Conference Proceedings

2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne

02-March To 03-March- 2020

Victoria University City Convention Centre, City Flinders Campus, Melbourne, Australia
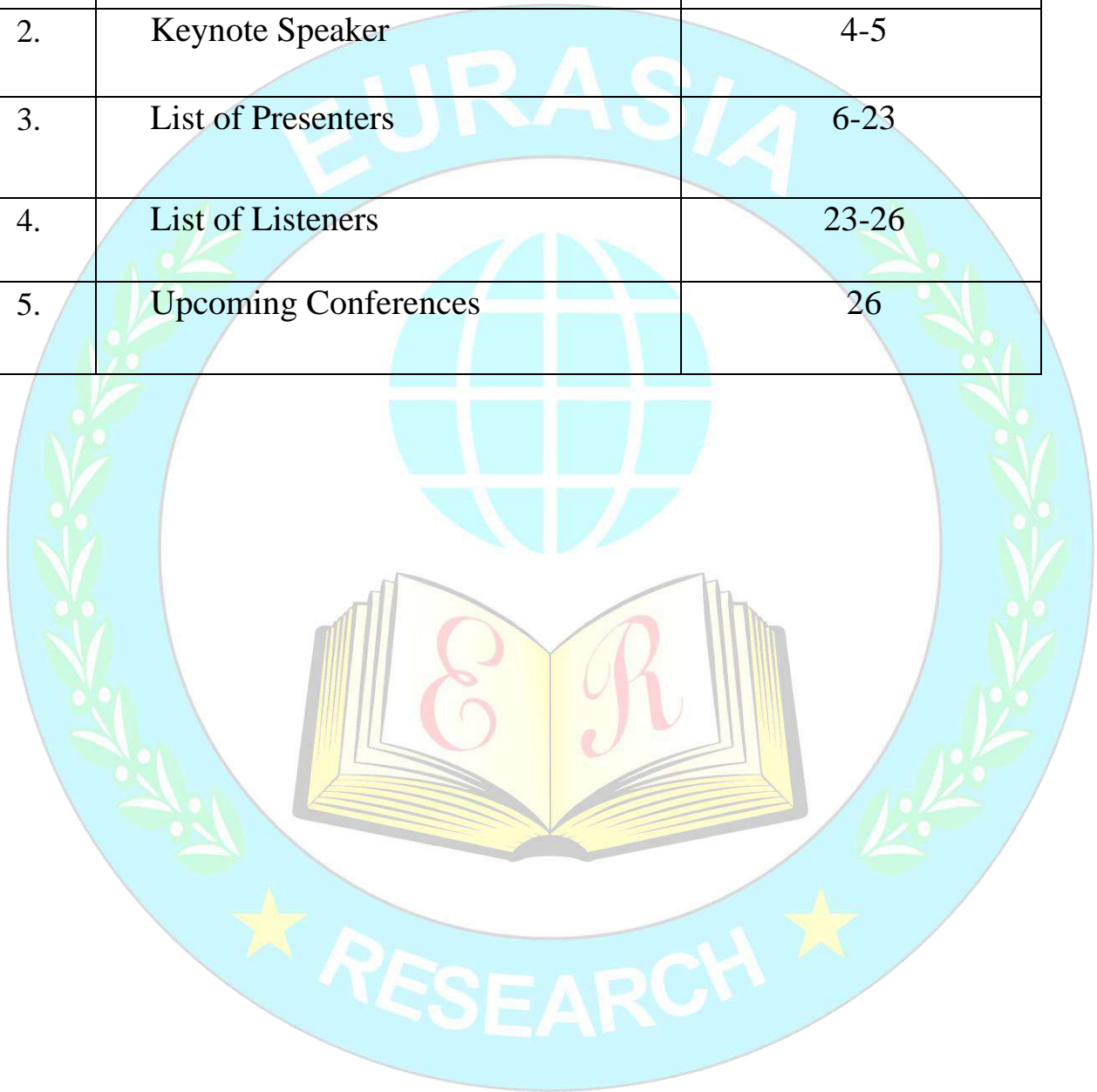
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Preface:

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

KEYNOTE SPEAKER

Associate Professor Dr Noor Hanim Rahmat

Deputy Dean Research, Publication, Linkages, Industry, Community and Alumni, Akademi Pengajian, Bahasa (Academy of Language Studies), Universiti Teknologi MARA, (UiTM) Malaysia

Topic: Innovation in Education

Currently, she is the Deputy Dean for Research, Publication, Linkages, Industry, Community and Alumni at Academy of Language Studies, Universiti Teknologi MARA, (UiTM) Malaysia. She started her teaching career as a primary school teacher in several primary schools in Singapore. She has taught in UiTM for the past 25 years.

Her expertise includes language and education studies. Her research areas include language studies, educational psychology, and learning strategies. To date, she has about 38 conference and journal papers. She has already registered 43 research with her university. Obtained 10 copyright licenses to some of her work. Published 6 chapters in a book and also 3 research-based books (solo writer). She also won some innovation awards in language innovation competitions.

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PLENARY SPEAKER

Brian Fairman

Asean Institute of Applied Learning, Universitas Mpu Tantular, Jakarta, Indonesia

Dr Brian Fairman initiated, and is the inaugural Chairperson of, the ASEAN Institute of Applied Learning. AIAL Institute's mandate is to produce, share and disseminate critical knowledge, particularly with vocational education and training practitioners. See link: https://aial.institute/ Dr Fairman has worked in Asia and the Pacific for fifteen years; developing teaching and training interventions in vocational education, initiating an 'English Language Centre' and vocational education and training programs with Muhammadiyah Foundation Indonesia. Brian has consulted for The World Bank, ADB, and numerous DFAT development programs. In addition, Dr Fairman has advised the Minister of Education-RDTL on educational policy, with respect to the design for a vocational training system for Timor-Leste. With more than thirty years Australian experience in vocational education and training system design and development, Brian shares his knowledge, skills and training expertise to enhance local institutes and individuals improve vocational outcomes. Brian has developed a 'model of meaningful practice intervention' as part of his doctoral thesis which is accessible at: http://vuir.vu.edu.au/36780/

PRESENTERS

Emejidio C. Gepila Jr.
ERCICTEL1931053

Reading Brain In The Digital Age: The Elpidio Quirino High School Experience, S.Y. 2016-2017

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Abstract
The study aims to ascertain the significant relationship of digital reading profile and reading comprehension, and digital reading behavior and reading comprehension of Grade 7 students of Elpidio Quirino High School. The results will be obtained through the three phases of the study: digital reading profile and digital reading behavior survey, reading comprehension tests, and focus group discussion. The findings of the study show that the participants read more academic resources online or offline as opposed to the results from the qualitative data in which it shows that they preferred Wattpad, also respondents tend to use cellphone in reading digital materials. Based on the comparison made, the result shows no significant relationship. From the findings, due to its portability, cellphone is the commonly used device and wattpad is the most commonly read digital reading material. It can be concluded that digital reading has no effect on the reading brain of the students. Based on the conclusions, it is suggested that through the inevitable emergence of technology, proper utilization and the collaboration of parents and teacher is vital to promote genuine love for reading.
Keywords: Polytechnic University of the Philippines, Reading Brain, Digital Reading, Reading Comprehension, Reading Behavior

