



Conference Proceedings

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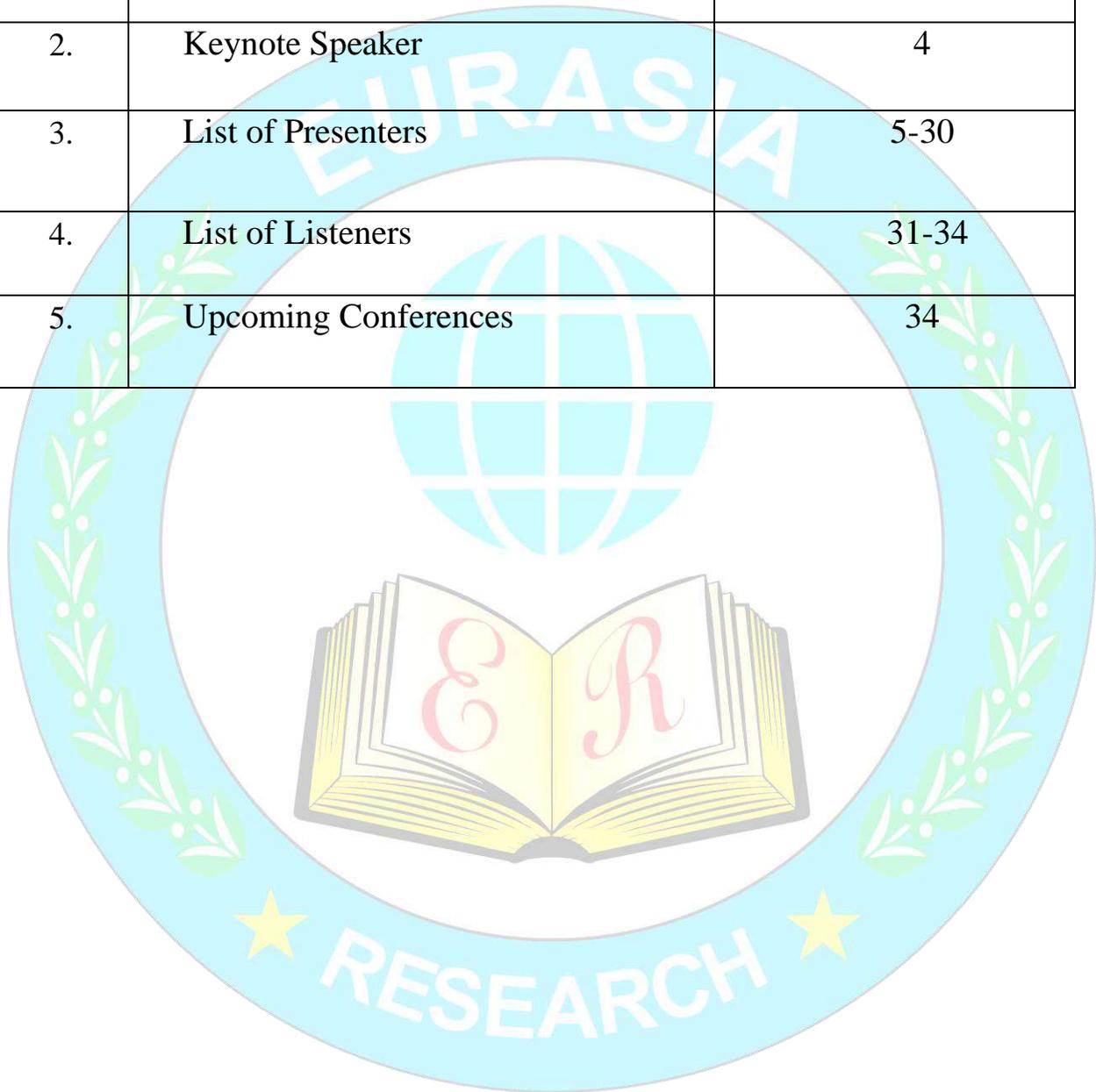
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Table of Content:

S. No.	Particulars	Page Numbers
1.	Preface	3
2.	Keynote Speaker	4
3.	List of Presenters	5-30
4.	List of Listeners	31-34
5.	Upcoming Conferences	34



Preface:

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KEYNOTE SPEAKER



Rachael Ruegg

School of Linguistics and Applied Language Studies, Victoria University of Wellington, Wellington, New Zealand

Topic: English Medium Instruction: Ideals, realities and challenges

Rachael Ruegg is a Senior Lecturer in the School of Linguistics and Applied Language Studies at Victoria University of Wellington. She previously taught at two universities in Japan. She has published numerous articles in the field of Applied Linguistics and has been active in editing. In her current position, she coordinates and teaches in Academic and Professional Writing and Applied Linguistics as well as supervising doctoral students. Her current research interests are English Medium Instruction, Writing across the Curriculum and educational experiences of international and domestic students.

https://www.researchgate.net/profile/Rachael_Ruegg

<https://www.victoria.ac.nz/lals/about/staff/rachael-ruegg>

PRESENTERS

<p>Mohamed Salah Eddine Madiou ERCICTEL1926052</p>	<p>The Case of “Anxiety of Influence” in Mohsin Hamid’s The Reluctant Fundamentalist (2007)</p> <p>Mohamed Salah Eddine Madiou The University of Jordan, Jordan</p> <p>Abstract</p> <p>This paper appropriates two of the most basic thrusts of Harold Bloom’s The Anxiety of Influence (1973), namely Apophrades and Kenosis, to examine the influence of Francis S. Fitzgerald’s The Great Gatsby (1925) on Mohsin Hamid’s The Reluctant Fundamentalist (2007). Mohsin Hamid is a British writer born Pakistani whose desire of inclusion in the Western literary tradition can be suggested when reading his novella. Falling within the scope of postcolonial studies, this analysis underpins that Fitzgerald’s influence straddles Hamid’s multifaceted discourse. During the writing process of The Reluctant Fundamentalist, The Great Gatsby serves as an impediment to Hamid’s literary imagination, which makes The Reluctant Fundamentalist an anxiety of influence as a result of misreading. However, drawing on Bloom’s theory, this paper does not only vindicate Hamid’s influence of The Great Gatsby, but also shows Hamid’s endeavour to evade it and assert his literary identity. Hamid relies on the turn induced by the 9/11 event to swerve from Fitzgerald’s influence and foreground his originality.</p> <p>Keywords: Anxiety, Influence, Originality, Literary Tradition, Misreading, Apophrades, Kenosis</p>
<p>Mukammil Shah ERCICTEL1926054</p>	<p>Early Childhood Education in Pakistan: (Issues, Challenges and Solutions)</p> <p>Mukammil Shah Program Director, De Laas Gul welfare Program, Swabi Maneri Bala KP, Pakistan</p> <p>Abstract</p> <p>This study was carried out for the situational analysis of diverse issues and difficulties of Early Childhood Education in Pakistan. The goals of the Study were to dissect the current status issues, challenges and solutions, both at offices and practices at early level public and private sectors of schools. Stratified testing method was utilized to choose the parts of schools from both public and private Sector. Sample of 32 administrative heads was chosen, including 16 each from public and private Sector schools. Three instructors/teachers from each school (50x3=150) were chosen from public and private Sector schools. Two unique polls were built up, each for executives and educators. For measurable examination of information, number juggling mean, rate was utilized. Results demonstrated that streamlining of existing status, practices and offices at ECE level is essential since it is extremely valuable for youngsters for future achievement and furthermore in improving proficiency rate, with the goal that kids can enter in the standard of the general public all the more effectively.</p> <p>Keywords: Early Childhood Education (ECE), Instructors and Administrative Heads, Issues, Challenges, Solutions, Youngsters</p>
<p>Bin Zhang ERCICTEL1926056</p>	<p>A Phenomenological Study on Understanding Asian American Female Sexual Minorities: The Intersection of Race, Gender, and Sexual Orientation</p> <p>Bin Zhang Department of Educational Studies, Ball State University, Muncie, Indiana</p> <p>Abstract</p> <p>According to literature, many students with multiple marginalized identities experienced multiple oppressions on the basis of their various identities. And the intersectional experiences of discrimination are always greater than the sum of racism and sexism.</p> <p>My research project focuses on racial and sexual minority students such as Asian American female sexual minorities. Researchers and literature found that Asian American LBGQTQ women students experienced intersectional discrimination on the basis of race, gender, and sexual orientation. Intersectional discrimination is just like traffic through an intersection. If an accident happens in an</p>

intersection, it can be caused by cars traveling from any number of directions and often times from all of them. This idea is from Crenshaw's the analogy of traffic in an intersection in 1989. In order to authentically and sufficiently understand school experiences of students who are Asian American LGBTQ women, this research project created an intellectual descendent theoretical framework—Critical Queeracial Theory—which is based on Feminist Theory, Critical Race Theory, and Queer Theory. Because I argue that Asian American LGBTQ women are sometimes excluded from feminist theory, critical race theory, and queer theory and each of these aforementioned theory does not accurately reflect the intersection of race, gender, and sexual orientation. All in all, the value of this research project is aiming to authentically understand Asian American LGBTQ women's school experiences and their identity formation. For educators, policymakers, and curriculum designers, any educational evolution, educational policymaking, and curriculum designing must be rethought and recast if they do not take intersectionality into account.

Lee Saw Im
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'BoCaps Merry Go Round' Technique - a Method of Enhancing Learning Skills in Ionic Bonds

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Abstract

This action study was conducted to determine the effectiveness of the BoCaps Merry Go Round (BMGR) technique in improving the achievement of students in Ionic Bonds. This study involved 18 students. An initial survey was conducted through pre-interview with 5 students. The results of the survey show that students cannot explain the formation of ionic compounds as well as covalents. The instruments consist of pre and post-test and questionnaires. The BMGR technique uses low-cost green recycling mineral water bottle caps as an electron simulation in the atom. BMGR encourages active learning that requires student-centered minds and hands on within one week. The BMGR is effective because the min has increased from 3.06 to 9.50 which is 6.44. Test results showed that 100% of pupils significant improvement and 88% of students were more understanding, easy to remember, proficient of analyzing and enjoying answers to questions about chemical bonds through BMGR technique.

