



***EURASIA RESEARCH  
CONFERENCE PROCEEDINGS***

**TERA International Conference, March, 2022**

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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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- 
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## TERA COMMITTEE MEMBERS

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48.	Dr. Pallavi Soman	Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India
49.	Paloma Úbeda Mansilla	Senior Lecturer in the Department of Linguistics Applied to Science and Technology at the Technical University of Madrid
50.	Ana Sofia Saldanha	Department of Humanities, Universidade Autonoma de Lisboa, Lisboa,



		Portugal
51.	Elmira Gerfanova	Department of the English Language and Methods of Teaching, Sh.Ualikhanov Kokshetau State University, Kokshetau, Kazakhstan
52.	Vesna Marija Potočić Matković	Associate professor at the Faculty of Textile Technology University of Zagreb
53.	Dr Ruth Wong	Department of English Language Education the Education University of Hong Kong, Hong Kong
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55.	David Galloway	Teaching and Learning Coach, Southern Universities Network Coordinator, Havant & South Downs College, South Downs Campus: College Road, Waterlooville, Hampshire
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67.	Lawrence Meda	Assistant Professor, Zayed University, Dubai, United Arab Emirates



68.	Dr Haleema Sadia	Deputy Director, DWB, NCT Delhi, Founder Principal, DPS, AJMAN UAE
69.	Brian Fairman	Asean Institute of Applied Learning, Universitas Mpu Tantular, Jakarta, Indonesia
70.	Assoc. Prof. Ts. Dr. Kung-Teck, WONG	Deputy Dean (Research & Innovation), Faculty of Human Development, Sultan Idris Education University, Malaysia



**Conference Schedule**

**Opening of the conference: 6:30-6:45 AM**

**Session 1: Keynote Talk: 6:45-7:15 AM**

1.	Dr. Hilda Habacon Aseoche Lajarca St. Junction, Mayondon, Los Baños, Laguna	Educational Leaders of Tomorrow
2.	Dr. Anthony Yee Fellow Inst. of Marine Engineering Science and Technology (UK), Fellow Inst. Of Science and Technology (UK) Fellow Royal Commonwealth Society (UK) and Life Senior Member IEEE (USA) Diplomate American College of Forensic Examiners DACFI (USA)	Sustainable Energy Myths and Facts
3.	Dr Deepak L. Waikar Managing Partner, EduEnergy Consultants LLP, Singapore Chief Training Adviser, Tacstra Solutions Pvt. Ltd, Singapore Associate Faculty, Overseas Universities in Singapore Vice Chair, IEEE Education Society, Singapore	Smart Education Amid Uncertainty, Pandemic, and Beyond
4.	Dr. Froilan D. Mobo Assistant Director, Department of Research and Development, Philippine Merchant Marine Academy	Educational Research Amidst the Global Pandemic

**Session 2: Team Activity: 7:15-7:45 AM**

**Session 3: Technical Talk: 7:45-9:00 AM**

5.	Huda Alazmi Curriculum and Teaching Methods Department, Kuwait University, KuwaitBetterfit Corporation, Edmonton, Canada ERICTEL2236056	The Benefits of Geographic Information Systems on Students' Learning in Social Studies Classrooms: A Systematic Literature Review
6.	Sheng-Yuan Chang Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei ERICTEL2202052	A study of the Students' Participation Motive in High School Sports Club
7.	Shiun-Taung Jan Department of Industrial Education , National Taiwan Normal University, Taipei, Taiwan R.O.C ERICTEL2202052	The Learning Effectiveness of Technical High School Students For Cutting Vegetables through Virtual Reality
8.	Hani Mustafa School of Humanities, Nanyang Technological	Students' Perceptions of Using Wiki Technology to Enhance Language Learning

	University, Singapore ERCICTEL2202054	
9.	Pei-Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu, Taiwan ERCICTEL2202057	A Preliminary Study on the Construction of Natural Science Resource Recommender System for High School Students