Alhaji Ya'u Abubakar
ERCICTEL2002055

Influence of Students' Perception of Chemistry Concepts on Academic Achievement among Senior Secondary Schools in Hadejia Education Zone, Jigawa – Nigeria

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Abstract
This study investigated the influence of students' perception of chemistry concepts on academic achievements among senior secondary schools in Hadejia education zone Jigawa- Nigeria. Two research questions and one null hypothesis were formulated to guide the study. The study used expost-facto research design. The population of the study was 1829 SS 3 students for 2017/2018 session from 15 senior secondary schools in Hadejia education zone. The sample of the study was 318 SS 3 chemistry students drawn using proportionate stratified sampling technique. The instruments used for data collection were Students' perception of chemistry concepts rating scale (SPCCRS) and Chemistry achievement test (CAT) with reliability coefficients of 0.81 and 0.88 respectively. The frequency count, mean, SD and Z-test were used to answer research questions and analyse null hypothesis. The result of the study revealed that students perceived some chemistry concepts as difficult to learn, there was significant difference in academic achievement between students who perceived chemistry concepts easy and those who perceived the concepts difficult

(concepts easy=23.07, concepts difficult=19.94, p=0.001<0.05). In line with the findings, it was recommended that teachers should use instructional strategy that will encourage students' active participation and use real life examples in teaching chemistry so that concepts perceived as difficult will be simplified.

Keywords: Academic Achievement, Chemistry Concepts, Perception

Use of Mobile Phone Applications
In Teaching Precalculus and Its Effect To Students' Conceptual Understanding

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**Jay-R H. Leonidas
ERCICTEL2002057**

Abstract

The K-12 Curriculum in the Philippines shed light to mathematics education as it recognizes the use of smartphones/mobile phones as appropriate tools necessary in teaching mathematics. Precalculus is one of the disciplines of mathematics where these devices can be integrated. However, the use of mobile phone applications in teaching Precalculus is still less explored and limited evidence on the use of mobile devices in teaching and learning process were present in the Philippine context. Hence, this descriptive study developed lessons integrating the use of mobile phone applications in Precalculus and determined its effects on students' conceptual understanding. Mobile phone applications integrated include Angle Meter, Infinite Unit Circle, Trigonometry Tutorial 3, Trigonometry.Unit Circle, ArcCalc, Trigonometry Test, Unit Circle, and Desmos. The study employed Bring Your Own Device (BYOD) scheme in the conduct of lessons among Grade 11 Science, Technology, Engineering, and Mathematics (STEM) students. This study found that there is a significant difference between the competency levels of students along with conceptual understanding prior to and after the conduct of lessons. Students recognized that mobile phone applications: (1) helped them to visualize and understand Precalculus concepts; (2) revolutionize the teaching and learning process; (3) make them aware of their own learning progress; and (4) taught them to become independent learners. Thus, the use of mobile phone applications in teaching Precalculus can enrich students' conceptual understanding.

Keywords: Science, Technology, Engineering, and Mathematics (STEM), Precalculus, Mobile Phone Applications, Conceptual Understanding, Bring Your Own Device (BYOD)

Curriculum in an International Context

Prem S. Dean, Ph.D.
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**Prem S. Dean, Ph.D.
ERCICTEL2002059**

Abstract

In this rapidly shrinking world, it is absolutely indispensable for our students to undertake the study of foreign languages and cultures alongside the five "basics" of English, mathematics, computer science, social studies, and the natural sciences as fundamental components of a sound education. In a pluralistic democracy, stability and world peace require that all citizens understand the significance of developments abroad. Yet our knowledge and understanding of world events is woefully inadequate. Effective communication with the overwhelming majority of the world's population is hampered by our linguistic isolation and cultural unawareness.

We have the potential resources and we enjoy rich ethnic diversity, with linguistic and cultural ties to every part of the globe. Included in these resources, we have advanced communications, a vigorous free press, highly diversified broadcasting media, expertise in area studies in a network of national resource centers, a tradition of internationally minded community, professional, and civic organizations, and the world's strongest commitment to universal access to public education at all levels. We must now make better use of all these resources. The study of another language and culture not only informs students about other cultures and other values, it also leads to respect for differences among peoples. The challenge is clear. We need the international awareness, cultural sensitivity, and communication skills that accrue from foreign language and intercultural studies.

Schools, colleges, and universities must ensure that their graduates have the knowledge to understand world events affecting them and the language skills required to function effectively at home and abroad.

Ruslin ERCICTEL2002061	**Inconsistent Transition from School to Workplace: What things are needed?**

Inconsistent Transition from School to Workplace: What things are needed?

Ruslin
Postgraduate Study, State Institute for Islamic Studies, Palu, Indonesia

Abstract
In Indonesian context, smooth transition of Islamic and conventional VET school-leavers to workplace remains questionable. It was found that both Islamic and conventional VET – as it is aimed to prepare students for work immediately after leaving school – have not yet fulfilled expectations of current labor markets. This article uses extensive literature reviews to unravel rationale behind inconsistent transition of school-to-workplace. The article employs the lens of Schlossberg's Transition Theory. The article is aimed to describe: 1) how inconsistent transition of school-leavers from school to workplace is perceived; and 2) in what ways Indonesian Islamic and conventional VET stakeholders seek to improve the current state of school-to-workplace transition. The article is expected to bring new insight about school-to-workplace transition.
Keywords: School-To-Workplace Transition, School-Leavers, Transition Theory

Maxwell Jnr Opok ERCICTEL2002063	Model For Teaching Culturally-Specific Environmental Ethics In Senior High School Life Sciences Curriculum

Model For Teaching Culturally-Specific Environmental Ethics In Senior High School Life Sciences Curriculum