Keywords: Cation, Anion, Ionic Bond



Reetu Chandra
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Addressing Gaps in School Readiness Performance of Preschool Children

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Abstract

Globally, school readiness is supported to facilitate children attain their complete developmental potential, engage in lifelong learning, improve academic outcomes in school, acquire positive socio-behavioral competencies, and eventually, built human resources to address economic development. Literature review and general survey in Indian schools revealed the need for school readiness experiences for children. Researchers also reported the lack of true provision for assessing the existing and increased school readiness level of children in all domains of development. Therefore, a study was conducted on 4 preschools under Municipal Corporation of Delhi, 4 teachers, and 82 children to suggest the effortless process for identification of gaps through assessment and development of school-specific school readiness program, evolved as per the resources available. Data was collected using 'School Readiness Instrument' and 'Rating Scale to Measure Physical-motor and Socio-emotional Readiness of Preschool Children'. The study employed 'Pre-test Post-test Control Group Experimental Design'. Gaps in the performance in school readiness of children were identified under different components of all three domains of school readiness (physical-motor, socio-emotional, and cognitive-language) through pre-test. To address gaps, a School Readiness Package (SRP) was developed and implemented in the experimental group preschools for two months. Pre and post-test gap analysis demonstrates that after delivery of the package, the extent of gaps in the performance of experimental group children in all the components under each domain has reduced from pre-test to the post-test. In case of the physical-motor domain, a small gap

of 13.3% in small motor muscle and eye-hand coordination and 9.3% in coordination and control over large muscles which on pre-test were 47.9% and 41.2%, respectively shows a drastic reduction. Reduction in gaps was also reported in all the components of socio-emotional readiness ranged from maximum 12.3% to a minimum of 5.1% which on pre-test were between 41.4% to 30.4%. Similarly, a gap of 39% reported on pre-test in cognitive and language readiness reduced to 6% on post-test. In the case of control group, gaps in all the components under each domain remained almost similar to the gaps identified on pre-test. This informs the children who did not get SRP could not improve their performance. This study has the potential to identify gaps and offer workable solutions to improve school readiness performance of preschool children at larger scale thus, ensure better achievement level in primary grades.
Keywords: Preschool Education, School Readiness, Gap, Municipal Corporation Of Delhi, Achievement

Kosala Siriwardhana
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Its Our Esl Class: But, Do All of Us Really Use English There?

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Abstract

Sri Lanka is a country that has an increasing demand for English language skills and today the important role that it plays in higher education sector is crucial. Thus, many of the Sri Lankan national universities offer English as a Second Language (ESL) courses for their undergraduates as a compulsory course unit with the aim of improving their English language skills. However, the competency of English language skills among country's graduates is still concerning. When considering this issue, the role of interaction in enhancing second language skills is discussed by many researchers and particularly the socio-cultural theory emphasises that learning arises in interaction and learners succeed more by engaging in interactive language learning. Accordingly, this qualitative multiple case study investigates the barriers to ESL classroom interaction in three selected national universities in Sri Lanka. Twenty classroom observations, twelve focus group interviews with students and twelve semi structured interviews with ESL teachers were conducted to collect data for this study. The data were thematically analysed and triangulated. Main findings suggest that most of the learners do not get opportunities for interaction in the ESL classroom and the related causes are discussed in detail under the identified two main themes, namely, nature of group activities and classroom lesson discussions. The study recommends that both ESL learners and teachers as classroom managers are responsible in creating and utilizing learning opportunities to develop English language skills.

Keywords: Sri Lanka, University, ESL, Interaction, Thematic analysis

Effects of Writing Feedback on EFL Students' Grammatical Competence

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Abstract

The purpose of this study is to investigate whether writing feedback has any effect on EFL students' grammatical competence. The sample population included 30 foundation students who practice EFL writing for 8 hours a week who were divided into two groups of 15 (one who receive indirect feedback and the other the control one). The participants were requested to write one essay every week for five consecutive weeks. The findings showed that frequent errors committed by the respondents are; Spelling, Capitalization, Verb tense, Wrong/Misused Preposition, and Redundancy. The results indicated that errors started declining during the course of research for both groups. However, the sample which received feedback generally manifested a positive, better, and more accurate performance in their essays and they made fewer errors as the study went on, as compared with the control group. However, a comparison of data per error categorization indicated that the differential effects of feedback types were mainly apparent for certain errors rather than



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all of them. These results suggest that while feedback may play an important role in improving grammatical competence, the degree of its effects may differ for different linguistic targets. Some implications for EFL teachers are recommended.
Keywords: Writing, Grammatical Competence, Grammatical Error, Teacher Error Feedback, Indirect Feedback



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Digital Multimedia Classroom in Bangladesh: Emerging a New Horizon in Education

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Abstract

The study illustrates the impact of multimedia digital classroom in the context of secondary and higher secondary levels in Bangladesh. Here, Digital classroom means a classroom where teaching-learning is conducted with digital content. The multimedia objects are used in classroom to teach learners effectively. The scopes and opportunities of multimedia classroom in Bangladesh are depicted vividly in this paper. The role of government and teachers in establishing successful digital classroom are visualized herewith. The pedagogy and teaching method including technological details of digital classroom in Bangladesh are also notified in this study. The manuals of Teachers training for digital classroom management are also discussed with due reference in this study. Digital classroom draws a new dimension in secondary and higher secondary levels of Bangladesh. The paper also asserts the modern technology and apps which are used to conduct and monitor digital multi-media classroom effectively in entire country. The advantage and challenges of digital multimedia classroom are particularly notified in this research.

Keywords: Digital Classroom, Multimedia Technology In Education, Pedagogy, Monitoring, Apps Management, Technological Innovation



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Identity and Expression of Selves in Iranian EFL Learners

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Abstract

This study has been inspired by observing Iranian English learners' enthusiasm to discuss culturally sensitive topics in English classrooms. Contrary to the general assumption that in discussing controversial issues, mother tongue would be preferred to an additional language (Atkinson, 1997), we observed that the participants of the present study preferred to discuss the sensitive topics in English and not in their first language: Persian. The present study draws on Taylor's (2013) 'Quadripolar model of identity' and Bourdieu's (1986) notion of 'Capital' to explore the interrelatedness of language learning with language learners' self-expression in EAL classrooms in Iran. To this end, through a qualitative research design, 16 intermediate language learners attended a six-week English course where culturally sensitive topics were discussed. At the end of the course, they wrote narratives on their experience of discussing sensitive topics in English classrooms. The data has been analyzed through two major theoretical and methodological frames of 'identity' and 'power'. The data suggest that three main themes lie behind these language learners' pattern of self-expression: 1) The learners' identity being affected by the knowledge they have gained through English in the long-run, 2) The effects of the immediate context of English classroom in their identity negotiation and 3) The power of English as cultural capital.

Keywords: Identity, Language learning, EFL (English as a foreign language), Quadri-polar model of Identity, Capital



Seema Zainulabdin

Social-Emotional Development in Preschool Children and Teachers Perspectives from Urban and Rural Context of Pakistan

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Abstract

Background Social-emotional development is an integral part of holistic child development. Early

<p>ERCICTEL1926072</p>	<p>years of life are the best window of opportunity when children acquire self-regulation and executive functioning which stays with them throughout their lives. Home and school has an inevitable role for the development of knowledge, attitude and skills required for optimal development of social-emotional skills. During recent years there is a substantial rise in behavioral, emotional and mental health problems among school children, therefore it is important to understand teachers' perspectives in order to intervene appropriately.</p> <p>Methods: This qualitative research study was being part of a randomized controlled trial which was done to assess the effectiveness of teachers' professional development on social-emotional learning (SEL). The findings presented here were planned to explore teachers' perspectives on social-emotional development during early years (3 to 6 years) employing focus group discussions (FGDs) from Karachi urban and rural, and Northern Areas, Gilgit (Urban). A total of 5 FGDs were organized each with 8 to 10 teachers.</p> <p>Results: Some great insights were highlighted by teachers from urban and rural context. Urban school teachers showed a better understanding of social-emotional development as compared to rural school teachers. The main themes identified during analysis were teachers' perspectives on; the importance of social-emotional skills for school readiness, adjustment problems faced by newly enrolled children due to lack of social-emotional skills, existing school practices for promotion of social-emotional learning and how teachers can contribute to build social-emotional learning among preschool children.</p> <p>Conclusion: The study provided some great insights for fostering social-emotional skills among preschool children. Teachers underscored the importance of parents, curriculum and teachers' training for promotion of social-emotional skills among preschool children. Compared to rural teachers, urban teachers were found to be more aware of social-emotional needs and management required in this regard.</p>
<p>Abdul Awal ERCICTEL1926073</p>	<p style="text-align: center;">English in Bangladesh: a Post-Colonial Socio-Linguistic Observation</p> <p style="text-align: center;">Abdul Awal The Holy Child Kindergarten, High School, Narayanganj, Dhaka, Bangladesh</p> <p style="text-align: center;">Abstract</p> <p>This paper outlines the principal reason of the highest emergence of English language in Bangladesh with many recent sociolinguistic views critically. It also endeavors to draw the impact of English as international language on native language and culture. Some findings and proposal are illustrated based on the global history and politics of language. The relation between language and socio-cultural existence has got priority in this observation. Hopefully the paper will help people think English in a different look in socio-cultural and political life in post-colonial countries. This paper would be conducive to make future language policy of post-colonial countries. How language determines cultural and linguistic hegemony is notified vividly. Some suggestions for English language teachers in post-colonial countries including Bangladesh based on the recent sociolinguistics views on linguistics imperialism are proposed.</p> <p>Keywords: Prospero Complex, Caliban Complex, Grassroots Theory, Exploitation Theory, Linguistic Imperialism, Linguicism, Linguistic Chauvinism, Linguistic Human Rights, Para-Diglossia</p>
<p>Christopher f. Bueno ERCICTEL1926078</p>	<p style="text-align: center;">ASEAN Competency Standards of Teacher Education: Philippine Experience of the Pre-Service Education in the University of Northern Philippines</p> <p style="text-align: center;">Christopher f. Bueno PhD Dean, College of Teacher Education, University of Northern Philippines, Vigan City, Philippines</p> <p style="text-align: center;">Eden. A. Bueno, Ed.D. Faculty, College of Teacher Education, University of Northern Philippines, Vigan City</p> <p style="text-align: center;">Abstract</p> <p>The study utilized the descriptive – correlational research with actual benchmarking on the program outcomes of the Teacher Education Program of the University of Northern Philippines</p>

