness experiences of the teachers in Manay National High School using the Enneagram System. There were 24 teachers who underwent a workshop for the Enneagram and self-awareness practices. After the activity, six teachers were chosen as the key informants of the study. The qualitative data were gathered using the responses of the informants in an in-depth interview. The results were analyzed through a thematic analysis which are the basis of discussion and implication. The teachers were all given a self-awareness journal to record their daily responses to the self-awareness practices and keep track of their progress. Based on their experiences, the following themes have emerged: Mindfulness, Self-management, and Self-transformation. Therefore, the teachers can use the self-awareness practices and their benefits to attain personal development and lessen emotional stress. An intervention program was also given to the teachers according to the emerging themes and discussions.**
Niswi Ulfini **ERCICTEL1928089** **+** **Jarwati Jarwati** **ERCICTEL1928089**	**Analysis of Students Learning Style on Flipped Classroom Model** **Niswi Ulfini** **Department of English Education, Faculty of Teachers Training and Education, Universitas Lambung Mangkurat** **Jarwati** **Department of Economic, Faculty of Economic, Univesitas Negeri Medan** **Abstract** **This study aims to determine student learning styles in following English subjects in the reading skills sub-section. This research is a qualitative research by observing the process of learning English in the reading skills sub-section by applying flipped classroom learning. The research subjects were 90 students of class X in SMA Negeri 2 Bandar and teachers of English subjects. Data is collected through classroom observations and interviews. In class observations, researchers observe and record everything that happens in the form of field notes. The interview adopted open-ended questions and the participants gave open responses. The results showed that students had visual learning styles (28.6%), auditory (22.9%) and kinesthetic (22.9%).**

DRRM Practices: Effect on Students' Readiness and Awareness in Disaster Risk Reduction

Emelita De Sagun
Department of Education Division of Batangas, Agoncillo Senior High School, Batangas, Philippines

Emelita De Sagun
ERCICTEL1928064

Abstract
The Department of Education (DepEd) , implements a provisions, under DepEd Order No. 21 s. 2015, stating the establishment of mechanisms about disaster risk reduction management among all public schools which prepare, guarantee protection and increase resiliency in facing disaster. Hence, this study was conducted to determine the effects of DRRM practices crafted and utilized by the school in the readiness and awareness of the learners in disasters. The research methodology used in this study is the quantitative method of research, wherein the researchers solicits views of all the class presidents of every strand in Agoncillo Senior High School through questionnaires. The study found out that there is a high percentage of students who are familiar and aware in some DRRM practices. However, the result shown that there is still a need for the learners to further identify and apply the different practices for their readiness and awareness. The contribution of this study is to provide a baseline data on how ready the students are in facing different types of disasters and encourage more research about disaster risk reduction.
Keyterms: Disaster, Hazards, Preparedness, Risk Reduction, Awareness, Readiness

Embedding QR Codes in Numeracy Tools with E-Games: An Innovation

Mariel s. Austria
Master Teacher I, Agoncillo Senior High School, Batangas, Philippines

Irene m. Caringal
Principal II, Agoncillo Senior High School, Batangas, Philippines

Mariel Austria
ERCICTEL1928065
+
Irene M. Caringal
ERCICTEL1928065

Abstract
The purpose of this study was to find out the learners' perception of embedding QR Codes in numeracy tools with e-games in terms of ease of use, usefulness and attitudes and to elicit the mathematics teachers reactions in using codes for learning to Grade eleven STEM learners in Agoncillo SHS. The researchers proposed the idea of using "Quick Response Code the implementation of numeracy tools with-egames program. This study employed mixed method. The research data were collected by means of questionnaire and one on one interview. The students answered the questionnaire to gauge their perceptions and a one on one interview to teachers' participants to elicit their reactions about the use of QR codes as an innovation. Results show, overall, positive perceptions with regards to embedding of QR Code in numeracy tools with e-games. Students perceived QR Codes as an easy to use and useful application to support the program. Mathematics teachers reacted that using codes were important specially it is eco-friendly, promotes a new learning environment and for the fact that it suggest zero expenses. In this study, the embedding of QR Code in Numeracy TOOLs with-egames was proven innovation in the implementation of the numeracy tool program.
Keywords: QR Code, Embedding, Numeracy Tool, E-Games, Innovation