**Note:**

1. You may download the ZOOM following the below link: <https://zoom.us/download>
2. We request to rename your account with your name. This will help us to record your presence.
3. You may ask your questions related to the presentation in the chat section.
4. All the certificates & receipts will be sent to the participant's within a week on their mail IDs.
5. Please calculate your local time accordingly by entering your city on this link: <https://savvytime.com/converter/gmt/mar-22-2022/6-30am>
6. You can attend the live session Facebook at the same time following the below-given link: <https://www.facebook.com/eurasiaresearch>



**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 16,450 followers and 9500 members from 85 countries.

Membership in our scholarly association TERA is chargeable.

List of members: <https://teraweb.org/membership/list-of-members/>

Membership Application form link: <https://teraevents.org/membership?association=tera>

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**



**Dr. Anthony Yee**

Fellow Inst. of Marine Engineering Science and Technology (UK),  
Fellow Inst. Of Science and Technology (UK)

**Topic: Sustainable Energy Myths and Facts**

Dr. Anthony Yee is the Executive Director of AHT Syngas Asia PLC, this company is the Asian Headquarters of AHT GmbH, a 150-year-old Germany company, specializing in medium-size gas power stations. He took a joint First Class Honours in Electrical and Electronics with Management and went on to gain an MBA specializing in International Finance and a Masters of Engineering from the University of South Australia. After working for several years Dr. Yee read for and gained a DBA, he is now researching for his second Doctorate in the area of Electromagnetics and Nanotechnology. Dr. Anthony Yee Started his career with Keppel Shipyard performing both onboard marine electrical systems installation and repairs, as well as maintaining onshore HV electrical systems. The next appointment was Senior Electrical Engineer at MacDermott SEA Pte. Ltd, where he was in charge of offshore HV Generation and Distribution Systems. He later joined ABB as Project Division Manager, where he oversaw HV projects and equipment installation and repairs. Dr. Yee has served as Expert Witness in several Singapore High Court Cases where he was instrumental in solving several difficult cases. Dr. Yee believes in maintaining a balance between industry research and academia, as such, he is also an academic, currently lecturing at Teeside University, Singapore Campus. Prior adjunct teaching and FYP supervision were at Ngee Ann and Singapore Polytechnic. As a Governing Council Member of MDIS he oversees the School of Engineering and the School of Technology. Dr. Yee is a Life Senior Member of the IEEE, he served for 8+ years in the PES Committee and later was Chair of Membership at Singapore Section. His area of specialization is Power Systems and Electromagnetics. Other affiliations are: Fellow Institute of Marine Engineering Science and Technology UK (first), Fellow Institution of Engineering and Technology, formerly IEE UK (FIET), Fellow Institution of Science and Technology UK (FIScT), Fellow of The Royal Commonwealth Society UK and is a Diplomate of the American College of Forensic Examiners (DACFE). His current research interest is in Tuned Electriromagnetic Coupling using Graphene. Dr. Yee served The Singapore Armed Forces as a Reservist Officer for 33 years. He commanded a reservist Combat Battalion and retired with the rank of Major. He is the recipient of The SAF Good Conduct Medal and The Reserve Medal with Bar. He also serves as Chairman, Board of Trustees Royal Commonwealth Society Singapore, where he is an advocate for the recycling of one time use plastic and active action against HPV.

