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**ICTEL 2022 International Conference on Teaching,
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Teaching and Education Research Association (TERA) is an international community of Researchers, Practitioners, Students and Educationists for the development and spread of ideas in the field of teaching and education.

TERA is promoted by Eurasia Research. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and create opportunities for networking and collaboration. These objectives are achieved through Academic Networking, Meetings, Conferences, Workshops, Projects, Research Publications, Academic Awards and Scholarships.

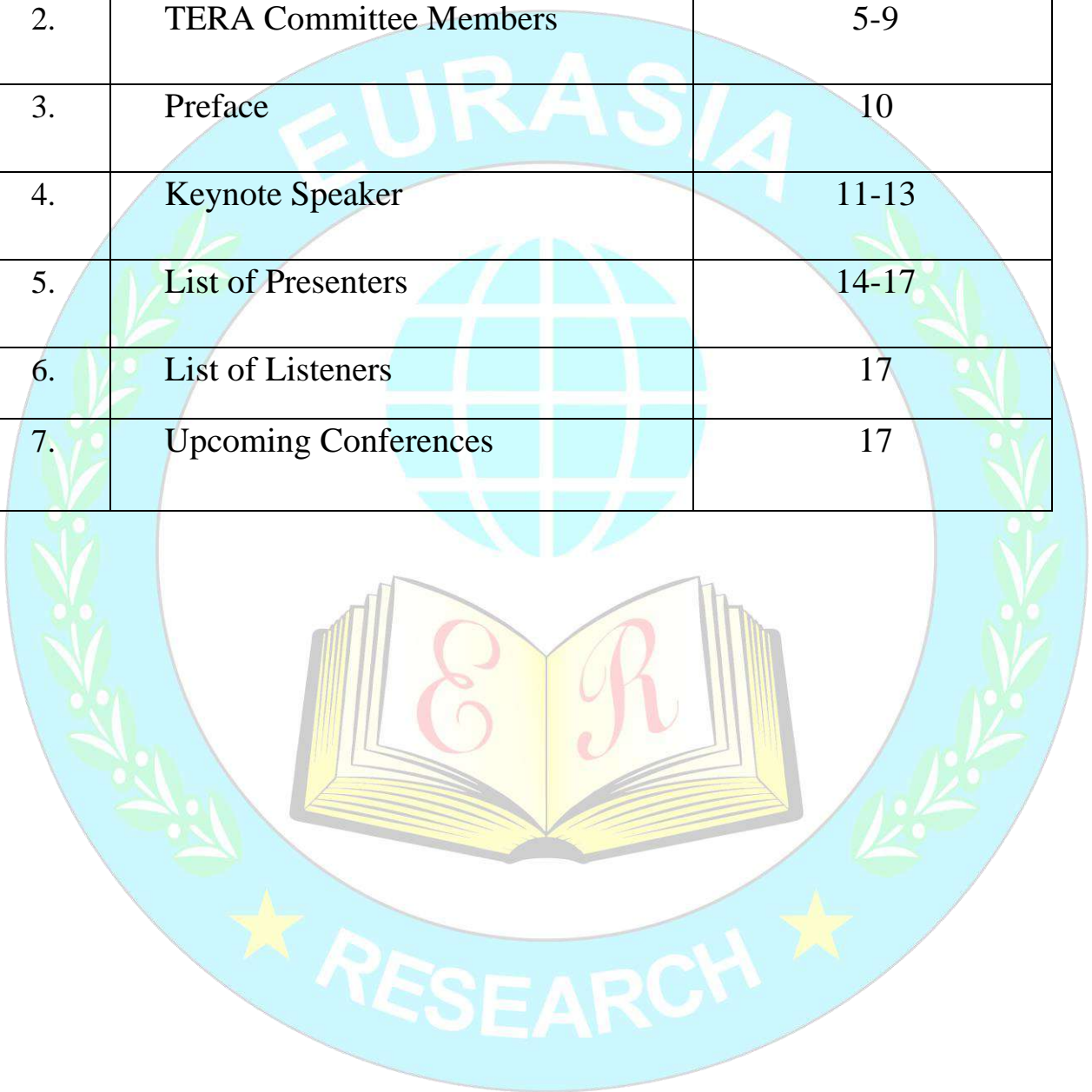
The driving force behind this association is its diverse members and advisory board, who provide inspiration, ideas, efforts and drive collaborations. Scholars, Researchers, Professionals are invited to become a member of TERA and join this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

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Preface:

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

For this conference around 70 Participants from around 10 different countries have submitted their entries for review and presentation.