The Awareness of Dyscalculia among Elementary Teachers in UAE

Farouq Almeqdadi Almeqdadi
Curriculum & Instruction, Emirates College for Advanced Education, United Arab Emirates (UAE)

Farouq Almeqdadi Almeqdadi
ERCICTEL1928072

Abstract
Dyscalculia is a difficulty with numbers. According to Butterworth (2003), a range of descriptive terms have been used to describe Dyscalculia such as 'developmental dyscalculia', 'mathematical disability 'arithmetic learning disability', 'number fact disorder' and 'psychological difficulties in Mathematics'. This study aimed to investigate the knowledge and awareness of Dyscalculia among elementary teachers in United Arab Emirates. Dyscalculia (Learning disabilities in Math)   is a big challenge for students, teachers, and schools. The sample of the study consisted of 100 teachers who

were teaching Math in UAE schools in the Academic Year 2017/ 2018.

The results of the study indicated that teachers in the sample did not know about Dyscalculia, and most of them have a low level of knowledge about it. The results also indicated that findings teachers and teaching were unsure on how to identify or assess children with dyscalculia, due to lack of knowledge and training programs about dyscalculia. All teachers in the sample recommended the needs for training programs and practical workshops about dyscalculia in the areas of identification, assessment and support for Dyscalculic Students including intervention strategies to solve or minimize this problem.

Keywords: Dyscalculia, Mathematics, Disability, Intervention, Training, & Strategies

Reinforcing Civic Engagement through the Social Sciences: Equipping High School Students for Agency and Activism in the Second Machine Age

Mark Helman
Pechersk School International Kyiv, Ukraine

Mark Helman
ERCICTEL1928080

Abstract
As human progress moves further toward automation as well as digital engagement, a phenomenon often associated with the popularly termed "Second Machine Age"; how do we effectively excite high school learners with civic identity, agency, and activism necessary for effective democratic society? McAfee (2016) notes that, "If the first machine age helped unlock the forces of energy trapped in chemical bonds to reshape the physical world, the real promise of the second machine age is to help unleash the power of human ingenuity." This paper will examine the traditional secondary pedagogical approaches to civic education with a lens toward the paradigm shift ongoing in this transforming societal landscape. It will span the international education spectrum with existing data related to civic engagement High School Students (Grades 9-12) in the current digital age. The goal is to provide educators with innovative past as well as new approaches for promoting civic ingenuity within their classes to empower students in becoming effective democratic citizens within the Second Machine Age.
Keywords: Civic Education, Civic Engagement, Digital Education, Innovative Pedagogy, Youth Participation

A Proposal to Include Modeled Writing Instruction in Kindergarten Curriculum

Ynna Marie C. Halili
University of the Philippines Diliman, Quezon City, Philippines

Ynna Marie C. Halili
YRSICTEL1928051

Abstract
The K-12 Curriculum in the Philippines from the Department of Education requires every 5 year-old-child to start schooling for them to slowly adjust to formal education. In Kindergarten, students learn the alphabet, numbers, colors, shapes, beginning reading and beginning writing through interactive activities using Mother Tongue. The K-12 Curriculum has the ellipses to show interconnectedness in the holistic development of children in which are expected for Kindergartener. The Language, Literacy and Communication domain provides opportunities on early literacy for self-expression through language using the mother tongue or the child's first language. They are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading, writing and to view themselves as effective users and learners of the language.