	<p>utilizing the educational framework of the ASEAN Teaching Competency Standards along pedagogical skills, student performance, classroom management skills and professional development skills. These are relevant program outcomes adopted by the NCBTS in the Philippines for the pre-service education program. Based on the result of the study, the College of Teacher Education has program outcome of the pedagogical skills which utilized the creative and innovative instructional strategies that are appropriate to a lesson's objectives and students' abilities, interests and learning style.</p> <p>The student performance assessment skills on pre-service education used the assessment results to determine if objectives were met and/or if re-teaching is necessary and systematically records students' achievement. In the classroom management, it implemented the infusion of the value of respect, honesty and consideration for all students. In the case of the professional skills, it presented the program outcomes that promotes cooperation between parents/ guardians and the school and the community including exhibiting professionalism with peers, administrators, and parents/guardians by demonstrating respect and consideration for and interest in those whom he/she interacts with. The program outcomes of the beginning teachers reflect from the implementation of the Code of professional ethics of the teachers to establish cordial relationships with the stakeholders.</p> <p>Keywords : ASEAN Competency Standards, Professional Ethics for Teachers, Classroom Management, Teacher Education, Pre-Service Education</p>
<p>Eden. A. Bueno ERCICTEL1926079</p>	<p>Pre-Service Education of the Teacher Education Program in the University of Northern Philippines</p> <p>Eden A. Bueno, Ed.D. Faculty, College of Teacher Education, University of Northern Philippines, Vigan City</p> <p>Abstract</p> <p>The study utilized descriptive and documentary analysis to determine level of implementation of the pre-service training along National Competency-Based Standards for Teachers (NCBTS) for Beginning Teachers in the College of Teacher Education. The respondents of the study were 229 Practice Teachers, Cooperating Teachers in DepEd and 8 Practice Teacher Coordinators. The performance in the pre-service education was evaluated by the National Competency-Based for Teachers Standards along the seven (7) domains namely: (1) Social Regard for Learning ; (2) Learning Environment; (3) Diversity of Learners; (4) Curriculum; (5) Planning Assessing and Reporting; (6) Community Linkages; and Personal Growth and Professional Development which was the framework of teacher quality as institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009.</p> <p>Based on the findings of the study, the NCBTS for beginning teachers has significantly implemented the social regard of learning, curriculum, diversity of learning and planning assessing and reporting in the teacher education program. The domain on social regard of learning emphasizes the respect for other persons and their ideas including the maintain appropriate appearance wherein teachers are good role models in the school and the community. In the curriculum, there is a clear communication of the learning goals that are appropriate to learners. In the diversity of learners, the learner's background knowledge and experiences along designs or selects learning experiences suited to different kinds of learners followed by establishes goals that define appropriate expectations for all learners and places lessons appropriate to needs and/or difficulties of learners. The Planning, Assessing and Reporting Domain has implemented appropriate assessment strategies to evaluate and monitor learning through non- traditional techniques such as portfolio, journals and rubrics including the interpretation and use of assessment results to improve teaching and learning.</p> <p>Keywords: National Competency-Based Teacher Standards, Teacher Education, Curriculum, Practice Teachers</p>
<p>Lailiyah ERCICTEL1926080</p>	<p>Opportunities and Challenges of Self-Assessment in Learning</p> <p>Lailiyah Education, Zamzam Syifa Boarding School, Jakarta, Indonesia</p> <p>Abstract</p>

The purpose of this study is to find out how much the opportunities and challenges of applying self-assessment in learning. The study was conducted in the senior high school 77 East Jakarta, with 219 respondents. The method in the study used a mix method and analyzed with the help of Winstep and SPSS software.

Based on the results of the analysis it can be seen through this study that self-assessment is one form of non-test assessment that has a positive impact if implemented correctly. The positive impact of self-assessment is that students know their weaknesses and shortcomings in learning, so students can compare how far they are achieving with the standards that have been made. By knowing this, students can try to improve it. Good self-assessment results can be achieved if it has gone through several processes, namely: self-monitoring, self-judgment, as well as learning targets and instructional corrective. While the challenge is that self-assessment can only be done by students who have the ability to evaluate themselves, both their weaknesses and shortcomings, and the process of achieving their learning. If not, then the self-assessment cannot measure the reality experienced by the students themselves. Therefore there is a need for mentoring by the teacher in the implementation of self-assessment until students are able to do it themselves.

Keyword: Self-Assessment, Opportunities, Challenges, Learning

Suitability of Eighth Grade Indonesian Textbooks with Student Needs in The School

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Abstract

The problem of this research was how the content feasibility of text book Bahasa Indonesia class VIII SMP/MTs 2013 curriculum 2017 revision published by Ministry of Education and Culture. The objective of this research was to analyze the suitability of text book Bahasa Indonesia class VIII SMP/MTs with student needs in the school. The parts to be analyzed include the feasibility of content, presentation, language, and graphics. Descriptive method used in this research. The data resource was text book of Bahasa Indonesia SMP/MTs class VIII 2013 curriculum and 2017 revision was published by Ministry of Education and Culture. Based on the analysis of the content feasibility instrument that was defined by BNSP, (1) the feasibility of material description with KI and KD, (2) Material Accuracy (3) Instructional supported material, the textbook shows that it is not in accordance with the needs of students at Zamzam Syifa Boarding School. Students need outdoor learning material or directly practice language skills. The contents of the book explain more material than language skills.

Keywords: Textbook Analysis, 2013 Curriculum, Feasibility Of Textbook



**Ilmatas Sa'diyah
ERCICTEL1926081**

**Victoria Tamban
ERCICTEL1926082**

Involvement of Students in Community Action: An Input to a Stronger Students Community Engagement, Solidarity, and Citizenship

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Conсорcia S. Tan, Ed.D.

Criselda A. Gonzales

Abstract

This study aimed to determine the level of students' involvement in community action as an input to stronger students' community engagement, solidarity, and citizenship.

Mixed method research design was employed in this study. The respondents of the study were the 5 male and 7 female Grade 12 students under the discipline, "Community Engagement, Solidarity, and Citizenship of College of Teacher Education, Laguna State Polytechnic University, Los Baños Campus, Los Baños, Laguna.

Most of the students highly considered their reasons for prospective involvement in a community action. In terms of their interests for having a prospective involvement in a community action, a composite mean of 4.10 described that students were interested, while in terms of their skills

	<p>beneficial in conducting a prospective involvement in a community action, they were moderately skilled.</p> <p>Based on the results of the interviewed conducted in terms of identifying the differences and similarities on community engagement, solidarity, and citizenship. In terms of differences, most of them said that community engagement was helping the community, some of them said it's a relationship in the community , and some described it as involvement in the community, while solidarity for most of them it's cooperation, some said unity, and some said that they did not know the meaning of solidarity, and in terms of citizenship, most of them said it's the kind of people based on the country they live, and some of them said it is the status of a person based on the kind of country. In terms of similarities, most of them said that community engagement, solidarity, and citizenship are both important for the economic development of a community and some of them said that they did not know the similarities.</p> <p>The researchers concluded that the students' involvement in community action in terms of their reasons is highly considered and in terms of their interest in community action, they are interested in involving in a community action, but in terms of their skills beneficial in conducting community action, moderately skilled is not enough to involve in community action. It was also concluded that most of the students were less knowledgeable about community engagement, solidarity, and citizenship.</p> <p>Based on the results of this study, the researcher recommended that there is a need to conduct training workshops to elevate the students' level of interest in community engagement, and enhance the students' skills beneficial to the community action. It is also recommended that there must be a consistent community involvement and engagement at all levels of the school for the students grasp the importance and real essence of community engagement, solidarity, and citizenship.</p> <p>Keyword: Students' Involvement, Community Action, Community Involvement, Solidarity, and Citizenship</p>
<p>Victoria Tamban ERCICTEL1926082</p>	<p>Research Capability of Public School Teachers: A Basis for Research Capability Enhancement Program</p> <p>Victoria Elip Tamban, Ed.D. College of Teacher Education, Laguna State Polytechnic University, Los Banos, Laguna, Philippines</p> <p>Ofelia B. Maningas</p> <p>Abstract</p> <p>This study aimed to assess the teachers' research capability that set as the basis of capability enhancement program that can nurture and produce upright and competent graduates and empowered community, through relevant and sustainable higher professional and technical instruction, research, extension and production services should take part in helping the DepEd teachers as a member of the larger community.</p> <p>Based on the results most of the respondents were 21-30 years old, female, married, and almost 6-15 years in service as public elementary school teachers. Most of them were finished Bachelor's degree with specialization on Bachelor of Elementary Education (BEEd). Most of them are Teacher I and II, few are Teacher III and Master Teachers. It was also determined that most of them attended 3-6 research seminars.</p> <p>It was also revealed that the teachers were moderately capable in terms of technical writing of completed research.</p> <p>The findings also convened that there is no significant relationship between their profiles and their research capability except from highest educational attainment which shows significant relationship with research capability, therefore the results of analysis is partly upheld.</p> <p>Based on the findings and conclusions the following are the researchers recommendations: the need for intensive seminar/ training write-shop for technical writing of completed research, the teachers needs to be highly capable in writing completed research that can be presented and published, and the researchers also recommended the action plan for the seminar/training write-shop activities, timeframe, expected output, material requirements, and the responsible entity/person.</p> <p>Keywords: Teachers' Profile, Research Capability, Enhancement Program</p>

Adeyemi Adedapo
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Levels of Integrating the Assure Model in Lesson Delivery of Selected Primary School Teachers in Nigeria

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Abstract

Scholars are aware of the fact that there have been many instances of teaching with no learning. One plausible reason for learning not to have taken place is when a teacher fails to design and creates conducive learning environments where changes in psycho-motor, cognitive and affective behaviours can be accomplished effectively. But this can be corrected using ASSURE model. Thus, the ASSURE model was investigated in this study as a method of lesson delivery with a view to assess how far primary school teachers have gone in analyzing learners' characteristics, stating lesson objectives and utilizing instructional media. Three research questions guided the study. Fifty primary school teachers were purposively sampled and responded to a questionnaire during 2016 FGN-UBEC/OYO-SUBEB Teacher Professional Development Capacity Building workshop. An appraisal of the sit-in-observations of this workshop shows the need for assessing the use of integrating the ASSURE model in lesson delivery. Results show that primary school teachers were below the average in terms of analyzing their pupils' characteristics before beginning their lessons and slightly above averages in the areas of systematically defining the lesson objectives and utilization of instructional media. It is recommended that the FGN-UBEC/OYO-SUBEB Teacher Professional Development Capacity Building workshops be extended to all categories of teachers in the UBEC scheme to update their knowledge in order to ensure effective teaching and learning situations.