## **KEYNOTE SPEAKER**



### **Dr. Deepak L. Waikar**

Managing Partner, EduEnergy Consultants LLP, Singapore, Chief, Training Adviser, Tacstra Solutions Pvt. Ltd, Singapore, Associate Faculty, Overseas Universities in Singapore, Vice Chair, IEEE Education Society, Singapore

### **Topic: "Smart Education Amid Uncertainty, Pandemic, and Beyond"**

Dr. Deepak L. Waikar has been involved in education, training, research & management fields for more than three decades. He has authored/co-authored book chapters, research articles and policy papers on power, energy, management, sustainable development leadership and education-related topics. He has served on various committees in professional bodies such as Chairman of the Institute of Electrical & Electronics Engineers (IEEE), Power & Energy Society (PES) Chapter, Singapore and Vice-Chair of IEEE Education Society Chapter Singapore. He is a recipient of IEEE-PES Outstanding Power Engineers' Award 2003 and SP Green Buddy Award 2004. Dr Waikar has been a member of the Board of Examiners of Singapore Certified Energy Manager's programme. He has delivered invited keynote, plenary & panel session presentations on electric power, sustainable & clean energy, education, management, sustainable development & leadership related topics at the international conferences, seminars and forums in North & South America, Europe, Australia, New Zealand and Asia. Dr. Waikar has conducted several students and faculty development programmes on various topics such as Sustainable & Clean Energy, Designing & Managing Innovative student & faculty Research & Development projects, Strategies for Infusing Blended Learning, Rethinking Teaching & Learning, Trainopreneurship and Transforming Tertiary Education. He has been offering advisory & consultancy services through EduEnergy, Singapore, and Tacstra Solutions, Singapore. He has been associated with the premier institutions & academies in India & Singapore as well as with British & Australian Universities offering engineering courses in Singapore. He is a Senior Member of IEEE USA and a Life Member of the Institution of Engineers, India with PhD from the National University of Singapore, M.S. from the University of Saskatchewan, Canada, M.Tech from Banaras Hindu University, India & Adv. PD Cert.in University Teaching from the University of Newcastle, Australia. He obtained PG-DBM & B.E. from Nagpur University, and Government Engineering College Aurangabad in India, respectively. His research interests include Sustainable Energy Development, Rethinking Teaching, Learning & Academic Leadership, Re-inventing & Transforming Tertiary Education, SMART Model for Talent & Leadership Development, Innovative Project Design & Management, Smart & Micro Grid. His hobbies include cricket, chess and poetry.



## **KEYNOTE SPEAKER**



**Dr. Froilan D. Mobo**

Assistant Director, Department of Research and Development,  
Philippine Merchant Marine Academy

### **Topic: Educational Research Amidst the Global Pandemic**

He is a Graduate of Doctor in Public Administration from the Urdaneta City University Class of 2016. and also a Graduate of 2nd Doctorate Degree - PhD in Development Education at the Central Luzon State University, Nueva Ecija, Philippines. After obtaining his Doctorate Degree he was promoted and designated to the position of Assistant Director / Extension Coordinator and Associate Professor II of the Department of Research, Development, and Extension in Philippine Merchant Marine Academy (PMMA) and this gave him an opportunity to work with different international research institutions such as Regional Director and PhD Lecturer in Cel Academic, Malaysia., Lecturer in the Graduate School, Columban College, Olongapo City. He was also appointed as the Editor-in-Chief in the International Journal of Multidisciplinary: Applied Business and Education Research, Malang, Indonesia. As a researcher by heart, he is an External Peer Reviewer in various international research journals and has been invited as keynote / Resource Speaker in various international conferences abroad and international universities around the globe. In 2019, he was awarded as an Outstanding Alumnus in the Graduate School of Urdaneta City University, Pangasinan, and was a Multi-Awarded International Researcher and Global Leader from 2020 and at present. Recently, He was appointed as the Ambassador at Large, Country Ambassador and Director for the International Human Rights Movement Philippines under the umbrella of the United Nations. At present, He was appointed as Technical Research Evaluator by the Department of Science and Technology and was able to published 56 research articles with 23 citations in ResearchGate and 13 Citations in Google Scholar indexed in Google Scholar, EBSO, DOAJ, ISI, and Cross ref. He also published 12 international books in Europe, Indonesia, and India.