English Immersion Children's Perception of their Reading Competence in Chinese and English: A Comparative Study of Bilingual and Regular Chinese Programs

Dr. Chien-Yi (Monica) Jan
Senior Lecturer, Federation University at IIBIT, Sydney

Abstract
The evidence with respect to the first language (L1) reading competence of the second language (L2) immersion students in comparison to their peers in the regular L1 programs at Grade 1 to Grade 3 are inconclusive. The purpose of this research was to provide in-depth insights into the English

Dr. Chien-Yi (Monica) Jan **ERCICTEL1928092**	immersion children's perception of their Chinese (L1) and English (L2) reading competence through their self-reflection on their reading ability in both languages. Previous research (Mathewson, 1994; McKenna, 1994; Petscher, 2010; Russ, 1989) has indicated that attitudes play an important role in moderating a reader's motivation and intention to read and consequently impact on his/her reading achievement. A total of 24 Grade 1 – 3 children (ages ranged from 6-9 years old); 12 children studied in the Regular Chinese program and the rest of them studied in the Chinese-English bilingual primary schools, participated in reading aloud in both languages. After the reading renditions, they were interviewed about their thoughts and strategies used in the reading process. The results suggest that all the children in the regular Chinese programs regarded their Chinese reading ability was superior to their English reading ability. A similar statement was also reported by 9 of the 12 bilingual children. Similar reading strategies were reported to be used in the reading process amongst the children at each grade level in both programs. Keywords: Second Language Immersion, Bilingual Program, First Language Reading Ability, Second Language Reading, Reading Strategy
Pardimin **ERCICTEL1928093**	**Mathematics Learning Profile of Junior High School in Yogyakarta** **Pardimin** **Mathematics Education, Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia** **Siti Rochmiyati** **Indonesian Literature and Education, Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia** **Zainnur Wijayanto** **Mathematics Education, Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia** **Abstract** The driving factors of the success of mathematics learning include models, media and learning resources. They need to be adjusted to the instructional objective of learning mathematics, which facilitates students to have the ability to reasoning, problem solving, mathematical communication, mathematical connections, mathematical literacy, and mathematical representation. A number of obstacles experienced by teachers and students in learning indicate that the learning of mathematics has not been quite successful, as occurred in mathematics learning in junior high schools in Yogyakarta Special Province (DIY). This study aims to analyze the mathematics learning profile of the junior high schools in DIY, as well as solutions to the obstacles faced in learning mathematics which were then developed into good mathematics learning in accordance with the development of science and technology. Keywords: Mathematics Learning, Instructional Objectives, Science and Technology
Mangaratua Simanjorang **ERCICTEL1928094**	**Teacher's Perception and Understanding of Professional Teacher Education in the Reconstruction Study of Professional Teacher Education Program** **Mangaratua M. Simanjorang** **Faculty of Mathematics and Natural Sciences, Universitas Negeri Medan, Jl. Willem Iskandar Pasar V, Medan Estate, Medan** **Abil Mansyur** **Faculty of Mathematics and Natural Sciences, Universitas Negeri Medan, Jl. Willem Iskandar Pasar V, Medan Estate, Medan** **Syawal Gultom** **Faculty of Mathematics and Natural Sciences, Universitas Negeri Medan, Jl. Willem Iskandar Pasar V, Medan Estate, Medan** **Abstract** The Professional Teacher Education Program (In Indonesian known as Pendidikan Profesi Guru – PPG) in a teacher training university was developed by referring to Teacher Education Standards

which include educational standards, research standards, and community service standards. Article 17 (1) of The Act Number 12 of year 2012 concerning Higher Education states that professional education is a higher education after an undergraduate program that prepares students for works, which need special expertise requirements. Based on this article of The Act, the competencies of PPG graduates that should include four professional teacher competencies, which are professional, pedagogical, personal and social competencies, should be more than undergraduate's competencies. This program would play an important role in improving educational quality in Indonesia. Hence, it is important to continually improve the program quality. In the process of reconstructing this program, the researchers learned how teachers perceived and understood the program itself. This article discusses teacher's perception and understanding of the professional teacher education program as a small part of the effort to reconstruct the program.
Keywords: Professional Teacher, Professional Teacher Education Program, Professional Education