TERA has now grown to 15,597 followers and 8500 members from 75 countries.

Membership in our scholarly association TERA is chargeable.

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Proceeding is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: <https://teraweb.org/conference/proceedings/>

We hope to have an everlasting and long-term friendly relation with you in the future.

In this context we would like to share our social media web links:

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You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

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



Solomon Arulraj David

Associate Professor & Head of Masters of Education Programme,
Faculty of Education, The British University in Dubai (BUiD), Dubai,
UAE

**Topic: Qualitative Observation: A Systematic Method to Research
Teaching and Learning**

Dr Solomon Arulraj DAVID has a doctorate in education from KUL-Belgium. He studied and worked in India, Belgium, South Africa, and the UAE. He is currently working at the British University in Dubai as an Associate Professor and as the Head of the Masters in Education Programme. He is also an honorary visiting fellow at the University of Glasgow, UK and a visiting research associate at the University of Johannesburg, South Africa. He has nearly 10 years of post-PhD and 15 years of experiences in research and teaching in the field of education. He is a member of the editorial board of a few and a reviewer for several academic journals. He is a member of the board of studies and an external examiner for a few universities and colleges. He conducts high-quality research focusing to publish on accredited peer-reviewed journals. He has published over 40 journal articles, 4 book chapters, 2 books, 2 co-edited books, co-edited 3 conference proceedings, and several abstracts in conference proceedings. He has supervised 13 doctoral, 5 MPhil, over 40 masters students and currently supervising several masters and doctoral students.

KEYNOTE SPEAKER



Dr Malgorzata Wójcik

Assistant Professor, SWPS University, Katowice, Poland

Topic: The Impact of School Bullying - Research and Practice

Dr Malgorzata Wójcik is an assistant professor at University of Social Sciences and Humanities, SWPS in Poland. Before entering the field of research, she had been working as a middle school teacher and educator. Her research interests are connected with the field of education especially school peer groups. She researches peer group dynamics, bullying and effectiveness of bullying prevention programs. Action teaching and action research go hand in hand in her work as effective methods of studying peer group context and implementing solutions. Recently she has been researching processes of victimization from victims' and witnesses' perspective in order to design and implement action teaching programs which would encourage bystander interventions and help seeking strategies.

KEYNOTE SPEAKER



Jakub Tomasz Mróz

Postgraduate Student, Psychology Department, SWPS University of Social Sciences and Humanities, Warsaw, Poland

Topic: The Impact of School Bullying - Research and Practice

Jakub Tomasz Mróz, MA is a postgraduate student at Psychology Department of SWPS University of Social Sciences and Humanities, Warsaw, Poland. He is a graduate of Lodz Film School, Acting Department and a lecturer at Academy of Dramatic Art in Warsaw. His qualitative research includes peer group dynamics, consequences of bullying and the perception of victimization by the parents/guardians of children experiencing bullying at school. He also researches perceived sources of moral identity using Interpretative Phenomenological Analysis. He is a leader of students' research team „OLWEUS” who participate in international studies of teacher responses to peer aggression.

PRESENTERS



Cole Webber
ERICICTEL2201051

Optimizing Blended Learning at Both Ends: Towards a Better Fit for Students, Space and Staff

Cole Webber

Betterfit Corporation, Edmonton, Canada

Abstract

The global coronavirus pandemic shuttered the doors of many educational institutions, and taught students that they could learn from anywhere — but may not want to. Many students want to get back in the classroom, and many others want to maintain a flexible approach to education. A changing relationship to school may be poised to further exacerbate one of education's largest problems: scheduling. Before the pandemic, utilization of space and capital investments was often not maximized, due to the standardization of classroom sizes and the differing needs of students and instructors. Some classes may only use a small percentage of their classroom, while others build up a waiting list of students who may even need the class as a requirement to graduate. Entire scheduling and registration departments are created to deal with these problems, and the results are not ideal. What happens when students want even more flexibility, and even more variables come into the mix? Predictive, first come, first serve scheduling breaks down even further. New technologies are poised to be able to automate the scheduling problem and get more students and faculty more of what they need and want, even amongst changing requirements. By operating the registration process in a new way — gauging interest in scheduling options before they are finalized, rather than opening on a 'first come, first serve' basis to students — options can be compared, ranked and an automated 'best fit' schedule can be produced. This can empower a blended learning model, made to work for both the school and the students, accommodating niche interests without decreasing space utilization and thereby maximizing student choice of what they learn and how they learn it. New technologies can bridge the gap between in person and virtual learning, and the concerns of facility planners and their staff and students.