Keywords: ASSURE Model, Lesson Delivery, Instructional Media, Sit-in-Observation

Sherwin Sapin
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Level of Implementation of Gender-Sensitivity: An Input to Gender and Development (Gad) Action Plan

Sherwin Banaag Sapin
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Abstract

The study aimed to determine the level of implementation of gender-sensitivity in public elementary schools in Los Baños District, Division of Laguna, Philippines for School Year 2018-2019. The respondents were composed of different heads and teachers of the different schools of the District. A researcher-made questionnaire served as the main instrument for data gathering. Frequencies, percentages, and means were used for the presentation of data. In addition, One-Way ANOVA was employed to test the statistical difference on the mean level of implementation of gender sensitivity on policies, programs, projects and activities among the 3 school categories (small, medium, and big). Findings indicated that gender-sensitivity policies, programs, projects and activities such as learning areas, training, curricular and co-curricular was "Moderately Agree" while extra-curricular was evaluated as "Strongly Agree". The implementation of gender-sensitivity, extra-curricular was "Always" implemented, while training, curricular, co-curricular and learning areas was "Very Frequently" implemented. The level of implementation of gender sensitivity on policies, programs, projects and activities between 3 school categories, small schools constantly obtained the highest weighted mean of 5.4, 5.51, 5.49, 5.45 and 5.6 respectively.

The hypothesis stating that there is no significant difference between the level of implementation of gender sensitivity policies and programs / projects / activities in the different public elementary schools categorized into small, medium and big in the District of Los Baños was tested and found out that among the five indicators of implementation of gender-sensitivity, only co-curricular was not significant.

Keywords: Gender And Development, Gender Sensitivity, Public Elementary Schools,

Level Of Implementation	
 <p>Nourhan Mokhtar ERCICTEL1926091</p>	<p>The Effectiveness of the Exercise Program in the Development of the Pattern of Brain Control and its Relationship to some of the Harmonic Abilities of Rhythmic Exercise Players</p> <p>Nourhan Mokhtar Department of Exercise and Gymnastics, Faculty of Physical Education, Beni - Sueif University, Beni Sueif, Egypt</p> <p>Abstract The study aimed to identify the effectiveness of a training program using rhythmic technical exercises to develop the pattern of brain control and its relation to the performance level of rhythmic exercise players, and the researcher used the experimental method, group design and tribal and dimension measurement, and used Researcher number (30) players averaged a mathematical age (17.5) years and were selected in the intentional way and classified of course for brain pattern, the first group right brain pattern, the second easier brain pattern, and the latter a mixed brain pattern, and was applied the scale of" Diane" (2005) to determine the brain pattern, and the researcher bit The training program for (12) weeks at the rate of (3) exercises per week, came the most important results of the study and joe statistically significant differences between tribal and dimension measurement of the three groups, and the rate of change in the performance level of the mixed pattern was 42.7%, which is the highest effect, and the rate of change in the pattern of the I From 26.2%, the rate of change in the left pattern is 21.6%, The most important results also came as a direct relationship between the type of brain pattern and the level of performance of the athletes for the basic skills in rhythmic exercises.</p>
 <p>Mokhtar Amin ERCICTEL1926092</p>	<p>Aggressive Behavior and Its Relationship to the State of Psychological Flow of Football Players</p> <p>Prof. Mokhtar Amin Abudel Gany Department of Sports Psychology, Faculty of Physical Education, Beni Suf University, Egypt</p> <p>Ahmed Nasser Zain Ali Department of Sports Psychology, Faculty of Physical Education , Beni Suf University, Egypt</p> <p>Abstract The research aims to determine the nature of the relationship between the aggressive behavior and the psychological flow of the young football players in BeniSuef governorate. The researchers used the descriptive method. The sample consisted of (130) football beginners from BeniSuef and Egyptian Football Federation 2018/ 2019, the most important findings were that there is a negative correlation between the statistical effect between the psychological flow and aggression at a significant level 0.05 in the sample of the study, that the more the psychological flow less Aggression</p>
<p>Isaac Terzungwe Dankaro ERCICTEL1926094</p>	<p>The Effect of Pictorials on the Achievement of the Deaf in Primary School Social Studies in Benue State, Nigeria</p> <p>Isaac Terzungwe Dankaro Department of Fine and Applied Arts, School of Vocational and Technical Education, College of Education, Katsina Ala, Nigeria</p> <p>Abstract This study explored the effect of pictorials on the achievement of the deaf in primary school social studies in Benue State, Nigeria. The study was guided by four objectives, research questions and hypothesis. The quasi-experimental research design with an experimental and control groups was adopted for the study that used the instrument Social Studies' Achievement Test (SSAT). Sample for the study comprised 27 deaf pupils in primary in the two schools for the handicapped in Benue State, using the purposive sampling procedure. The experimental group (n=14) was taught social studies using pictorials while the control treatment (n=13) was without pictorials. The four hypotheses were tested using t-test of independent means at 0.05 level of significance. The study found no significant difference between the visual awareness of the experimental and control groups in the pre-test. Another finding revealed a significant difference between the learning process of the</p>

experimental and control groups. The study also found that a significant difference existed in effective communication between the experimental group that was taught using pictorials and the control group that was taught without pictorials. Finally, the study revealed that the level of use of pictorials significantly facilitated the communication skills of the deaf pupils taught with pictorials. Based on the findings, the study recommended parental awareness creation on art appreciation as a means of communicating with the deaf through pictorials. It also recommended that teachers should be retrained to imbibe creative ways of achieving inclusion and mainstreaming of the hearing challenged pupils like using pictorials.

Keywords: Pictorials, Visual Arts, Hearing Impairment And Social Studies



Dr. Rania Mohamed
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The Effectiveness of the Motor Rhythm Program in the Development Non-Verbal Communication Skills in Autistic Children with High Level Functional Performance

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Abstract

The present research aims to prepare a motor rhythm program in the development of non-verbal communication skills in autistic children with high –level functional performance the study sample consisted of(8) autistic children with high –level functional performance (5)females and (3) male(4-7 years) The tools of the study included the Stanford binet test Scale IV,a measure of children ‘s intelligence,(prepared by: Masry Hanoura,2006),Childhood Autism Rating scale (C.A.R.S)(Prepared by:Hadi Amin,2004), the non- verbal communication skills(prepared by: researcher)and motor rhythm program(prepared by: researcher) . The results reached there were statistically significant differences between the average grades of autistic children with high – level functional performance sample in the three standard (pre-post-follow) in order to apply the motor rhythm program on the scale non –verbal communication of the development non- verbal communication skills in the direction of follow-standard.

Keywords: Motor Rhythm, Non-Verbal Communication Skills , Autistic Children With High – Level Functional Performance

Grace Edu
ERICICTEL1926097

Students’ Gender as a Correlate of their Perception of Concepts in Basic Science in Cross River State, Nigeria

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Dr. Rita A. Ndifon

Dr. Bernedette U. Cornelius-Ukpepi

Abstract

The school is a major educational agency for transmitting knowledge. It is the instrument for individual as well as society’s growth, development and therefore progress. In Nigeria, the Universal Basic education (UBE), which is the first level of education, has a nine-year duration made up of six years primary education and three years of junior secondary education. UBE can be looked upon as fundamental, foundation or bottom-line education upon which every educational programme is built. Basic Science is a subject aimed at arousing the interest of pupils in science. Over the years, performances in this subject have been quite poor in this research area. Thus, one is moved to ask if students’ perception of Basic Science concepts is responsible for this poor performance and to examine gender as a factor which may have influence on this perception. Thus, this study sought to examine students’ gender as correlate of their perception of concepts in Basic Science in Cross River State, Nigeria. The study used one hypothesis and an ex post facto research design. A researcher designed questionnaire was used to elicit information from 883 students in the study area. The data was analyzed using Independent t-test analysis technique. Based on the findings, recommendations were made, which included that Upper Basic Education teachers should be assisted by government, with necessary materials and resources to diagnostically

and strategically tackle Basic Science concepts not minding diversity in students' gender.
Keywords: Location, Gender, Correlates, Perception, Concepts, Basic Science



Ahmed Nasser
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Positive Psychological Reinforcement using the Green Card and its Relationship to the Psychological Flow of Football Players

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Abstract

The objective of the present study is to identify the relationship between positive psychological reinforcement using green card and its relationship to the psychological flow of football players, and to identify the impact of green card on the behavior of players, and to identify the level of psychological flow in football beginners in Beni Suf Governorate. The researchers used descriptive approach surveys, In identifying the relationship between the effect of using the green card on the psychological flow variable of football players, the researcher also used the experimental method experimental design of a single experimental group and used pre and post measurement of the study sample. The sample of the study consisted of (200) football players from the emerging players in Beni- Suf governorate born in 2003/2004 and enrolled in the Egyptian Football Federation for the sports season 2018/2019. They were selected by deliberate method. The researchers used the psychological flow test which included (9). The results showed that there are statistically significant differences between the pre and post measurement in the total axes of psychiatric flow meter among the young football players in Beni- Suf governorate in favor of the post measurement. There is a statistically significant positive correlation between positive psychosocial reinforcement using the green card and psychological flow in the football sample. **Research Recommendations** In the light of the research results, statistical method and sample of research, the researcher recommends the following: The need to pay attention to the application of the green card by the Egyptian and International Football Federation, and raise awareness of the importance of fair play and sports spirit during competitions, especially in the junior sector, and the preparation of educational programs and courses for coaches and referees on the idea of green card, encourage the use of green card in the football league in Egyptian schools and universities.