## **KEYNOTE SPEAKER**



**Dr. Hilda Habacon Aseoche**

Lajarca St. Junction, Mayondon, Los Baños, Laguna

### **Topic: Educational Leaders of Tomorrow**

Giving up is never an option for me. This is how I want people to remember me when they hear my name. I am Hilda H. Aseoche all the way from the Special Science City Nature of the Philippines, Los Banos, and Laguna. I've been an educator by profession for 13 years and currently I am affiliated as a public school teacher at Los Baños Integrated School (LBIS) and a proud single mother of three adorable kids. Apart from that, I also work as an online ESL Teacher at 51 Talk and a volunteer co-facilitator of Massive Open Online Course (MOOC) Camp Laguna2, Philippines partnered with Regional English Language Office and US Embassy. I gained my Doctorate Degree at Laguna State Polytechnic University last August 2020 and was able to publish and present my paper internationally entitled "Lived Experiences of MOOCers: A Phenomenological Study and "Development and Validation of Supplementary Grammar Modules in English for Grade Eight Pupils at Los Baños Integrated School". I also volunteered as a teacher in American Language and Culture Classes for three months last 2020. I became the Demonstration Teacher for two consecutive years (2016-2017) and was recognized as Best Writer in Test Construction. My recent speakership was held last Jan. 2002 with a Title Enhancing the Learners Experience by Bringing Out the Best in Them in partnership with ICTEL 2022 – International Conference on Teaching, Education & Learning, Paris held at Forma Square-Docks de Paris, Paris, France Organized by: Teaching and Education Research Association (TERA) and the later was held last Sept 2020 with a Title Teaching English to Young Learners: an International Webinar in partnership with MOOC Laguna Camp 2 and Private and Public American Language Culture Class. Finally, I am an environmental advocate who supports our community's Environmental Sustainability: A Clean Up Drive project. My job as a teacher is to transform and make a difference to the lives of my former, current, and future students. I can say that I am a teacher that teaches from the heart. I believe that teaching is more than just imparting knowledge; it is also about growing students to become self-sufficient and lifelong learners.



## PRESENTERS

(Applicants & Participants)



**Paulo Cachim**  
ERCICTEL2202051

**Changes and Lessons Learned in the Learning/Teaching Process of an Engineering Course due to COVID-19 Pandemics**

**Paulo Cachim**

Associate Professor with Habilitation, Civil Engineering Department, University of Aveiro, Portugal

### **Abstract**

COVID-19 pandemic lockdowns changed radically the learning/teaching activities all over the world, changing the process from presential to distance. The necessary changes had to be made almost from day to night, without adequate preparation. Nevertheless, things run relatively smoothly. This paper gives a brief overview describes what changed in an engineering course due to lockdowns, with emphasis on what is expected that will remain for the years to come. Emphasis was placed on the utilization of free to use applications in order to eliminate cost from the equation to choose. It could be said that despite the global disaster caused by COVID-19, some of the forced changes in education came to stay. It brought to the learning/teaching process, new ideas, new tools, new activities that will remain and should be further developed in the future.

**Keywords:** Engineering, Covid19, Lessons Learned, Online Education



**Nguyen Nhi**  
ERCICTEL2202053

**Impacts of Scaffolding on Improving Speaking Performance of Esp Students**

**Nguyen Nhi**

Faculty of Psychology and Education, University Malaysia Sabah (UMS), Sabah, Malaysia

### **Abstract**

Teaching speaking for EFL students in an ESP classroom is a demanding process. The purpose of this study is to explore the impacts of scaffolding on improving the speaking performance of ESP students. The study will employ a mixed-method, quasi-experimental, pre- and post-test design. The participants are first-year undergraduate students of the ESP Department, UFLS-UD, who will be assigned to two intact groups, namely the IG (Intervention group) and the CG (control group). The instruments used in this study will include both quantitative and qualitative methodologies. The students' speaking performance will be assessed through a Speaking Performance Test (SPT), which will act as both a pre- and posttest. Student's speaking performance will be evaluated in terms of the SPT overall score and also by examining the two key speaking dimensions: accuracy and fluency. Additionally, the effects of scaffolding will be also examined through questions and interviews conducted with students of IG and EFL teachers. These instruments will be implemented before and after the 15-week-module intervention. The PMGA scaffolding model will be used in the learning module. It is expected that the application of PMGA scaffolding model in the intervention could have a significant impact on ESP students' speaking performance and the research procedures are workable and practical.