Keywords: Optimization, Space Utilization, Facility Planning, Education, Scheduling, Blended Learning, Virtual Learning



Hwangji S. Lu
ERICICTEL2201055

Quality Improvement in Online Course Design: A Case Study in the Capstone Course

Hwangji S. Lu

Department of Health Sciences, University of Arizona Global Campus, Chandler, Arizona, USA

Abstract

Today's healthcare marketplace is changing quickly. Traditions are challenged, and fundamental operating suppositions are questioned. Especially after the passage of the Patient Protection and Affordable Care Act of 2010, it is indisputable that the healthcare industry has faced transformational changes and uncertainty in the past decade. Indeed, the changes in the healthcare industry demand adjustments to the healthcare administration curriculum. The Master of Healthcare Administration (MHA) program at a western university in the United States implemented a revised capstone course in 2020. This revised course has two high-impact practices (HIPs), ePortfolio and capstone project and course. The Association of American Colleges and Universities has endorsed and promoted HIPs that are robust interventions to advance student success. It is critically important that this revised course keep students engaged in the course materials and allow them to apply the learned skills and knowledge to real-world situations. This study was designed to investigate the impacts of two HIPs in the revised course via multiple data sources. A student survey is sent to students via email at the end of the course to gather students' feedback and learning experience. Based upon the preliminary data collected, over three-fourths (78.08%) of surveyed students reported that e-Portfolio helped them critically assess their academic work and accomplishments, while 89.19% of respondents agreed that the capstone project helped them integrate the knowledge and skills developed within the MHA program. The challenges regarding the implementation of e-Portfolio are identified in the written feedback collected from the survey and the instructors' observations. The solutions to the issues will be realized to maximize the benefits of e-Portfolio in the capstone course as a high-impact practice.

Keywords: High Impact Practices, EPortfolio, Capstone Course, Healthcare Administration



Hodaka Kachi
ERCICTEL2201061

Development and Evaluation of Learning Materials for Children to Reduce the Need for Teachers to Deal with Tablet Device Operational Problems

Hodaka Kachi
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Shizuoka University, Japan

Kyohei Sakai
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Ryosuke Hyuga
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Shingo Shiota
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Abstract

To reduce teachers' workloads, this study developed online video teaching materials to assist students to troubleshoot their own tablet device operational issues. In order to develop the teaching materials, we first conducted a questionnaire survey among teachers to understand what kind of operational problems were occurring with tablets in the classroom. We then developed the teaching materials based on the results. The evaluation of the teaching materials was conducted through questionnaires and interviews with teachers. The results suggested that the video teaching materials were able to resolve many of the students' problems and reduce the need for the teachers to deal with the all tablet device technical problems.

Keywords: Tablets, Student Operational Problems, Online Learning, Gigaschool

Shunya Tamura
ERCICTEL2201068

Development of an Environmental Education "Behavioral Science Utilization Tool" for Children

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Abstract

Environmental education at schools has been introduced to help raise awareness of environmental problems, such as climate change. However, the problem with current environmental education is that people's awareness and knowledge of environmental problems are not consistent with their actions, that is, some disincentives prevent people from taking the appropriate actions. This study examines the possible development of an environmental education method that focuses children on the factors that inhibit environmentally-conscious behaviors to motivate them to independently solve environmental problems. Behavioral science, which studies human decision-making and behavior, has recently applied the nudge theory concept to behavioral analysis. Therefore, this study also examined how behavioral science concepts such as nudges could be employed to promote behavioral change in children and others (mainly family members). First, the environmentally-conscious behaviors to be implemented were identified, after which a survey of family members are conducted to clarify the types of behaviors, the associated disincentives, and the measures that could be taken. Based on the behavior types, future studies plan to examine specific examples of the measures that can be taken for each identified disincentive.