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Abstract
The science education curricula in many parts of Africa have been principally instrumental in promoting Western worldviews, as being universal. There is a need for an educational transformation and decolonization of the curriculum as indicated by some researchers. In the quest to contribute to knowledge in the field, an in-depth qualitative study was conducted with indigenous knowledge holders of the Zulu culture and Senior High School (SHS) Life Sciences teachers on how their indigenous knowledge on natural environmental resources could be taught in South African schools. Indigenous and local communities are repositories of the world's genetic resources and biodiversity is interwoven with the well-being of indigenous people who have utilized it throughout millennia. This constant interaction by indigenous people with biological components of the environment has brought about various innovative ways of knowing and practices, which include both science and indigenous knowledge. Many indigenous practices have been found to foster and enrich biodiversity at the local level, as well as help sustain salubrious ecosystems. The research employed a multi-site ethnographic, naturalistic research style situated within the interpretivist paradigm to explore the phenomena under study (How teaching of the Zulu Culturally-Specific Environmental Ethics could be done in SHS). In-depth conversational interviews were used to collect qualitative data from purposively selected participants, using the snowball technique. The data generation process involved the production of a narrative analysis for the 21 participants which included 3-chiefs (ndunas); 3 diviner-spiritualist (sangomas); 3 diviner-herbalist (inyangas); 3-elders (umdalas), 3 youth (ubusha) and 6 Life Sciences teachers, 3 teaching in rural areas and 3 teaching in the city/township. The study participants (Zulu cultural people) were selected from the KwaZulu-Natal Province. Most of the participants were located in the Zululand District of the KwaZulu-Natal province where Zulu cultural practices are still relevant. The data was analysed using in-depth inductive and deductive approaches. The study findings which were developed into a culturally pedagogical model on how to teach included the following themes: visiting IK-holders and touring cultural places in local communities; inviting IK-holders to SHS Science Classrooms to teach indigenous epistemology, ontology and wisdoms of CSEE with native language and indigenous epedagogies; reminding students/learners to cherish heroes of their cultural heritage as a decolonisation measure; demystifying or uncovering mysteries surrounding CSEE practices and

teaching the wisdom behind CSEE Practices and Perceptions; students adorning themselves with cultural clothing, use locally produced items and consume local or native food; mixing the CSEE with Westernised Environmental Ethics (WEE); creating or developing computer programmes or software for CSEE epistemologies and ontology. It is suggested that future studies be conducted on applying the model in different geographical and cultural contexts at the school and higher education levels, within the Southern African sub-region.

Keywords: CSEE, Life Sciences Curriculum; Decolonising; South African SHS; Culturally-Specific, Environmental Ethics

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Mohammed Usman Sani (PhD)
ERCICTEL2002065

Improving the Quality of Life of The Physically Challenged Persons Through Sports Participation

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Abstract

For the last couple of decades UNESCO has aimed to achieve to a far extent the implementation of the guiding principle of inclusion at all levels in education systems worldwide. The idea that countries 'should ensure an inclusive education system at all levels' is also a central objective of the UN Convention on the Rights of Persons with Disabilities. This paper discussed improving the quality of life of the physically challenged persons through sports participation. Regular participation in sporting activity not only help prevent illness and disease of the physically challenged, but also help them look good, feel good and improve their quality. This paper discussed on the causes of disability, disability in Nigeria, disability sports, sporting activities for the physically challenged, benefits of sports for the physically challenged, challenges keeping the disabled persons out of sports, improving the quality of life of the physically challenged persons through sports participation. It concluded that the physically challenged must be encouraged to participate in various sports because they need to keep fit even more than the able persons in order to achieve high quality of life. It further recommended that ii. Sports facilities and equipment should be provided at various levels as this will enable the physically challenged to participate freely in sports.

Keywords: Participation, Physically Challenged Persons, Quality of life, Sports

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Shaghayegh Shirzad
ERCICTEL2002068

Factors Affecting Academic Success: Teachers and Students Perception in Focus

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English Language Literature, Islamic Azad University, Ayatollah Amoli Branch, Amol, Iran

Iman Narimani

Hamed Barjesteh

Abstract

This study sought to explore EFL Teachers′ and students perception towards the role of internal and external factors in academic success. To undertake the study, two open-ended questionnaires were developed and validated for data collection among 550 participants (350 students and 200 teachers). This study was delimited to the internal and external factors proposed by Dörney (2005), Ellis (2004), and Horwitz (2000). Notably, the items were delimited to intelligence, self-esteem, introversion, extroversion, motivation and, socio-cultural status. To clarify the role of internal and external factors concatenative approach was adopted. The findings reinforced the importance of implementation of various factors including intelligence, self-esteem, introversion/ extroversion, motivation and socio-cultural status- playing role in the process of second/foreign language learning. These factors should not be judged on the on the basis of their nature but an extreme care must be taken in the balance of the existence of internal and external variables. The findings revealed that self-esteem and socio-cultural status are important in academic success from both teachers' and learners' perception.

Keywords: Internal Factors, External factors, EFL learner, Academic success

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**Dr. Md. Rahidul Islam
ERCICTEL2002076**

The Effective Strategies of Teaching and Learning: A Review Article

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Abstract
This paper reviews the strategies of teaching and learning. Many studies show that the different types of materials used in education system have a great role of development in teaching and learning. The effectiveness of teaching methods depends on the learners learning styles and the environment. Teachers should plan the study design systematically and should be sound about the topic and so that the learners can easily accept it and learn effectively. Teachers- students interaction plays a vital role to plan a teaching module and so that the learners catch it easily and respond with a proper feedback. Environment plays a vital role for proper teaching- learning interaction. Teachers' positive motives, learners' eagerness and proper environment bring the fruitful learning. So that teachers should be knowledgeable, motivational, friendly, technical and the learners should be ease and interactive.
Keywords: Strategy, Systematic, Interaction, Module, Motivation, Knowledge, Technical

**Aminu Hussaini
ERCICTEL2002077**

Integration of Computer self-efficacy in classroom instruction by Electrical and Electronics teachers in technical colleges in Gombe state, Nigeria

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Abstract
This study investigated the computer self-efficacy and its Integration in classroom instruction by Electronics teachers in technical colleges in Gombe state, Nigeria. To achieve this, six research questions and two research hypotheses were formulated to guide the study. Related literature was reviewed based on the variables of the study. Correlation design was used as the design of the study to find relationship between the teachers' level of computer self-efficacy and level of integrating it into the classroom. The area of the study is Gombe state; the population of the study comprises 18 teachers from three technical colleges that offer Electronics works in the study area. The whole population was used as a sample of the study since the population was small and manageable in both urban and rural areas of the study. Two instruments were used for collecting the data: Electrical Teacher's Technology Self-efficacy Questionnaire (ETTSQ) and Teachers' Computer Integration Questionnaire (TCIQ). The instruments were subjected to pilot test, in which reliability coefficients (r) of 0.79 and 0.76 were obtained using Cronbach Alpha method respectively. The data was analyzed using mean, standard deviation and pearson product moment correlation coefficient (r) for answering research questions while r-cal and r-crit were used to test the hypotheses at 0.05-level of significance. A moderate/low level of computer self-efficacy and integration were obtained by Electrical teachers in rural areas while high positive relationship was obtained between teachers' computer self-efficacy and integration into classroom in the urban areas of Gombe state, Nigeria. It was recommended that, Ministry of education should encourage teachers to use the available computer facilities especially in rural areas when teaching their student in classroom.
Keywords: Integration, Computer Self-efficacy, Technical Colleges