**Sheng-Yuan Chang**  
ERCICTEL2202052

**A study of the Students' Participation Motive in High School Sports Club**

**Sheng-Yuan Chang**

Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei

### **Abstract**

The purpose of this study was to explore students' participation motive in High school sports club in a qualitative research manner. The research participants included 15 High school students who joined the sports club. The research was performed by means of conducting one-to-one deep interview through semi-structured questionnaires. The interview data was analyzed in combination with field notes and focus group interview data to construct a mental process of the High school students in joining the sports club by utilization of a grounded theory approach. The semi-structured questionnaire consists of three parts. First part had warm-up questions including the participants' information. Second part was to understand why the High school students joined the sports club. Third part focused on issues related to the participation in sports club, including the motive for the participation, what made competent sport clubs, and what kind of psychological

feeling with the past or future. The results showed that: there were four high-order topics of the students for joining the sports clubs, namely Self-Demand, Social Support, Interpersonal Interaction and Self-Actualization. The Self-Demand contains four low-order topics; interest, pressure resistance promotion, physical fitness promotion and focus promotion. The Social Support contains three low-order topics; peer influence, family support and teacher support. The Interpersonal Interaction contains the two low-order topics; mutual cooperation and respect. Finally, the Self-Actualization contains the two low-order topics; inspiration of potency and sense of accomplishment. It was concluded that the High school students joined the sports club due to meeting the self-demand, being influenced by the social support, suffering from the interpersonal interaction with good learning students, and inspiring the possibility of self-actualization. Further research should explore the different sports club student's motivation.  
**Keywords: Motivation, Qualitative Research**



**Sheng-Yuan Chang**  
ERCICTEL2202052

**Gender Differences of High School in Epistemic Value: A Case Study of Playing 3D Motorcycle Digital Game Learning**

**Chang Sheng-Yuan**

**Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei**

**Jan Shiun-Taung**

**Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei**

**Abstract**

In this study investigated the gender differences in vocational high school for playing the 3D motorcycle digital game on the tablet, and the participants who don't have the license of the motorcycle driving yet. A questionnaire, relevance to the items of the internet cognitive failure, gameplay anxiety, gameplay interesting, cognitive anxiety, epistemic value and continuance intention, is conducted after playing the digital game simulated at the regulation of riding the motorcycle on the road, correctly riding behaviour, and the interference with another unexcepted driving behaviour. The finding of this study are that the gender difference significantly of the internet cognitive failure, gameplay anxiety, gameplay interesting, cognitive anxiety, epistemic value (attitude and behaviour), and the feeling of female are more than male.

**Keywords: Cognitive Anxiety, Continuance Intention, Epistemic Value, Gameplay Anxiety, Gameplay Interesting Internet Cognitive Failure.**