Keywords: Environmental Education, Behavioral Science, Environmentally-Conscious Behaviors,

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| <p>Pei Yu Wang ERCICTEL2201081</p> | <p>Disincentives</p> <p>A Pilot Study of Constructing a Resource Recommender System for High School Students' SDL based on Text Mining Techniques</p> <p>Pei Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p>Kuo-Liang Ou Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p>Abstract</p> <p>This pilot study establishes a resource recommender system for high school students' self-directed learning (SDL) of sciences. Mining 34,191 authoritative popular science articles crawled from the Internet designate the word vector of each science terminology. Unlike the precise search of keywords provided by search engines, this recommendation system provides key nodes of other scientific terms and articles related to the keyword. Meanwhile, a Kanban platform as the user interface enhances high school students' knowledge collection, extension, and exploration during SDL. The analysis results of teachers' questionnaires show that the resource recommender system helps self-directed learning collect information. However, the quality and quantity of crawled articles significantly affect the system's quality and quantity. These results can be used to reference the future development of text mining-based learning resource recommendation systems.</p> <p>Keywords: Text Mining, Self-Directed Learning, Recommend System</p> |
|  <p>Laura Kildė ERCICTEL2201060</p> | <p>A Qualitative Study of Adult Learners' Self-Directed Learning Readiness in Non-Formal Esp Online Courses: Lithuanian Students' Perspective</p> <p>Laura Kildė Language School 'The Language Boutique', Vilnius, Lithuania</p> <p>Abstract</p> <p>The COVID-19 pandemic has caused major challenges for educational institutions, and one of them was a sudden switch to online learning. Learning online requires certain skills, including learners' independence and autonomy, which are directly linked with self-directedness. This study aims to explore Lithuanian students' approaches towards the factors related to self-directed learning readiness. A qualitative approach was adopted in this research. Seven adult respondents participated in structured in-depth interviews, where they answered questions according to the Self-Directed Learning Readiness Scale (Fisher et al., 2001). The findings revealed that despite the fact that adult learners faced some difficulties in setting learning goals by themselves, their approaches showed that they are competent and ready in terms of self-directedness while learning Business English online.</p> <p>Keywords: Self-Directed Learning Readiness, Self-Directedness, Adult Learners, Online Learning, English for Specific Purposes, Business English</p> |
|  <p>Holly Winter Huppert ERCICTEL2201076</p> | <p>Teaching Young Learners in Poverty Literacy Readiness Skills</p> <p>Holly Winter Huppert Early Childhood Lecturer--Winuply Press Education, Winuply Press Education, Lake Katrine, New York, USA</p> <p>Abstract</p> <p>Background: Many children who come from homes below the poverty line have never heard a book read aloud, had access to drawing materials or had opportunities to hear adults tell stories meant for children. Children aged 3, 4 and 5 arrive at pre-schools and daycare centers—and eventually schools—without literacy readiness skills.</p> <ul style="list-style-type: none"> • They struggle with a short attention span. • Their limited vocabulary makes it difficult for them to listen to a book read out loud. • They cannot draw pictures that tell a story. • They struggle to draw pictures that represent objects. |

- they have a limited ability to tell about events from their lives.
- They don't know how to play independently for an extended period of time.

Lecture: Holly Winter Huppert will give steps schools can take to develop students' literacy skills—without spending money on curriculums or expensive materials.
In this lecture Huppert will explain the 10 levels of drawing that lead to writing acquisition, the parameters around children's play time to help young learners learn faster and ways to incorporate storytelling into the curriculum to maximize vocabulary development and integrate an understanding of story.
Huppert has lectured around the world about affordable teacher-led programs that cost pennies. She is well loved for her knowledge, her ability to answer questions about educating students of all ages and her understanding of the principles of education and how to best apply them to a variety of teaching opportunities.
Takeaways: Participants will leave with an understanding of child development and ways to teach children in poverty literacy readiness skills through drawing, play time and storytelling.

Jenny Pange
ERCICTEL2234063

Learning Theories Used in Distance Education during Covid19

Jenny Pange
Department of Early Childhood Education, University of Ioannina, Greece

Abstract

Online learning was widely accepted during covid 19 pandemic and has taken recognition by most educational institutions. Educators had to find new ways of teaching and specially in the form of "emergency teaching". Students had to access the online course material effectively and efficiently. Depending on the group of learners and the subject taught, different learning theories may apply. The application of flipped classroom in combination with the nearest neighbor learning method was used for a group of students attending the Greek Open University. The results of this analysis have shown that students cooperated effectively during the course, had a good student-to-student interaction and were able to learn the course material

LISTENERS

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