Keywords: Sports Psychology- Psychological Flow – Football Training

Ahmed Kamal
ERCICTEL1926100

Positive Psychological Reinforcement using the Green Card and its Relationship to the Psychological Flow of Football Players

Ahmed Kamal
Department of Sports Psychology Faculty of Physical Education, South Valley University, Kana, Egypt

Abstract

The current research aims to identify the relationship between positive psychological reinforcement using the green card and its relationship to the psychological flow of football players, and to identify the impact of the green card on the behavior of players, and to identify the level of psychological flow of football players in Beni Suf Governorate.

The researcher used the descriptive method in the application of the psychological flow meter using measurement (pre and post).

The research sample consisted of (200) youth football players from the youth players in Beni Suf governorate born in 2003/2004 and enrolled in the Egyptian Football Federation for the sports season 2018/2019.

The results showed that there are statistically significant differences between the pre and post measurement in the total axes of psychiatric flow meter among the young football players in Beni Suf governorate in favor of the post measurement. There is a statistically significant positive correlation between positive psychosocial reinforcement using the green card and psychological flow in the football sample.

	<p>Research Recommendations In the light of the research results, statistical method and sample of research, the researcher recommends the following: The need to pay attention to the application of the green card by the Egyptian and International Football Federation, and the need to apply the psychological flow meter on football players in order to identify the level of flow among the players, and spread awareness of the importance of fair play and sportsmanship during competitions, especially in the junior sector, through the specialist Psycho-sports, coaches, club management and various media, conducting similar studies on different age groups and other group games, preparing educational programs and courses for coaches and referees on the idea of green card, encouraging the use of green card in the football league The Egyptian schools and universities.</p>
<p>Asmaa Abdelaziz ERCICTEL1926102</p>	<p>The Effect of Behavioral Habits and Eating Certain Foods on Mood and the Level of Performance of the Players of the Higher Levels Collective and Individual Games</p> <p style="text-align: center;">Asmaa Abdel Azez Assistant Professor, Department of Sports Psychology, Faculty of Physical Education – Beni- Suf University, Egypt</p> <p style="text-align: center;">Abstract</p> <p>This study aimed to identify the effect of behavioral habits and some foods on the mood and the level of performance of high level players in some individual and group games. The researcher used the descriptive method (surveys) and the sample of the study was selected from the players of Egypt team in hockey and squash. (24) Hockey player, (20) Squash player. The average age of the sample was (19.5) years The mood questionnaire and the common behavior habits questionnaire and the foods favored by the sample were applied to the study sample before the competition. Between behavioral habits of players such as habits related to final training, relaxation and sleep, seeing people who love the players and eating specific foods between the mood and the level of performance of the players in the competition, There is no statistically significant relationship between reading and the usual sleeping place and some other behavioral habits. Almost 16 common behavioral patterns were observed among the players.</p>
<p>Shuang Gao ERCICTEL1926103</p>	<p>Effects of Narcissism on Reactive Aggression among Children: the Mediating Effects of Self-Esteem</p> <p style="text-align: center;">Shuang Gao Department of Psychology, South China Normal University, Guangzhou, China</p> <p style="text-align: center;">Xiangkui Zhang Department of Psychology, Northeast Normal University, Changchun, China</p> <p style="text-align: center;">Abstract</p> <p>In metamorphoses, Greek mythology wrote about a handsome young man named Narcissus who turned down the overtures from a nymph named Echo and subsequently fell in love with his own reflection in the still water. Narcissism is a dynamic form of personality characterized by a pervasive sense of grandiosity and self-importance, and by a need to obtain continuous self-validation from others. Initial research findings support the notion that narcissism is manifest and measurable beginning at childhood and adolescence. Childhood narcissism have resulted in maladjustment, included shame, hostility, peer rejection, aggression and so on. The models of narcissism that influenced the establishment of the psychodynamic mask model, which states that narcissistic individuals use a grandiose sense of self as a mask to hide their low self-esteem. Reactive aggression is “hot”, impulsive, angry behavior that is motivated by some other goal. There were 729 students from one primary school who completed the questionnaire test on narcissism, self-esteem and reactive aggression. The results showed: there was grade differences on narcissism, students in Grade 4 has higher narcissistic level than others; narcissism was positively related to reactive narcissism; self-esteem partially mediated the relationship between children narcissism and reactive aggression.</p> <p>Keywords: Children, Narcissism, Self-Esteem, Reactive Aggression</p>
<p>Fathy Nada ERCICTEL1926105</p>	<p>The Effect of Behavioral Habits and Eating Certain Foods on Mood and the Level of Performance of the Players of Higher Levels Collective And Individual Games</p>

Fathy Nada

Professor, Department of Sports health sciences, Faculty of Physical Education, Tanta- University, Tanta, Egypt

Abstract

This study aimed to identify the effect of behavioral habits and some foods on the mood and the level of performance of high level players in some individual and group games. The researcher used the descriptive method (surveys) and the sample of the study was selected from the players of Egypt team in hockey and squash. (24) Hockey player, (20) Squash player. The average age of the sample was (19.5) years The mood questionnaire and the common behavior habits questionnaire and the foods favored by the sample were applied to the study sample before the competition. Between behavioral habits of players such as habits related to final training, relaxation and sleep, seeing people who love the players and eating specific foods between the mood and the level of performance of the players in the competition, There is no statistically significant relationship between reading and the usual sleeping place and some other behavioral habits. Almost 16 common behavioral patterns were observed among the players.



Sushanta Kumar Panda
ERCICTEL1926109

Experiential Learning in Teacher Education: Need for Active Community Participation

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Abstract

Education is important not only in the life of an individual but for the development of nation as well. In a developing country like India though teacher education, requires experiential learning in the present era but effective experiential learning is not possible in teacher education without active community participation. In India, there have been multi-dimensional problems related to teacher education and lack of active community participation is amongst those. In the absence of active community participation in teacher education the problem arises related to the teaching-learning transaction and achievement of pupil-teachers of teacher education level which may be adversely affecting teacher education. The present paper aims to highlight the role of community participation in the context of experiential learning in teacher education with regard to socio-cultural, economic, geographical contexts. Since 2015 in India, duration of B.Ed programme has been increased from one year to two years which is also implemented by the University of Jammu. In B.Ed Curriculum, it is categorically mentioned that “each one teach one” and ‘plant a tree’ are the components in project work. In the project work under “each one teach one”, a pupil-teacher will adopt a person who is illiterate or functional illiterate and the duty of pupil teacher is to teach the illiterate person during the B.Ed Programme and under ‘plant a tree’ a pupil-teacher will plant a tree and will take care of during the programme. Recently, University Grants Commission (UGC) circulates a notice to universities to carry out a special drive based on the concept of ‘one student one tree’. Objectives of above noted components cannot be successful without the active participation of community members in the field of education in general and in the field of teacher education in Particular.

Keywords: Experiential Learning, Teacher Education, Community Participation, ‘Each One Teach One’, ‘One Student One Tree’.



Hanifah Hathimadinda Hosen
ERCICTEL1926114

Ruangguru Users vs Ruangguru Non-Users: Comparing Self-Directed Learning between Users and Non-Users of Learning Management System Application (Ruangguru) Among Secondary School Students in Indonesia

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Witriani

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Abstract

Schools are recognizing the importance of Self-Directed Learning as a necessary skill needed for 21st century (Chou, 2008). Fahnoe & Mishra (2013), SDL remains a relevant life skill and requires a new examination under the current educational contexts, and the opportunities provided by access to new technologies for learning. In Indonesia, learning management system (LMS) applications have been developed, for example Ruangguru. This study used the SDL theory from Garrison (1997) which consists of three dimensions; motivation, self-monitoring, and self-management. This study aims to see the differences of Self-Directed Learning between users and non-users of Learning Management System (Ruangguru) application among secondary school students in Indonesia. The respondents of this research were 344 secondary school students in Indonesia (104 Ruangguru active users and 240 Ruangguru non-users). The data were collected using online questionnaire. The respondents come from several provinces and ethnicities in Indonesia. The research method used was quantitative-comparative by using convenience sampling. Data was analyzed using Mann-Whitney U test with confidence interval of 95%. The results showed that Self-Directed Learning (SDL) score of Ruangguru Users was significantly higher than Ruangguru Non-Users secondary high school student ($p < 0.05$, effect size = 0.51). The results of demographic data showed that there were not significant SDL differences in terms of age, gender, school province, ethnicity, and students' grade level. Therefore, it can be concluded that Ruangguru LMS application could support the development of SDL.
Keywords: Secondary High School Students, Learning Management System Application, Ruangguru, Self-Directed Learning

Thandeka Sibiyana
ERCICTEL1926121

Pedagogy Literacy: Teaching for Empowering Social Justice

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Abstract

The rate of exposure to technology nowadays totally undermines our ability to think and engage with situations that require us to reach a certain continuum of thought and concentration. The main reason behind this tragedy is mundanity that technology has brought to our lives. While it is one of the best inventions under the sun, it still however fritters away creativity, the power of thinking and communication. Teachers and learners alike are not immune to such polarisation and alienation. This paper is informed by my PhD proposed study, where I will be investigating the changing role and identity of teachers in South Africa's schools in the era where immigration seems to be hitting the globe by storm. It is within this paper's interest and aim to investigate possible sustainable interventions that can be applied in the classroom to empower learners during the process of encouraging self-directed independent and autonomous learning. As a teacher myself, it is my conviction that immigrant children are in a desperate need to be led along the path of being independent learners first and foremost. Immigrant children who are victims of civil strife in their home countries, may benefit a lot from such an approach to teaching, and it could be one way for teachers to practice social justice.
Keywords: Independence, Social Justice, Immigration