**Jan Shiun-Taung**  
ERCICTEL2202052

**The Learning Effectiveness of Technical High School Students For Cutting Vegetables through Virtual Reality**

**Jan Shiun-Taung**

**Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei**

**Chang Sheng-Yuan**

**Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei**

**Fang Tsai-Ru**

**Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan**

**Abstract**

This study explores whether students have the spatial ability, technology innovativeness, cognitive load, experiential value and learning effectiveness of cutting vegetables through virtual reality, and whether students with different backgrounds have differences in spatial ability, technology innovativeness, cognitive load, experiential value and learning outcomes. This study conducted a five-point questionnaire analysis based on the questionnaire survey method for science and technology innovativeness, cognitive load, experiential value-epistemic, utilitarian, hedonic. The main target is two private technical high school catering students, 196 and 171 respectively, and 367 valid questionnaires. This study used descriptive statistics, first-order confirmatory factor analysis, reliability and validity test, path analysis, structural equation model and independent sample T-test for data analysis. The results of this study found that: (1) Spatial ability is negatively correlated with cognitive load, (2) Technology innovativeness is not related to cognitive load, (3) Cognitive load is negatively related to epistemic, utilitarian and hedonic value, (4) Epistemic and hedonic value are



positively related to learning outcomes. (5) Utilitarian value is not related to learning outcomes.  
Keywords: Spatial Ability, Technology Innovativeness, Virtual Reality, Cognitive Load, Learning Effectiveness, Experiential Value

Hani Mustafa  
ERCICTEL2202054

**Students' Perceptions of Using Wiki Technology to Enhance Language Learning.**

Hani Mustafa

School of Humanities, Nanyang Technological University, Singapore

Cristina Gonzalez Ruiz

School of Humanities, Nanyang Technological University, Singapore

Estelle Bech

School of Humanities, Nanyang Technological University, Singapore

**Abstract**

The growing influence of digital technologies has made learning and interaction more accessible, resulting in effective collaboration if properly managed. Technology enabled learning has become an important conduit for learning, including collaborative learning. The use of wiki technology, for example, has opened a new learning platform that enables the integration of social, linguistic, and cognitive processes of language learning. It encourages students to collaborate in the construction, analysis and understanding of knowledge. But to what extent is the use of wikis effective in promoting collaborative learning among students. In addition, how do students perceive this technology in enhancing their language learning? In this study, students were given a wiki project to complete collaboratively with their group members. Students had to write collaboratively to produce and present a seven-day travel plan in which they had to describe places to visit and things to do to explore the best historical and cultural aspects of the country. The study involves students learning French, Malay, and Spanish as a foreign language. In completing this wiki project, students will move from passive learning of language to real engagement with classmates, requiring them to collaborate and negotiate effectively with one another. The objective of the study is to ascertain to what extent does wiki technology helped in promoting collaborative learning and improving language skills from students' perception. It is found that while there was improvement in student's language skills, the overall experience was less positive due to unfamiliarity with a new learning tool.

Keywords: Collaborative Learning, Wiki, Foreign Language, And Teaching

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**A Preliminary Study on the Construction of Natural Science Resource Recommender System for High School Students**

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**Abstract**

This research aims to establish a recommendation system for autonomous learning resources. The research objects are high school students and teachers, and the scope is in natural sciences. Compared with general search engines, this system can search by word to find terms in the scientific field and excerpts of related articles. High school students can enhance learning and manage learning progress through the Kanban system interface for knowledge integration during SDL. The teacher's scoring results show that the recommended resource system helps learners collect learning information. In addition to the teacher questionnaire, the search results compared with commonly used search engines and the range of search results are comprehensive. However, the quality and quantity of the system training set can significantly affect query results. The results of this study can provide a reference for the development of future learning resource recommendation systems.