**Eunice Mwuese Agba
ERCICTEL2002081**

Effect of Cooperative Learning Strategies on Secondary School Students' Achievement in Social Studies in Makurdi Metropolis

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Department of Curriculum and Teaching, Benue State University, Makurdi, Benue State – Nigeria

Abstract
This study examined the effect of cooperative learning strategies on students' performance in Social Studies. The study was guided by 2 research questions and 2 hypotheses. The study adopted the pretest, posttest quasi - experimental non-randomized control group design. The target population for the research was the 86 JSS 1 students and the sample also consisted of eighty six (86) JSS1 students which constitute two intact classes of the school selected. The instrument that was used for

data collection is Social Studies Achievement Test (SSAT). Mean and standard deviation were used to answer the research questions. The hypotheses were tested using Analysis of Co-variance (ANCOVA) at 0.05 level of significance. The findings revealed that: There is a significant difference in the mean performance scores of students taught Social Studies using cooperative learning strategy and those taught using traditional method. Gender is not a significant factor in determining students' performance in Social Studies using cooperative learning strategy. It was therefore, recommended that social Studies teachers should adopt cooperative learning strategy as an effective learning strategy in order to improve students' performance, social interaction skills and foster meta-cognition in students.

Keywords: Learning Strategies, Students' Performance, Social Studies and Gender

| Comfort Mbanonogon Ayoo ERCICTEL2002083 | Influence of Teachers' Competence and Attitude to Social Studies on Students' Interest and Academic Performance in Secondary Schools in Vandeikya Local Government Area, Benue State Nigeria |

Comfort Mbanonogon Ayoo
Department of Curriculum and Teaching, Benue State University, Nigeria

Abstract

The study examined the influence of teachers' competence and attitude towards Social Studies on students' interest and academic performance in secondary school in Vandeikya Local Government Area. The study was guided by four research questions and four hypotheses. The study adopted a descriptive survey research design. The study sampled 161 respondents of the population of 319 JSS II students in 5 public secondary schools. The study employed self structured questionnaire titled "Teachers' Competence and Attitude; Students Interest and Performance Questionnaire (TCASIAPQ)" as instrument of data collection. Data was analyzed using mean and standard scores to answer the research questions and chi-square statistical tool was used to test hypotheses at 0.05 level of significant. The findings revealed that teachers' competence in Social Studies has significant influence on students' academic performance and interest in Social studies. The study also found that teachers' attitude towards Social Studies has significant influence on students' academic performance and interest in the subject. It was therefore, recommended that teachers should be encouraged to develop or master their areas of specialization through in-service training and other programmers in order to improve their competence in subject maters in order to improve students' academic performance, teachers should be sensitized through workshops and seminars on how best to use their competencies in order to improve students' interest in Social Studies, teachers have to develop positive attitude towards social studies in order to motivate students to imitate or emulate them so as to improve their academic performance in the subject among others.

Keywords: Teachers, Competence, Attitude, Interest and Academic Performance

| Andrew ESE Avbenagha ERCICTEL2002084 | Effects of Self- Regulated Learning Strategu (Srls) On Nigeria Students Academic Achievementand Attitude In Some Selected Senior Secondary School (Sss) Physics Concepts (Heat And Temperature) |

Andrew ESE Avbenagha
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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 examintrons, 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 stately 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 quassi experimental research design, 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 crowbach'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 finding of the study thus; 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 was recommended among others 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: Self-Regulated Learning Strategy, Zimmerman Model of SRLS, Achievement, Sex, Attitude

Parveen Kumar ERCICTEL2002093	**Academic Libraries Role In/ For Information Literacy Librarian RKSD College of Education, Kaithal, Haryana, India** **Parveen Kumar** **Librarian RKSD College of Education, India** **Abstract** **Information literacy is essential today for development and progress. It is a central tenet of academic librarianship. Academic libraries are playing important role for information literacy.academic libaries provide excellent services like: user education, exhibitions, dabases, internet etc to literate its user. All over the world many of the schemes, policies and services provide for information literacy. For this purpose Information Communication technology is the useful tool. Such a study is important because for the ultimate success of the academic libraries for Information Literacy.** **Keywords: Information Literacy, Academic Library, Library Literacy, Media Literacy, Computer Literacy, Network Literacy, Information Communication Technology**
Tristan John Gayta ERCICTEL2002094	**The Self-Awareness experience of the Teachers in MNHS using the Enneagram System** **Tristan John Gayta** **Department of Education, Panabo City, Philippines** **Abstract** **This qualitative study explored the self-awareness experiences of the teachers in Manay National High School using the Enneagram System. There were 24 teachers who underwent a workshop for the Enneagram and self-awareness practices. After the activity, six teachers were chosen as the key informants of the study. The qualitative data were gathered using the responses of the informants in an in-depth interview. The results were analyzed through a thematic analysis which are the basis of discussion and implication. The teachers were all given a self-awareness journal to record their daily responses to the self-awareness practices and keep track of their progress. Based on their experiences, the following themes have emerged: Mindfulness, Self-management, and Self-transformation. Therefore, the teachers can use the self-awareness practices and their benefits to attain personal development and lessen emotional stress. An intervention program was also given to the teachers according to the emerging themes and discussions.**
Jarwati ERCICTEL2002097	**Analysis of Students Learning Style on Flipped Classroom Model** **Niswi Ulfini** **Department of English Education , Faculty of Teachers Training and Education. Universitas Lambung Mangkurat, Indonesia** **Jarwati**

Department of Economic, Faculty of Economic. Univesitas Negeri Medan, Indonesia

Abstract

This study aims to determine student learning styles in following English subjects in the reading skills sub-section. This research is a qualitative research by observing the process of learning English in the reading skills sub-section by applying flipped classroom learning. The research subjects were 90 students of class X in SMA Negeri 2 Bandar and teachers of English subjects. Data is collected through classroom observations and interviews. In class observations, researchers observe and record everything that happens in the form of field notes. The interview adopted open-ended questions and the participants gave open responses. The results showed that students had visual learning styles (28.6%), auditory (22.9%) and kinesthetic (22.9%).

Alanna Raymond **ERCICTEL2002098**	**Narragunnawali: Reconciliation in Education**

Narragunnawali: Reconciliation in Education

Alanna Raymond

Narragunnawali: Reconciliation in Education, Reconciliation Australia, Sydney, Australia

Abstract

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. 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. 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.