The Gist of Digital Technology for Local Culture Preservation: Intriguing Fairy Tales

Siti Rochmiyati
Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University, Yogyakarta, Indonesia

Imam Ghozali
Luky Tiasari

Siti Rochmiyati
ERCICTEL1928096

Abstract
Fairy tales have been used as learning materials to instill and preserve local wisdom and culture. Current practices in school show that learning activities revolve around students' involvement in reading, comprehending, appreciating and identifying moral stories of the tales, be it orally and or in written form. Through R & D procedure (Borg and Gall, 1983) a digital media called "SoON" (Story on Odyssey Naturally) was developed to enable students not only to retell and to identify moral story but further to modify the story depending on students' creativity. Based on this R & D procedure, 26 fairy tales from Yogyakarta and Central Java provinces were used as samples for developing challenging and effective learning materials to support not only folklores preservation but also effective means of enhancing students creativity and character education. From limited try out, it can be inferred that the students' displayed greater motivation in doing the task using "SoON" because it is challenging. They enjoyed exploring the last assignment to exercise their creativity. As it is interesting, the learning outcome would be their character education. From the finding the researchers contended that more folklore materials need to be converted into a more innovative digital mode not only for their preservation but for richer educational values.
Keywords: Character education, Fairy tales, "SoON"

LISTENERS

Livinus Boniface
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Samuel Onyemaeze
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Vincent C Onwugbelu
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Chinedu T Ukachukwu
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Chiawotu T Iwuafon
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Obinna D Egbuho
International Studies, African School of Diplomacy, FCT, Nigeria
ERCICRTEL1928050

Osita S Enukorah
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Osita S Enukorah
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Ikechukwu D Uzoho
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Chibuzor C Ajonuma
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Henry C Egbeh
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Christopher O Obi
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Kingsley C Erondu
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Kelechi C Osunwa
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Livinus B Okey
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Samuel O Ajonuma
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Simplicius U Chiege
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Paul Albert
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Uchenna Eje
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Okwudiri L Ezenwosu
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Godsgrace N Odoh
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Okwudiri Linus
English Studies, African School of Diplomacy and International Studies, FCT, Nigeria
ERCICRTEL1928050

Abdulbarry Hashim

Department of law, Faculty of Law, Ahmadu Bello University, Ibadan, Nigeria ERCICTEL1928067
Md Azizur Rahman Department of Library And Information Science, Pondicherry University, India ERCICTEL1928069
Shumaila Pathan Education, Hyderabad, Pakistan ERCICTEL1928073
Lateef Lekan Komolafe Registry, Administration, Lagos State University, College of Medicine Lasucom Ikeja, Lagos, Nigeria ERCICTEL1928075
Jehanna Pelima Teacher in Senior High School, Deped Sarangani, Sarangani, Philippines ERCICTEL1928076
Kim Kirby Aguado Department of Education, Papatahan Integrated National High School, Paete Laguna, Philippines ERCICTEL1928082
Sadaf Mallick Counselling and Psychotherapy, CPCAB, Karachi, Pakistan ERCICTEL1928083
Rizaldy Bangon Department of Education, Camalog National High School, Kalinga, Philippines ERCICTEL1928084
Rofiqul Islam Dhaka Collage, Dhaka, Bangladesh ERCICTEL1928085
Marie Lou Romero Department of Science and Technology, Manuel A. Roxas High School, Manila, Philippines ERCICTEL1928086
Konsctancija Degoeij Member Services, The Alberta Teachers Association, Edmonton, Alberta, Canada ERCICTEL1928077
Aleksander Aristovnik Faculty of Public Administration, Univeristy of Ljubljana, Ljubljana, Slovenia ERCICTEL1928090
Mohammad Qasim Zargar Department of Civil Law, Faculty of Law, AIKOL, International Islamic University Malaysia, Kuala Lumpur, Malaysia ERCICTEL1928091
Luky Luky Tiasari English Language Education, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University, Yogyakarta, Indonesia ERCICTEL1928095

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