Keywords: Text Mining, Self-Directed Learning, Recommend System

<p><b>Miulescu Miruna - Luana</b> ERCICTEL2235053</p>	<p style="text-align: center;"><b>Understanding The Risks To Early Leaving: Exploring The Risk And Support Factors In Romania</b></p> <p style="text-align: center;">Miulescu Miruna - Luana Department of Educational Sciences, Faculty of Psychology and Educational Sciences, University of Bucharest, Romania</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Early School Leaving (EL) is one of the issues considered top priorities or matters of concern for the Romanian education system. Studies show that Romania experiences unpreparedness of school and community to embrace the whole spectrum of early school leaving (ANPCDEFP, 2019; Voicu, 2010). The present study is drawn from 9 individual interviews of members of school leadership team and administration, and focus groups with 63 teachers/ trainers from general and vocational secondary schools and high schools and 91 young people representatives. Carried out as part of a broader European project (ORIENTA4YEL), the empirical findings of the study revealed that in Romania there is a convergence of opinion on the most relevant factors that cause young people to leave school before completing compulsory education. Therefore, personal challenges are the one that contribute the most to the risk of early leaving, followed closely by family reasons and institutional factors. Therefore, this paper explores the challenges that are aimed at improvements in the early school leaving rate. Specifically, the analysis will shed light on the prevention strategies that have been developed and implemented, as well as on the deficit perspective on early school leaving within institutional and national policies. By addressing the existing supporting educational actions in areas where economic and social conditions are an obstacle for pupils, this paper will furthermore particularly analyse the potential barriers which arise on the system's ways of reducing the early leaving rate in order to better identify, prepare for, and respond to this phenomenon.</p> <p><b>Keywords:</b> Early School Leaving, Risk Factors, Support Strategies, Education Policy.</p>
<p><b>Mohd Fadzil Kamarudin</b> ERCICTEL2235059</p>	<p style="text-align: center;">A study about the attitudes of Gifted and Talented Students in mathematics</p> <p style="text-align: center;">Mohd Fadzil Bin Kamarudina Pintar College, The National University of Malaysia, Selangor, Malaysia</p> <p style="text-align: center;">Mohd Hasrul Bin Kamarulzamanb Pintar College, The National University of Malaysia, Selangor, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to study the attitudes of gifted and talented students in mathematics at Kolej GENIUS@Pintar Negara, Universiti kebangsaan Malaysia (KGPN). The teaching strategy taken by teachers in the classroom has a significant impact on students' attitudes about mathematics. Since 2011, KGPN has used differentiated instruction as a kind of pedagogy in its teaching and learning activities. When gifted kids get differentiated teaching, they have the option to study any areas of knowledge, particularly in mathematics, that they are interested in or are ready to investigate. Teachers must diversify their teachings throughout the teaching and learning process to encourage gifted students to take a more active role in their learning. Even though differentiated teaching has been shown to be acceptable for gifted students, the motivation and accomplishment of students in mathematics have yet to be demonstrated. This study seeks to determine the characteristics of gifted and talented students in mathematics in order to provide areas for further research. A total of 235 gifted students from Kolej GENIUS@Pintar Negara, ranging in age from 11 to 17 years old, took part in this research. The information was gathered in July 2019 after the results of the mid-term exams. To assess their motivational orientation, students completed a questionnaire adapted from the Motivational Orientation of Differentiated Instruction in English Language Teaching (MoDiELT) study published in 2017. The application of differentiated instruction in teaching and learning at Kolej GENIUS@Pintar Negara, Universiti kebangsaan Malaysia (UKM) was shown to strengthen the motivation of gifted students in the class, according to the findings. Aside from that, several of the components of differentiated teaching have been shown to have a favourable influence on gifted and talented students in mathematics.</p> <p><b>Keywords:</b> Characteristics, Gifted and Talented Students, Differentiated Instruction, Learning Profile, Motivation, Achievement</p>
<p><b>Honeylee Grace Cruz</b></p>	<p style="text-align: center;"><b>Effectiveness of Phonics Intervention on the Fountas and Pinnell Reading Accuracy Rate</b></p>