Anthony Elijah Bulus **ERCICTEL20020102**	**An analysis on the impact of Computer Assisted Instructions (CIA) on Secondary School Students Performance in Chemistry, in Jalingo metropolis**

An analysis on the impact of Computer Assisted Instructions (CIA) on Secondary School Students Performance in Chemistry, in Jalingo metropolis

Anthony Elijah Bulus

Department of Science Education, Faculty of Education, Taraba State University, Jalingo, Nigeria

Abstract

In this research work on An Analysis on the Impact of Computer Assisted Instructions (CAI) on Secondary School Students' Academic Performance in Chemistry. Two difference schools each from Jalingo metropolis were randomly selected as experimental and control group respectively. A sample population of one hundred and forty (140) secondary school students was taken. Each group comprised of seventy (70) students with equal number sexes. Three research questions were answered in the study. The experimental group was taught for four weeks using computer, while the control group were taught using traditional method for same four weeks. Two research instruments were used to assess the two groups (CPT1 and CPT2) at the beginning and at the end of the study. Other questionnaire, Chemistry Computer Attitude Questionnaire (CCAQ) was used to measure the attitude of the students exposed to teaching with computer. At the end of the study, the data collected were analyzed using series of ANOVA scales. Three hypotheses were tested at 0.05 level of significance and obtained that Computer Assisted Instruction (CIA) has significant positive effect on the performance of students the male students. The chemistry computer attitude questionnaire also revealed a greater positive attitudinal effect on the performance of students exposed to teaching with computer. On the basics of findings outline above recommendation were

made for the improvement of chemistry teaching using computer as it seems to have high potential for enhancing the understanding of chemistry concepts. Also suggestions for further studies were made at the end of the study.

The Effectiveness of a Fully Online Adapted Physical Education Approval Program Offered at Western Michigan University

Jiabei Zhang
Department of Human Performance and Health Education, Western Michigan University, USA

Jiabei Zhang
ERCICTEL2002111

Abstract
The purpose of this paper was to evaluate the effectiveness of a fully online adapted physical education (APE) approval program offered at Western Michigan University (WMU) for preparing qualified APE teachers. Over the three years from 2016-17 to 2018-19, this program recruited a total of 28 students. Most students completed 7 online courses in a four-semester format for an APE approval. The effectiveness of implementing this approval program was evaluated based on five measures over the three years: (a) the mean score and its range of completing all on-going assignments by all students, (b) the mean score and its range of completing all original projects by all students, (c) the mean score and its range of completing all course examinations by all students, (d) the total number of students completing clinical experiences successfully, and (e) the total number of students obtaining professional competencies successfully. The results obtained over the three years indicated that (a) a mean of 92 points with a range from 89 to 96 in a 100-point scale was found over all on-going assignments, (b) a mean of 86 points with a range from 73 to 91 in a 100-point scale was found over all original projects, (c) an overall mean of 80 points with a range from 71 to 85 in a 100-point scale was found over all course examinations, (d) a total of 22 students have completed their clinical experiences successfully, and (e) a total of 22 students have obtained professional competencies successfully. These results indicated that the online adapted PE approval program offered at WMU was effective in preparing qualified APE teachers.
Keywords: Adapted Physical Education, Approval Program Effectiveness, and Teacher Preparation

The Application of Focused Deviding Verb Method For Students' Comprehension Improvement In Simple Present and Past Tense For Writing Skill Development

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Fidyati

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Abstract
Grammatical knowledge in learning English as a second language is essential for writing skills. The aim of this research is to investigate how the method of dividing a verb can improve students' skills in writing for low proficiency students at a higher degree. The study also aims to find out how the method of dividing verbs improves student's understanding of tense aspects in present tense and past tense. The research employs a qualitative descriptive method. The data will be gathered based on a semi-structured interview of the students, and documents. The documents will be students' paper test, before and after the teaching method applied. The data is analyzed qualitative descriptively, and by examining and challenging some other related works. The result of the study indicates that the teaching method enhances the students' general knowledge of present tense and past tense, and improves the students' ability in writing skills of general topics/daily topics.
Keywords: Higher Students, Grammatical Knowledge, Writing Skills

Asher Cloran **ERCICTEL2002113**	**Connecting Children to Nature - How the scientific lens can be used as a nature connection tool for optimized learning and development** **Asher Cloran** **Earth Science Education, Australia** **Abstract** Connecting Children to Nature - How science can be used as a nature connection tool for optimised learning and development. In a modern world increasingly impacted by and interdependently connected to digital technology, it is important to remember Natures role in childhood development and learning. In this lecture we find out about the major threats that technological innovations pose to learning, children's connection to nature, and the development of our children. We learn how the research on Nature connection and human development, shows Nature is intrinsically valuable to human health, can assist learning difficulties, increase engagement, enhance learning and development of all kinds, and enhance wellbeing. Most of all this lecture has been designed to help people, to see the threats and opportunities that technology poses to learning and childhood development, and how nature can ameliorate these issues. Working directly with Nature through Science, in education, may be all we need to inspire a lifelong and healthy development in the children of today, to become healthy, happy and wise stewards of the future Earth.
Bharat Giri **ERCICTEL2002114**	**Understanding Education Decentralization and 'Sustained' Elite Capture – Explicating Cases From Two Public Schools** **Bharat Giri** **Shree Amritpani Basic School, Baglung, Nepal** **Abstract** The paper aims at uncovering the practices of educational decentralizationin Nepalthat started after the restoration of democracy in 1990. Though decentralization in education in Nepal began with the aim of greater community participation and autonomy to the needs and priorities perceived by the local level functionaries in school, it has been subject to elite capture in its governance. Because of control in planning, organization, management, financial liability and different activities for the education system, the paper argues that practices of educational decentralization have been shaped by the local elites who capture the local resources and power to operate the school with their network and 'one-upmanship'. While arguing so, the paper is based on the ethnographic case study of two public schools located in the Mid-Western region of Nepal. Applying the Gramscian concept of hegemony, the paper narrates the process of a 'sustained' selection of the School Management Committee Chairpersons and shows how they negotiate and balance their power to sustain their capture. The paper concludes that the informal mechanisms of individual attributes such as trust and capital are playing an important role in their sustained elitism. **Keywords: Decentralization; Elite Capture; Hegemony; Capital; Trust**
Mandeep Singh **ERCICTEL2002115**	**A Comparative Study of Punjabi To Dogri Baseline Machine Translation System** **Mandeep Singh** **Punjab Institute of Oriental & Indian Languages, India** **Sukhchain Singh** **Punjab Institute of Oriental & Indian Languages, India** **Gurbinder Singh** **Punjab Institute of Oriental & Indian Languages, India** **Abstract** Machine Translation system is a software designed that essentially takes a text in one language (called the source language), and translates it into another language (called the target language). There are number of approaches for MT like Direct based, Transform based, Interlingua based, Statistical etc. But the choice of approach depends upon the available resources and the kind of

languages involved. In general, if the two languages are structurally similar, in particular as regards lexical correspondences, morphology and word order, the case for abstract syntactic analysis seems less convincing. Since the present research work deals with a pair of closely related language i.e. Punjabi-Dogri, thus direct word-to-word translation approach is the obvious choice. As some rule based approach has also been used, thus, Hybrid approach has been adopted for developing the system. Punjabi-Dogri being closely related language pair, Hybrid Machine Translation approach has been used for developing Punjabi to Dogri Machine Translation System. Non-availability of lexical resources, spelling variations in the source language text, source text ambiguous words, named entity recognition and collocations are the major challenges faced while developing this system. The key activities involved during translation process are preprocessing, translation engine and post processing. Look up algorithms, pattern matching algorithms etc formed the basis for solving these issues. The system accuracy has been evaluated using intelligibility test, accuracy test and BLEU score. The hybrid system is found to perform better than the constituent systems. In this paper we present the insights gained from a detailed study of Punjabi-Dogri Statistical machine translation system with reference to corpus creation. We propose approaches to create a quality corpus which can enhance class categories in translation modelling so that we can get improved machine translation.