Andrew Eseoghene Avbenagha
ERCICTEL1926122

Effects of Self-Regulated Learning Strategy (Srls) on Nigeria Students Academic Achievement and Attitude in Some Selected Senior Secondary School (Sss) Physics Concepts Heat and Temperature

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Abstract

Trend analysis studies on achievement have showed that there is a steady decline in the performance of physics students in external examinations, also several research efforts have been made to reverse this deteriorating trend in students academic achievement and poor attitude towards the study of physics but the problem still remain unabated. Perhaps researchers have focused mainly on teaching method to the neglect of learning strategy used by students. Consequently, this study investigated the effect of self-regulated learning strategy using Zimmerman

cyclical model on student academic achievement and attitude towards senior secondary school physics concepts. (heat and temperature).
In order to address these issue, four (4) research questions and four (4) hypotheses were raised and tested in the study at 0.05 level of significant. The study adopted the non-equivalent control group research design. 675 senior secondary (SS2) two physics (Grade 11). Students in twelve (12) co-education secondary school in sapele Local Government area of Delta State Nigeria formed the total population of the study.
The sample for the study comprises of 108 (63 male and 45 female) students drawn from two co-education public senior secondary schools, these two co-educational schools were selected using random sampling techniques by balloting. The instrument used for data collection was the physics students achievement test and attitude scale (PSATAAS). The instrument was validated by three experts. The reliability coefficients for PSATAAS were 0.66 for the physics students achievement test and 0.82 for the attitude scale using kinder Richardson 20(k-R20) and Cronbach's alpha formula respectively. Mean and standard deviation were used to provide answers for the research questions while t-test and analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.
Therefore, the following were the major findings of the study; self- regulated learning strategy was more effective than the traditional method (which is the pre-dominantly used teaching instruction in Nigeria) in enhancing students academic achievement and attitude towards physics. Based on the findings of the study, it is recommended that physics teachers shout adopt self- regulated learning strategy as an effective instructional strategy in enhancing students academic achievement and their attitude towards the study of physics at the senior secondary (Grade11) level of education in Nigeria.

Keywords: Regulated Learning Strategy, Zimmerman Model Of SRLS, Achievement, Sex, Attitude



Malini Ganapathy
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Types of Teacher Corrective Written Feedback on Students Writing in Malaysian Schools and Its Effectiveness

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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

Rakesh Khanal
ERCICTEL1926129

Evaluation of a Flipped Approach of Teaching: Australian Experience from Project Management Education

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Abstract

This paper is a pedological experimental study which describes a trial of flipped classroom approach of teaching to one of the post graduate project management subjects at Asia Pacific

	<p>International College, Sydney. Flipped classroom approach has been introduced to address the need to transform the traditional curricula and teaching approaches to foster active learning. The flipped classroom model adopted in the present paper has three important components: offloaded content made available through online learning management system, student centred in-class activities and three major assessments. The result of the study shows that flipped classroom approach is very effective in enhancing student's performance in terms of final grade and overall student learning experience. The results show that flipped classroom approach led to 39 % increase in student performance on average as compared to traditional lecture-based approach. Keywords: Flipped Classroom; Higher Education; Project Management; Pedagogy; QRP</p>
 <p>Mitra Mesgar ERCICTEL1926136</p>	<p>Implementation of Technology-Mediated Task-Based Language Teaching as a Process-Oriented Approach To Concentrate on Learner's Interactions</p> <p>Mitra Mesgar Management and Humanities faculty, Language Unit, University Technology Petronas, Malaysia</p> <p>Abstract Task-based learning is a meaningful learning needs to precede different learning strategies to perform independently. Task-based teaching (TBT) has served as a framework with technology-mediated TBT providing a fertile environment in which researchers can investigate established constructs of lifelong learning in a still relatively under-investigated context, with research seeking to establish the ability of technology to provide learners with opportunities to negotiate for meaning, receive comprehensible input and corrective feedback, and produce modified output (Smith, 2004). Task-based learning is a meaningful learning needs to precede different learning strategies to perform independently in their future career. This study used aims to do an in-depth investigation on online task-based learning strategies used by online learners which effects on their human capital development. The students were selected at the early stage of this study through locus of control scale. The study identified 11 internal locus of control students and they perform learning through using online platform and task-based activities to understand the text. Data for this study were collected through observations, interviews and online platform recording. Results showed that students with an internal locus of control are more likely to do well in task-based learning strategies and it has an impact on human capital development and lifelong learning. technology mediated task-based teaching application can maximize learners' opportunities for interaction, feedback, and negotiation to prepare them for lifelong learning to enhance human capital.</p>
<p>Charie Ann Cabides-Padullo ERCICTEL1926138</p>	<p>Work Immersion: Shared Experiences of Students, Teachers and Supervisors of Partner Agencies in the Philippines</p> <p>Charie Ann Cabides-Padullo, Lpt, Mat Social Studies, Instructor, Leyte Normal University, Tacloban City, Philippines</p> <p>Abstract Training is essential to the growth and economic well-being of a nation. This need for training pervades all levels of industry, for a national level where a country's well being in enhanced by training, to each company where productivity is improved, down to the individual whose skills are enhanced and as a result improve their position in the workplace. In other words, training is one of the most prevalent methods for enhancing individual productivity and improving job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002). This study is anchored on the theory of Experiential Education, utilizing oral interviews and focused group discussion to collect data. The results of this study shows that on the job training is strongly affects to more creativity, achieving organizational objectives and improves work quality. Keywords: Employment Simulation, Work Immersion, Work Immersion Venues, Student Standpoint, Supervisors, Cooperating Teachers</p>



Desmond Owusu
ERCICTEL1926140

Quality Education In Ghana: The Way Forward

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Abstract

It should be the hallmark of every government to ensure that quality education exists in her country since education is the major tool for national development. The aim of this paper is to examine the Ghanaian educational system with the view to bringing out some of the numerous challenges and constraints that hinder its quality and standard so that appropriate recommendations could be made to arrest some of the problems. It is a fact that Ghana has experienced various forms of education since pre-colonial era. It is without prejudice to say that as the various governments make such changes with the intentions of raising the quality of life of the people, the emerging quality of education inherent in the reforms seems to be a mirage. A review of the different education reform committee reports has been done. The study has also examined all the levels of educational hierarchy namely kindergarten, primary, junior high, senior high, technical/vocational and tertiary education levels. The major findings, which include inadequate standardized human and material resources, poor management and supervision, lack of funding and poor conditions of service for employees of the educational system culminate in low productivity. In view of these, pragmatic recommendations have been made to describe the way forward for the attention of all stakeholders in education.

Keywords: Quality Education, Education Reform, Educational Structure, Assessment, Development

Hasana Lebbe
Mohamed Fawzan
ERCICTEL1926149

Impact of Social Media on the Educational Performances of Advanced Level Students

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Abstract

Today is the age of Science and Technology. Technology is fast growing and it is the younger generations who are the ones caught in this rapid change. Nowadays, children can access the Internet and social media applications from many different entry points, including iPads, tablets, desktops, laptops, and smartphones.

According to Deng and Tavares (2013), in their study noted that social networking has become an integral part of children's social life; it is now seen as a learning platform that could be utilized to enhance student engagement and performance.

Other the other hand, it is common to see students, instead of reading their books, they spend their time chatting and making friends via the social media. And the question arises whether this has influence on their academic performance, because when you do not read, there is no way you can perform well academically.

In Sri Lanka, it is common to see students chatting in sensitive and highly organized places like temples, churches, mosques and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. It is a common sight to see youngsters in public places too busy with social media. Inside trains, buses, on the roads, hotels, restaurants, parks, young people browsing internet, mostly using Facebook or whatsapp group chatting or watching videos in YouTube. As the author, Lau (2016) putin "Social media have penetrated the lives of many young adults."

The easily availability of cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from ventures like studying and writing to 'socialization' from real friends to invisible friends, while academic activities might be affected in the process.

And excessive of it (social media use) can raise questions about whether academic performance is affected (Alwagait, Shahzad, Alim (2014)

This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. In recent times social media have been a major stay in the minds of students and the

world at large thereby causing a lot of drastic measure by students, teachers and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available Opportunities to be harnessed from social media. Whether these opportunities promote Studies is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on the academic performance of the students in Sri Lanka.

In the study by Rajiv Weerasundera, (2014), 'the impact of social media in Sri Lanka: issues and challenges in mental health', he says that in this country, Sri Lanka, with a population of 21 million, 2.3 million are the users of social media and over 60% of them male. It is estimated that on average they spend about 34 minutes a day on social media.

These statistics-point to even more proliferation of social media in the foreseeable future; hence a need to study the impact of this social media on young students is further justified in view of the current trend in society

The overall objective of this research is to investigate the social media impact on academic performance of students in Sri Lanka. Precisely, the purpose of this study seeks to find out the impact of the following factors of using social media on students' academic performances.

- ** Time appropriateness.
- **Nature of usage.
- **Health addiction on students.
- **Time duration.
- **Friends and people connection
- **Security/privacy problems.