Krishnavehni Gopal ERCICTEL2002117	**English for the Hotel Industry: Let the Students and Industry to Decide** **Krishnavehni Gopal** **Sungai Petani Community College, Malaysia** **Wei Boon Quah** **Sungai Petani Community College, Malaysia** **Isai Amutan Krishnan** **University of Malaya, Faculty of Languages and Linguistics** **Abstract** Malaysia as a rapidly developing nation plays a crucial role in equipping its graduates with all the necessary skills which are considered highly in demand in the current market. Course designers should need to consider the target learning needs of ESP students in redesigning an appropriate syllabus that will cater to their working needs. Needs analysis is a way of determining and outlining syllabus and teaching methods as to achieve valuable learning environment. Instructors and teachers conducting English classes ought to identify their students' needs as to build an appropriate curriculum which facilitates better learning process. Therefore, the objective of this study is to identify students' English needs analysis for Hospitality (ESP) course in for Community College Hospitality students. There were 40 internship Hospitality students from Community college and 40 industry personnel participated in this study. All these particpatants were from Malaysia. The questionnaires were used as the main instruments of this study. The finding shows that 62.5% reason for learning English is to improve on their speaking skills as they are mainly dealing in answering telephone calls, enquiries on hotel facilities as well as for reservation. The finding further reveal that major importance should be given on listening and speaking skills as they are more widely dealing with the guests. It is hope that the findings of this study is used to propose an English for Specific Purpose syllabus which would benefit the future hospitality students in public or private colleges. Keywords: Need Analysis, Community College, ESP, Course Design
  Desmond Owusu	**Quality Education In Ghana: The Way Forward** **Desmond Owusu** **Head Master, Global Academy- Lake Road, Kumasi, Ghana** **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

| ERCICTEL2002118 | 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 makesuch 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

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Islamic Education Learning Approaches in Shaping Students' Emotional Intelligence in the Digital Age

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Abstract
Over the last several decades have witnessed nothing short of a transformation in the study of religion. The human race lives in a time of deep concern for the future of the biosphere. Globalization can bring a paradox to the practice of Islamic education. Islamic education has a significant role in shaping the ethics and morals in the life of the people and of the nation to create religious and devoted people. The objective of this study was to describe the Islamic education learning approaches discourse strategy, the basic concept of strategy: Islamic education learning approaches, classification of Islamic education learning approaches, Inquiry learning strategies on Islamic education, and steps to develop Islamic education learning approaches in the digital age. This is a qualitative study using the main data source from literature, so it needs data elaboration from various literature and synchronizes with the reality that occurs on the ground. The data collection procedure by analyzing the literature using an analytical descriptive method, and collecting the actual documentation results that occur in real life. To strengthen the data, teachers and students were interviewed to complete the data that have been prepared beforehand. The results show that it's time for Islamic education learning to develop an active learning method through good strategic planning so it can shape the students' emotional intelligence. The implication of this result is scientific contribution and the concept of strategic approaches to Islamic education and as one of the efforts in developing the students' emotional intelligence.

Keywords: Islamic Education Learning; Emotional Intelligence; Digital Age

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The State of Special Schools In Ghana: Perceptions of Special Educators In Ashanti and Brong Ahafo Regions of Ghana

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Abstract
Special education is aimed at providing a wide range of services to enable children who need special assistance, logistics and teaching methods to participate in the educational system. Special schools perform these functions by providing children with disabilities the support they need to participate in teaching and learning. This study investigated the state of special schools in
Ashanti and Brong Ahafo regions of Ghana. The aim was to assess conditions in the schools, from the perspectives of special educators, to ascertain if the schools were performing the functions for which they have established. An in-depth interview was conducted with 20 participants, made up of special education officials at the national head office, district special education coordinators, headmasters and teachers of special schools. The results from the study suggest that special schools in the two regions were ill-resourced and were turning out students with low academic and vocational achievements. These findings are discussed in relation to the purpose of special education and the commitment of government to provide quality education for
children with disabilities.

Eric Yaw Dwobeng
ERCICTEL2002123

	Keywords: Children with Disabilities, General Education, Special Education, Ghana
Saba Kamran **ERCICTEL2002127**	**Impact of Teachers' Behavior on Self-esteem of Children at Early Childhood** **Saba Kamran** **Department of Humanities and Social Sciences, Air University, Islamabad, Pakistan** **Abstract** The research was aimed at investigating the influence of teachers' behaviour on students' self-esteem at early childhood level. Two different questionnaires: (Potard C. 2017, Self-Esteem Inventory by Coopersmith. In: Zeigler-Hill V., Shackelford T) and (Questionnaire on Teacher Interaction; WUBBELS & Levy, 1991) were used as an instrument to collect data in order to measure the students' self-esteem and assess teachers' behavior towards their students. The teachers' intrapersonal skill and behavior toward their students were assessed in terms of instructional, negative attitude and socio emotional behavior. The sample of 253 students including 106 girls and 147 boys with age group between 5 to7 was randomly selected from the student population of nine different branches of private Montessori in Islamabad region. Quantitative Research methodology approach was used in this research. Regression procedure was employed for data analysis to find the effect of teachers' behavior on their students' self-esteem. The data collected was tabulated and interpreted in the light of the objectives. There was a significant relationship between teachers' behavior on their students' self-esteem. Moreover, it was found that teachers' behavior significantly influenced the students' self-esteem at early childhood level. It was concluded that teachers' behavior is an important element to promote students' self-esteem at early childhood. Keywords: Teachers' Attitude, Teachers' Behaviour, Self-Esteem, Children, Self-Confidence, Intrapersonal Skills, Early Childhood
Dr. Mohammed Marzuq Abubakari **ERCICTEL2002132**	**Teaching Grammar in the context of Academic Writing** **Dr. Mohammed Marzuq Abubakari** **Lecturer, University of Applied Management, Ghana** **Abstract** Academic Writing is a distinct form of linguistic application. Although research integrity and empirical quality play a central role in Academic Writing, language accuracy remains a fundamental feature of the discipline. Topic choice, thesis statement, literature review, data analysis, effective editing, and accurate proofreading are all matters of grammatical efficiency. This Paper examines the importance of teaching Grammar as an integral part of Academic Writing. In a form of normative analysis, the Paper highlights Grammar topics relevant to Academic Writing. The methodology adopted is qualitative, as textual data are analyzed based on the Functional Model of Language. Literature reviewed includes the Systematic Functional Theory of Micheal Halliday and elements of scientific writing. From an interdisciplinary perspective, essential pedagogical techniques are also discussed. The objective is to demystify Grammar which is seen by many as a monster in scholarly writing. After data analysis, the Paper makes a number of findings. Key among these findings is that Grammar is indispensable at all the stages of Academic Writing: pre-writing, writing, and post- writing. The Paper concludes that for any academic piece to survive logical and linguistic scrutiny, it must be grammatically sound. The Paper, therefore, recommends teaching practically-oriented and interactive Grammar as an essential component of Academic Writing. Keywords: Teaching Grammar, Academic Writing, Functional Theory, Research Integrity, Empirical Quality
Athari Alotaibi **ERCICTEL2002138**	**Self-Determination among Students with Intellectual Disability and Obstacles of acquiring it** **Athari Alotaibi** **Special Education, Sattam Bin Abdulaziz, Riyadh, Saudi Arabia** **Abstract** This study aimed to recognize level of self-determination behavior in students with intellectual

disability and barriers which hinder their acquisition of this behavior from the point of view of teachers and parents of students with intellectual disability. To achieve this goal, a questionnaire was distributed to (252) of teachers and parents of students with intellectual disability.

Findings of the study revealed that students with intellectual disability have of self-determination in institutions of intellectual disability in Riyadh. Level of this self-determination ranged between 2.40 and 4.21 from the point of view of teachers and between 2.67 and 2.67 from the point of view of parents. The study didn't find any statistically significant differences in self-determination behavior according to gender of teachers and parents and according to educational position of teachers.

Results showed that absence of a curriculum on self-determination is the most important barrier that hinders acquisition of self-determination behavior. There were statistically significant differences in the points of view of teachers and parents about absence of a curriculum on self-determination as the most important barrier for teachers. There were no statistically significant differences in this domain according to the educational placement of the student with intellectual disability. The study ends with some recommendations. Most important recommendations are: administrators of intellectual disability institutions and programs must raise the level of self-determination in students with intellectual disability by providing a school environment that encourages autonomy and through guidance from adults during transition periods in addition to developing training programs to raise knowledge and skills related to self-determination behavior and its promotion in special education teachers while in service.

Keywords: Self-Determination, Intellectual Disability,Teachers,Students

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Madu Bah
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Effect of YouTube instruction on secondary school students' interest span and achievement on practical land preparation in Yobe State

Madu Bah

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Abstract
The study centered on effect of YouTube instruction on secondary school students' interest span and achievement on practical land preparation in Yobe State. It also examined the influence of gender on students' interest and achievement in the subject. Quasi experimental design, specifically pre-test post-test control group design was adopted. The sample size was 8o SS 11 students from intact classes. The two classes were randomly assigned experimental and control groups. The experimental group was taught with YouTube instruction while the control group was taught with video package. The treatment lasted for four weeks. To guide the study, five research questions and five hypotheses were formulated. Agricultural Achievement Test (AAT) comprising fifteen practical questions and an interest inventory were developed. The two instruments used for data collection were face validated by three experts and reliability of scores for total tests with coefficient of 0.73 was equally obtained. Analysis of covariance (ANCOVA), mean and standard deviation were used to analyze the data collected for the study. The results showed that YouTube instruction had significant effect both on students' interest span and achievement in practical land preparation; gender had no significant influence on students' interest span and achievement in practical land preparation; interaction effect of YouTube and gender on students' achievement in practical land preparation was not significant and interaction effect of YouTube and gender on students' interest was not also significant. Therefore, the major contribution of this study is in the area of enhancing the students' interest span and achievement in practical land preparation. The study has shown that teaching practical land preparation using YouTube instruction enhance the interest span and achievement of students. Finally, the researchers recommended among others that agricultural science teachers should adopt the use of YouTube instruction to facilitate teaching and learning.
Keywords: Practical, Land, Preparation, Agriculture, Youtube, Instruction

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Haeza Haron
ERCICTEL2002142

An alternative tool: WhatsApp in improving Essay Writing Essays Among University Students

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Abstract

Researchers across the world are examining the educational value and effectiveness of integrating mobile technology into the teaching-learning activities. As an attempt to help improve the mastery of writing skills, WhatsApp will be used as an alternative tool to help the students master in their writing because in reality they face a lot of difficulties in executing a good write up. It has been noted, however, that the university level syllabus does not provide ample time for the students to exercise this ability in the classroom due to time constraint. The low and intermediate level students will find it hard to master the skill within the time given in a semester. Therefore, there is an immediate need to develop new strategies for teaching and learning that can help these students and facilitate their English language writing skills. In this study, a group of 20 students will have to submit their written assignment every week for twelve weeks and share their ideas by having peer interaction in the WhatsApp group. After completing the essay writing, the students will express and share their experiences based on the topic selected by the researcher in the WhatsApp group. The theme of the discussion will be collected in the WhatsApp group including the students' essay writings and test scores for 12 weeks. WhatsApp will be used to help the students develop their skills as it is considered as a tool that the students are familiar with. Hence, help the university students improve their ability to write essays. This interventional case study hopes to have an insight on improving the student's essay writing performance via WhatsApp.

Keywords: WhatsApp, Second Language, Mobile Technology, Essay Writing

Oluwatoyin Wahab Rasak ERCICTEL2002091	**Democracy and Political Instability in Cross-Country Economic**

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Abstract

Numerous studies have attempted to identify the impact of democracy and political stability on cross-country economic growth; however, a large number of empirical works consist of contradictory findings due to conceptual and technical issues. From the conceptual perspective, while the main message of democracy is freedom of choice and may be classified on the basis of freedom into political, economic and social, it is almost certain that the political aspect of democracy has been dominant in the literature. Therefore, the Comprehensive Democracy Index (CDI) has been introduced to comprise the three aspects of freedom in democracy. Likewise, political stability has focused mainly on political events with an emphasis on government change, however, it may need to notice that what is important in long-term economic growth is the stability of economic environment. Hence, the Comprehensive Political Instability (CPI) Index has been defined to represent two key characteristics of political variables: longevity and size impact. This article also addresses the most common issues in empirical works comprising causality, simultaneity and robustness analysis and thereby, it has shown that the validity of models needs to be examined. Emphasize is that the conceptual and econometrical issues should be concurrently investigated.