Wening Purbatin
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Cultural Phenomenon of Kissing the Hand That is Increasingly Fading

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Abstract

In the characteristics of Islamic ethics stipulate that the source of morality, a measure of good and bad deeds, is based on the teachings of God which are manifested in the verses of the Koran and the teachings of His Prophet in the form of Sunnah. Islamic ethics is universal that can be accepted ratios by humans around the world and comprehensively based on the measure that can still be understood by the human mind in all times and places. Hand kissing culture is a hereditary culture, especially in Javanese culture, namely the younger community will kiss the hands of the older community. But the development of the age that began to erode the culture of kissing hands even more diverse patterns of hand kissing. The culture of hand kissing is a premodial form of karma which describes politeness and emotional closeness. This study intends to describe the paradigm, approach and meaning of kissing culture of adolescents in adolescents with sociological phenomenological research methods. Research on the phenomenon of cultural education in the habit of kissing hands by parents taught to children from childhood. After entering adolescence, the hand kissing buadaya is strongly influenced by the paradigm or the way of adolescents towards the hand kissing buaday phenomenon with the pattern of hand kissing which often occurs unlike the hand-kissing buadaya full of politeness, as if shaking hands sticking only to the cheek or forehead a child who made a handshake. Subjects were children aged 12-19 years as many as 100 children spread in junior and senior high school level in Jombang, East Java. The reason why the age of 12-19 was chosen because it is an adolescence is judged as a time of searching for identity and starting to rebel against some rules. Researchers are interested in examining the culture of hand kissing in adolescents and the variety of hand kiss patterns that occur today. Furthermore, the paradigm used will determine the research approach used and become the basis in developing research methods. Implicitly or explicitly the position of the paradigm has important consequences in carrying out research, interpretation of findings and policy selection. To explore data, researchers conducted interviews, observations and documentation and then used descriptive analysis techniques and personalized data in analyzing research results. The results of this study indicate that children aged 12-19 years have a meaning to the culture of kissing hands that are taught by parents and are still

being carried out, that the refraction taught by parents is still done today, including to teachers or people who are considered to be older. the study states that there are 25 children who still apply hand kisses without being told and are part of the karmic system performed.50 children are accustomed to not kissing hands because at home they are not accustomed to as a child and 25 children kissing hands only when told to. Conclusions can be taken that hand kissing culture begins to fade among adolescents and family education originating from parents who have not applied the kissing hand culture in adolescence so that the process of bad habituation or is considered to be trivial will affect the pattern of manners which begins with kissing culture which will slowly lost if not preserved.

Keywords: Culture, Hand Kiss, Parents, Teenagers

Liezel Solicar
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Classroom Learning Environment and Student's Motivation in Reading

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Abstract

This study determined which domain of classroom learning environment best influenced students' motivation in reading. The study utilized the quantitative, non-experimental research design using correlational technique. The respondents were 186 students from a national high school in Panabo City. Two adapted and modified questionnaires were validated by the experts and were used in gathering the data. The statistical tools used for the data treatment were the Mean, Pearson-r, and Regression Analysis. The results revealed that the level of classroom learning environment was high, and the students' motivation in reading was also high. Further, the result revealed a significant relationship between classroom learning environment and students' motivation in reading. Lastly, the domain of classroom learning environment that significantly influenced, in their singular capacities, the students' motivation in reading was the diversity values. The other domains of classroom learning environment also significantly influenced the students' motivation in reading but need the support of other domains.

Keywords: Education, Classroom Learning Environment, Motivation, Correlation, Philippines



Natalia Nehring
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Informal vs Formal Quizzes as Regular Feedback on Moodle in Computer Science Courses: What do Students Prefer?

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Abstract

Deferred feedback on formal assessments can de-motivate students and affect their overall learning performance, and it can change their study routines. Having weekly quizzes as regular feedback can be a way to improve student's motivation and provide a way to scaffolding students study. The aim of this study is to compare and analyze students' perceptions about informal and formal regular feedback, what is better motivate students then mark attached or regular feedback without any marks, which type we should prefer. The sample group included 272 students from five different semesters, study cover period from semester one 2017 to semester two 2019. All participants are students from the Bachelor Computer Science (BSC) degree, at UNITEC Institute of Technology, New Zealand. Three course have been selected across three different level of BCS. Formal and informal weekly quizzes were introduced in 2017 with the aim to providing early regular feedback to our students. Subjective evaluations were conducted in form of online questioner for the different group of students. The majority of students from both groups indicated that they are happy and positive to get regular feedback in form of quizzes and they appreciated quizzes questions and time spend as a way to adjust and enhance their learning. Most of students stated that motivated by quizzed existence and quizzes results, students believe that time spend on quizzes is valuable. It is no

	<p>any real difference between student's subjective evaluations and individual perceptions about formal and informal quizzes. Existence of quizzes and quizzes' results is important for students as weekly feedback and it is doesn't matter if any marks attached to these weekly feedback activities or not. More studies are needed to determine what type of questions will be better influence students learning outcomes.</p> <p>Keywords : Regular Feedback, Informal, Formal Quiz, Moodle</p>
<p>Alanna Raymond ERICICTEL1926155</p>	<p style="text-align: center;">Narragunnawali: Reconciliation in Education</p> <p style="text-align: center;">Alanna Raymond Narragunnawali: Reconciliation in Education, Reconciliation Australia, Sydney, Australia</p> <p style="text-align: center;">Abstract</p> <p>Reconciliation Australia's Narragunnawali: Reconciliation in Education is a national program that supports support all schools and early learning services to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. Narragunnawali (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people, Traditional Owners of the land on which Reconciliation Australia's Canberra office is located, meaning alive, wellbeing, coming together and peace.</p> <p>Narragunnawali incorporates an easy to use online tool to guide the development of Reconciliation Action Plans (RAPs), access to professional learning and curriculum resources to support meaningful implementation of and engagement with reconciliation actions. Reconciliation Australia recognises that there is great diversity among Australian early learning services and communities – Narragunnawali resources have therefore been designed so that they can be adapted to suit local education and community contexts.</p> <p>This presentation will share findings from an independent evaluation and stories from early learning services who have utilised Reconciliation Australia's highly successful framework to take committed steps toward progressing reconciliation in their community. Every early childhood education and care, preschool, family day care and Out of School Hours Care service across Australia is encouraged to be involved. Whether you are starting your journey or are well down the road, Reconciliation Australia invites you to join 3500 schools and early learning services across Australia that have joined the Narragunnawali community.</p>
<p>Siew Pei Oh ERICICTEL1926051</p>	<p style="text-align: center;">Teachers' Computer-Mediated Communication Competencies and Accessibility to Virtual Learning Platform: The Case of Klang District Secondary Schools</p> <p style="text-align: center;">Faculty of Social Sciences and Liberal Arts, UCSI University, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>In the new global economy, teachers' computer-mediated communication (CMC) competence and accessibility to virtual learning platform has been the subject of many studies related to virtual learning especially in developing nation. This present study will contribute to a deeper understanding of the relationship between teachers' CMC competence and accessibility to Frog virtual learning platform (VLE). This study was conducted in the form of a survey, with 351 sets of data being gathered from 34 secondary schools in Klang district. Contrary to expectations, results obtained from SPSS analysis revealed that there is a negative correlation between teachers' CMC competencies and accessibility to Frog VLE. The results indicate that participants possess a medium level of CMC competence toward using the Frog VLE and the accessibility to Frog VLE for a typical teacher is about once a month for several purposes in various places. It is unfortunate that the study only focus on Malaysia and specifically on Frog VLE. There is abundant room for further progress in determining the causal relationship between the variables in the future study in other region. In spite of its limitations, the study certainly adds to our understanding of the level and the relationship between teachers' CMC competencies and accessibility to Frog VLE, a virtual learning platform.</p> <p>Keywords: Teachers, Computer-Mediated Communication (CMC) Competence, Accessibility, Virtual Learning Platform, Frog VLE</p>



Rachael Ruegg
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What Effects do Pathways into University have on the Academic Success of International Undergraduate Students?

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Abstract

In New Zealand, international students achieve better, on average, than their domestic counterparts. However, as universities work hard to increase the number of international students, increasing numbers of international students who are less well prepared are likely to be accepted. It is therefore important to consider support mechanisms for such students. One issue is that in order to target support to these students, we need to identify groups of students who struggle academically after admission and determine what kinds of support would serve them best.

The purpose of this student was to compare the academic success of students who had entered one New Zealand university at the undergraduate level through all the different admissions pathways. By conducting this first study, we were able to identify which pathways prepared the students better for their undergraduate studies. After identifying one group that significantly underperformed academically compared to all the others, we conducted interviews with students from that group to gain a deeper understanding of the kinds of issues they face after admission to undergraduate studies.

The presentation will begin with an introduction of the educational context in New Zealand. Following this, the presenter will introduce the background and rationale for the study. The research methods and results of the first, quantitative study will be presented, followed by examination of the findings of the second, qualitative study. The presentation will end with conclusions, implications and recommendations.

Keywords: International students, Admission, Academic success

Edsoulla Chung
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Metadiscourse in Second Language Writing: A Study of Problem-Solution Essays Written by Adolescent Chinese Learners of English in Hong Kong

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Abstract

Metadiscourse refers to the linguistic expressions that writers deploy to shape their arguments to the needs and expectations of their target readers (Hyland, 2004). It plays a prominent role in determining the quality of academic writing: engaging readers, enhancing the organisation of a text, and making a text more comprehensible. Whilst a growing number of research studies have examined the use of metadiscourse by adult second language learners in academic writing at the tertiary level, there have been few that focus on how secondary students adopt such linguistic resources in other genres, particularly in examination writing. This presentation reports the findings of a small-scale study which set out to address the research gap by analysing the distributions of metadiscourse markers in 60 problem-solution essays randomly selected from Chinese learners of English taking the Hong Kong 2017 public examination of English language writing. Automated language analysis tools of the CHILDES program were deployed to analyse both the interactive and interactional resources identified in the essays based on Hyland's framework of metadiscourse in academic texts. The results of the study showed considerable differences in the types and tokens of such metadiscourse markers as logical connectives, hedges

and person markers in high-scored, mid-scored and low-scored examination scripts. Implications for second language education and genre analysis, followed by suggestions on the future line of inquiry, are discussed.

Keywords: Second Language Writing; Metadiscourse; Problem-Solution Essays; Public Examination; Chinese Learners Of English; Hong Kong

Acknowledgement: The research team would like to thank the Hong Kong Examinations and Assessment Authority for access to test takers' scripts from the 2017 and 2018 English Language Paper 2 (Writing) - Part B. The project has been supported by the School Research Fund (Project No.: R4086 and R4087) from the Open University of Hong Kong. This presentation was partially supported by a grant from the Research Grants Council of the Hong Kong Special Administrative Region, China (Project No: UGC/IDS16/17).



Umender Malik
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Teacher Education and Professional Commitment

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Abstract

The education system in India is one of the largest system in the world. The countries population ,its socio-economic scenario, its obligation towards its people and in turn their expectations, political structure, manpower, employment status, the educational preparations and the resource conditions are only a few factors that have direct or indirect influence in shaping the structure and functions of the present Indian educational institutions. The backbone of all these activities is a Teacher. Now a days teaching is considered as a profession and it is expected that persons who are engaged in a profession should be professionally commitment .looking into this the present study has been done by taking a sample of 220 secondary school teachers from haryana state by random sampling technique .Descriptive survey method of research was used. On interpretation of the data we came to a conclusion that there is a significant co-relation between teaching effectiveness and professional commitment of secondary school teachers.