Yuningsih Yuningsih ERCICTEL20020106	**An Exploration of Accounting Students' Interpersonal Communication Skills Development Using a Computer-Simulated Client**

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Abstract

Effective communication is a generic competency essential to business practice. Employers often complain about the lack of soft skills, such as communication and interpersonal skills, in new accounting recruits. With diminishing access to community work-integrated placements (WIP) where essential competencies are traditionally taught, universities have been compelled to develop supplementary placement opportunities in the form of simulated learning environments (SLE) and provide evidence for the efficacy of SLE. A Virtual Client (VC) is a type of SLE that students can easily relate to. The use of the VC provides a cost-effective way for students to practice before they work with real clients. The aim of this project is to assess the usefulness of a virtual client (VC) simulation to teach undergraduate accounting students meeting etiquette and how to build professional relationships with clients. Third-year students enrolled in an accounting undergraduate course at an Australian university participated in a reflective activity that required them to use conversational interaction skills to practice meeting etiquette and build client rapport. Surveys were used to measure students' interpersonal communication development in three areas, namely knowledge, skill and confidence. The results show significant improvement across all three categories of student communications after the experiment. In particular, it was found that interaction with the VC client helped EAL students substantially improve their skill and confidence in communication.

Brian Fairman
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Nurturing local talent: shattering the nexus between perceived foreign expertise and building in-country human capability in the Further Education and Training Sector in Indonesia

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Abstract

Foreign expertise holds a revered status in the Indonesian further education and training sector, with the notion of 'Bule' playing a pivotal role in how international interventions are resourced. Foreign expertise often brings with it many local assumptions, particularly around the sharing of contemporary and start-of-the-art western knowledge, but often in reality this is not practically manifested. It is for these reasons that Maconick (1999) (Maconick, 1999) contends that greater emphasis needs to be placed on defining the operational role of capacity building. Furthermore, these international inventions need to place greater cognisance on the demands placed around funding and their subsequent disbursement of funds and the implications for making inroads into resolving underlying longer term issues (Potter and Brough, 2004) (Potter & Brough, 2004). The authors believe that greater emphasis should be placed on building local human capital and this paper describes the engagement process in the design of occupational standards challenging the connotation that foreign expertise and influence should be unfettered. While foreign skills and talent can play a pivotal role in developing local human capability, it must be recognised that these interventions be cultural appropriate and look towards creating a sustainable future where indigenous human resources are given equal standing. The methodology applied reflected a most significant change approach (Dart & Davies, 2003) to evaluation of training methods with an emphasis on workplace engagement.

	Keywords: Human Capability Development, Cultural Impacts on Further Education and Training, Foreign Expertise, Talent Development, Bule, Human Resource Development
Yan Wang ERCICTEL2002149	**Data Analytics in Work Integrated Learning: What have been Achieved and What can be Improved? A Study of Data Analytics Students' Experience of Industry Placements/Projects** **Yan Wang** **School of Science, RMIT University, Melbourne, Australia** **Denwick Munjeri** **School of Science, RMIT University, Melbourne, Australia** **Mali Abdollahian** **School of Science, RMIT University, Melbourne, Australia** **Abstract** **Work integrated learning (WIL) is the learning activities that apply students' academic learning in a real life situation. Students may do an internship (placement) or a partner organisation might provide a project for them to work on. These placements and projects are tied to one or more courses within our program and are formally assessed for credit. There has been considerable evidence of the positive impact of authentic WIL experience. In our study we will show how two growing topics in high education, the WIL and data analytics, have married successfully in our master program of Analytics at RMIT. A mixed survey data has been collected from both WIL students and industry partners. The survey results showed both the student and industry have valued and acknowledged the benefits of WIL activities. Meanwhile problems have been identified with recommendations to help improving the future WIL activities.** **Keywords: Analytics, Ready For Work, Work Integrated Learning**
Nirajan Shiwakoti ERCICTEL2002147	**Reflection on Teaching a Postgraduate, Project-Based Learning Course with Diverse Disciplines** **Nirajan Shiwakoti** **School of Engineering, RMIT University, Carlton, Victoria 3053 Australia** **Peter Stasinopoulos** **Abstract** **This paper is a teaching reflection on the delivery of the postgraduate, project-based learning (PBL) engineering course (subject), 'OENG1118 Sustainable Engineering Practice and Design', that is common to five Masters of Engineering program at School of Engineering, RMIT.** **The data was sourced from end-of-semester surveys of the perceptions of students who completed the OENG1118 course between 2017, when we taught the course for first time, and 2019. Analysis showed substantial improvements in overall satisfaction, percentage of agreement on the project-based learning helping students to work well with peers, and percentage of agreement that students became more able to apply the theories to practice. The mastery in teaching such a course, especially when the students from various disciplines are involved, demands an adaptive teaching approach wherein the instructors or teachers experiment to continuously improve on the shortcomings in subsequent offerings to enhance the students' learning experience. We shifted away from long-hour block mode teaching to short-hour lectures accompanied by dedicated tutorials for additional, personalized, face-to-face interactions with the students. We continuously developed our project brief; increasingly related the course content and weekly skills to the project tasks; and increasingly demonstrated relevant, real, practical applications. As a result, we could continuously increase students' satisfaction with the course.** **In conclusion, a PBL course that is well-designed, well-supported, well-implemented, and well-taught can engage students by improving their comprehension, helping them to work well with peers, improving their communication, and assisting them to apply theories to real application or practice.** **Keywords: Project-Based Learning, Postgraduate Subject, Teaching Reflection, Diverse Disciplines, Integrated Masters**

Naoko Suzuki ERCICTEL2002150	**Current Movements towards Dementia-Friendly Communities in Japan: Contributions by Educational Institutions** **Naoko Suzuki** **Tokushima University, Tokushima, Japan** **Abstract** **As a nation where more than 28% of the total population is 65 years and over, Japan faces multiple ageing-related issues. Among these, dementia dominates the agenda due to its high societal costs. The purpose of this study was to elucidate the state of the current movement to create of dementia-friendly communities across Japan, with a focus on the good practices of educational institutions, such as libraries, museums and adult education centres. A case study approach was employed, which involved site visits and interviews with those charged with the development of educational projects to create dementia-friendly communities. The findings of this research suggest that some institutions have created dementia-friendly communities through the utilisation of existing resources, such as creating space in libraries for cross-disciplinary collections of dementia-related books for those with special interest in dementia, making use of tangible objects and atmospheres of particular historic times to conduct reminiscence programmes in modern history museums, and running Dementia Cafés in adult education centres for those interested in dementia in the local community. However, current movements have tended to focus on assisting carers and ordinary citizens through the provision of appropriate information and through opportunities for exchanging ideas and/or anxieties regarding dementia, and no careful attention has been paid to those living with dementia, whose viewpoints tend to be neglected in most current educational provision. Future research should focus on a broader-range analysis of the ways in which different educational institutions can directly contribute to those living with dementia in response to the educational needs of those individuals, so that the potential of each institution can be more fully utilised in the light of current societal needs.** **Keywords: Dementia-Friendly Communities, Educational Institutions, Potential**

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