Keywords: Teaching Effectiveness, Professional commitment, Secondary School Teachers



Amaning Kwasi Asare
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Four Ways to Foster Students Relationship in School

Amaning Kwasi Asare

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Abstract

Middle school can be a socially awkward time for students, but these activities can help them feel more at ease with their peers.

Middle school can be a tough experience, socially. As many of us can recall, it's a time when students are figuring out how to express themselves individually even as they're trying hard to fit in with others. While it's important for teachers to build a rapport with their students, it can be just as valuable for students to become comfortable with one another—when students feel at ease with one another, it can lead to increased classroom engagement and academic success.

These are strategies I use to help students become more familiar and comfortable with each other.

1. TWO-MINUTE TALKS

Hand out a few slips of paper to each student and ask them write down questions they'd like to discuss as a group. These can be prompts like “Which restaurant serves the best pizza in town?” or “Would you rather _____ or _____?”

Once you have the questions, you can set aside two minutes at the beginning or end of class—depending on your other classroom routines—for student-led discussions twice a week. Arrange a schedule that allows for each kid to have a chance to lead the talk. Put the schedule on the whiteboard and encourage the class to take ownership of this activity by having the students design a set of discussion norms.

On the designated days, all you need to do is hand a prompt to the facilitator. After that, stand to the side and listen to the conversations, but don't participate—this is a chance for students to chat about a non-academic topic of interest.

Introverts may be anxious about leading a discussion; you can ease this worry by allowing students

to co-lead with a peer. To encourage self-advocacy, you can ask them to arrange this you before their turn to lead comes.

2. CLASS PLAYLIST

Have students get out of their seats and write their favorite music artists or song titles on the whiteboard, using the recommendations to make a playlist for their class period. The brainstorming session often starts conversations between kids as they share their tastes and suggest more music for others to listen to. Alternately, you could do the brainstorming activity as an exit ticket and have students discuss their music choices the next day in small groups before coming together as a class. It's also a fun bonding activity for the group to create and name the playlist together—it can be assembled using apps like Spotify Premium, Amazon Music, or YouTube. Throughout the year, the students can continue to add songs to their collection.

When you play the music—during a writing period, for example—you may want to keep the volume low and have noise-canceling headphones available or designate a corner away from the speaker for students who prefer to work quietly.

3. MIX AND MINGLE

Once a week, tell your students to stand up and find a person to get to know better. To help them find a partner, you can give them prompts like, “Find someone wearing the same style of shoe as you.” After everyone has a partner, give them multiple conversation starters like “What did you do this weekend?” or “What do you like to do in your free time?”

Having multiple prompts should alleviate awkward silences. You can write the prompts on the board or make cards that kids can carry around with them. Set an alarm or a timer, have them talk with their partner for a minute or two, and then throw out another find-a-partner prompt and repeat the process. This activity can give two kids who might never talk to one another an opportunity to find out they have a lot in common.

4. GAB AND GO

Have students split into two groups, grabbing their chairs and making two long lines that face each other. Then throw out a question to the room. It can be academic or conversational, like “What’s the last show you binged?” or “What song do you have on repeat these days?” Have the students talk with the person directly in front of them for 30 seconds to a minute, and encourage them to contribute to the discussion equally. When the time is up, have them shake hands, high-five, fist-bump, or give each other a thumbs-up.

Then have everyone in one of the lines scoot down one seat, with the person at the end of the line moving to the other end. Now that each student is face-to-face with a different peer, toss out another question and repeat the process.

The short time span of this activity will hopefully ease any concerns introverts might have about chatting with their peers—the interactions move quickly, and they don’t have to come up with topics for conversation.

There’s a lot of pressure to teach bell-to-bell, but it’s important to take some time to let students get to know each other and talk about stuff that isn’t academic. You may even be providing opportunities for kids to form friendships that make their middle school years a time to remember fondly.



Annallee Aron
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Dynamics of Online Community of Learning (Col) Discourse Employing Stem Education Lesson in Conducting Research Project

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Abstract

In 1995, Science Education Institute (SEI) has made the biggest revolution ever in the history of Philippine Education by guiding the Department of Education Culture and Sports (DECS) to mould young citizens who are scientifically and technologically inclined into the greatest manpower that will provide social and economic growth in the country.

Part of this revolution is offering special science class with a curriculum packed with more science, mathematics, and scientific research as subjects compared to the basic education curriculum.

This curriculum has been implemented in 2 decades and yet in the latest Department of Science and

Technology, DOST (2016) survey in a rating of 1-7 experts gave Philippines an average score of 3.72 in terms of our global competitiveness in the world of scientific research and technology. There is the need to further revolutionized and explore not only the curriculum but also the approach of teaching scientific research especially for young scientist enthusiasts who wants to develop the skills in conducting Science Research. This study is conducted to capture the dynamics of the online discourse by analyzing the question & interaction pattern (Graesser & Person, 1994) and response (Kim, 2015) among the CoL (with the presence of the more-knowledgeable-others) using the Online google classroom STEM lesson (Sutaphan & Yuenyong, 2019) version on developing a quality research investigatory projects and in changing the students' self-efficacy on conducting a science investigatory project. The captured dynamics will provide us a theory and model with a panoramic view of handling the future classes in conducting a science investigatory project in all science research curriculum.

Annallee Aron
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Student's Perception towards the Appropriateness of Phrase- Picture Match Activity as Instructional Material in Teaching Sampling Techniques

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Abstract

The senior high teachers on its third year of implementation become more confident on designing an appropriate material to be used as instructional material that aided on the transfer of learning especially in the line of the teaching Practical Research I (Qualitative Research). With the challenges at hand and the passion to teach the researchers created an instructional material to easily understand the meaning behind the different sampling techniques. Being aware that most learners 67% (Dunn and Dunn, 1978) are classified as visuals with regards to their preference on learning, the researchers made and designed the Phrase-Picture-Match-Activity (PPMA) to understand the concept involve on the Different Sampling Techniques. To test the appropriateness of each Phrase and Illustrations chosen the teachers communicated to the learners and coded their responses and come up with better suggestions to better fit the design suited to the way how they wanted to learn.



Anirut Satiman
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Development of Blended Learning Model with Project-based Learning Activities to Enhance Creative Thinking Project and Collaborative Learning of Undergraduate Students

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Abstract

The purpose of this research were: 1) to design and develop blended learning model with project-based learning activities, 2) to design and develop online e-learning course 3) to study creative thinking project and collaborative learning of undergraduate students, and 4) to evaluate the satisfaction of the students who studied via blended learning model with project-based learning activities. The subjects were 50 students who enrolled in the on creative silpakorn course, during the second semester of the academic year 2018, faculty of education, Silpakorn university, Thailand. The results of this research are as follows:

1. The blended learning model with project-based learning activities composed of 10 components and 5 steps of blended learning with project-based learning activities; 1) identification of a problem or of a need, 2) data collection, 3) planning, 4) construction, 5) consolidating project, and 6) project presentation.
2. The design and develop online e-learning course was evaluated and approved by experts has a quality at the level of "high"
3. The student's collaborative learning who studied through blended learning model with project-based learning activities on creative Silpakorn course was at the level of "good".
4. The student's creative thinking project who studied through blended learning model with project-based learning activities on creative Silpakorn course was at the level of "very good".
5. The satisfaction of the students who studied through blended learning model with project-based

learning activities on creative Silpakorn course was at the level of “high”
Keywords: Blended Learning, Project-based Learning, Collaborative Learning, Creative Thinking Project

Njilla Leopold
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Special Needs Education: The Alternative Role of Parents and Teachers in the Education of Children with Special Needs in Cameroon

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Abstract

When the United Nations published its monitoring report on the Millennium Development Goal number 2, which focused on universal primary education in 2015, before launching its strategic plan, Cameroon was mentioned as one of the few countries that made this target. Literacy is relatively high 77 % for 15 years and above (UNESCO, 2018) and the state have been spending between 12-20% of the country’s budget on education. Though the government is putting a lot of emphasis on education, its efforts is not yet diverse enough to reach disabled people, who make up around 5% of the population.

This is evident in the fact that the Ministry of Social Affairs, which is responsible for the development and implementation of government policy on prevention, assistance and socially vulnerable persons, including the disabled is the least funded among government ministries.

As a result, schools develop without taking into consideration concerns of the disabled, institutionally creating no space for them. This observation brings to mind the question of the role of parents and teachers in a society where the government is unable to develop a prosperous study environment for the disabled. Training schools for teachers in Cameroon exist, but not for teachers to teach children with special needs. The society is also heavily reliant on superstitious believes that makes hating the disabled easy. So, what can be done differently?

The goal of this paper is about, the alternative role teachers and parents can play in the education of persons with disabilities in Cameroon. It argues that teachers and parents can learn how to develop compassion for special needs children and administer them in learning institutions that are meant for regular pupils. It draws examples from some institutions that have implanted special schools to develop recommendations to policy makers, NGOs and the media. It calls for increased attention on disabled education and concludes that schools must be inclusive. It makes an argument that instead of parents to repel against disabled children, they can learn special skills to care for them and advocate for their inclusion in schools. Parents play a huge role in deciding how schools are structured and they can use this soft power to lobby for more inclusion.

Methods

To develop an argument, the paper developed desk research and interviewed some parents and teachers who have been working with disability issues before. The data was then analyzed to develop an understanding around education in Cameroon.

Finding

The paper brings new perspectives into a social problem affecting education in Cameroon. Its findings provide recommendations and lessons for countries struggling to develop a system of education for people with special needs. The study has implications for both academia and the public sector. Firstly, it is expected to push debates and create discussions in both the media. Secondly, it is bringing a muscle of academic thinking to diversify the academic research on education in Cameroon, which has hitherto focused on pedagogic instruction, ethics and the nature of school.

Keywords: Special Needs Education, Leadership, Support and Knowledge

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