<p><b>Mallari</b> <b>ERCICTEL2235060</b></p>	<p style="text-align: center;"><b>Honeylee Grace Cruz Mallari</b> <b>Faculty of Elementary, American United School, Kuwait</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This presentation is about the study that focusing on the significance of providing targeted phonics intervention to improve students' reading accuracy. Phonics is important for beginning readers but that does mean that students in grades 3-5 doesn't need it? In Phonics, students are taught to identify letters and the sounds that goes with each letter. It also talks about how adding letters can change the meaning of a word. How can we expect students to understand a text if they can't read accurately? Providing intervention in the classroom can help students succeed. This presentation will include suggested Phonics activities to help you plan your classroom intervention. The study contends that Phonics promotes a better development of reading skills for students thus preparing them for success in the 21st century. Being able to read is the starting point for comprehension. The presentation concludes that being fluid and adaptive is significant in executing the different roles a teacher in the developing educational system</p>
<p><b>Farkhanda Tabassum</b> <b>ERCICTEL2236053</b></p>	<p style="text-align: center;"><b>Practitioners' Perception about Professional Learning Practices at Higher Secondary Level in Public and Private Sector</b></p> <p style="text-align: center;"><b>Farkhanda Tabassum</b> <b>Faculty of Social Sciences, National University of Modern Languages, Islamabad, Pakistan</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study analyzed practitioners' perceptions about professional learning practices at higher secondary level in public and private sector. The components of professional learning practices were teaching learning process, students' development, teachers' professional relationship and service, institutional development and personal and professional growth. The objectives of this paper focused on checking practitioners' insights regarding above given components. The sample of the study were 633 practitioners. Major findings were that there was no major difference in perceptions of both sector teachers about teaching learning and students' development. The practitioners of private schools showed more interest in professional relationship, institutional development, personal and professional growth. It is recommended that institutional administration may make it mandatory for practitioners to prepare professional teaching portfolio and may design professional development courses about building their competency in classroom management. The administration of public schools may plan professional learning communities and knowledge sharing societies through launching collaborative campaigns</p>
<p><b>Hanin Alsahli</b> <b>ERCICTEL2236057</b></p>	<p style="text-align: center;"><b>The Effect of Task-Based Language Teaching in Developing Speaking Skills Among Saudi Female EFL Learners at University Level</b></p> <p style="text-align: center;"><b>Hanin Alsahli</b> <b>Applied Linguistics , University College Cork, Cork, Ireland</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aims of this research are to examine the impact of the task-based language teaching approach on improving female EFL learners' speaking abilities and to explore learners' and EFL teacher's attitudes toward this approach. The study conducted mixed-method research based on a quasi-experimental design—the data was collected through a pre-and post-speaking test, a questionnaire, and semi-structured interviews. The research participants are 32 EFL learners at university who share a similar level of English. TBLT, particularly some approaches to TBLT, encourages EFL teachers to introduce language form after learner's complete tasks meaningfully (Willis &amp; Willis 2013). This is believed to increase learners' speaking abilities. Previous research showed significant effects of this approach in developing learners speaking skills; however, researcher argues that TBLT is more time consuming (Houghton, 2018). This has increased the researcher's interest in investigating the effect of TBLT in developing learners' speaking skills and to find out learners' and teacher's attitudes toward this approach. The main findings of the research are as follows: firstly, after engagement with the TBLT approach, experimental group learners have significantly increased some components of speaking skills in comparison to the control group; at the same time, the control group learners have increased syntactic complexity, unlike the experimental group learners. Secondly, the study reveals that learners have a positive attitude toward the use of TBLT.</p>

	<p>These findings should increase the awareness of EFL teachers on the importance of learners' role in the EFL classroom, on the student-centered environment, and on the experience of the language in real-life interaction, which, as the study suggests, assists learners in improving their speaking skills.</p>
<p><b>Huda Alazmi</b> <b>ERCICTEL2236056</b></p>	<p style="text-align: center;"><b>The Benefits of Geographic Information Systems on Students' Learning in Social Studies Classrooms: A Systematic Literature Review</b></p> <p style="text-align: center;"><b>Huda Alazmi</b> Curriculum and Teaching Methods Department, Kuwait University, Kuwait</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Increasing attention is being paid to the value of GIS use in social studies curricula. Many studies have indicated that GIS helps students increase their spatial awareness and reasoning skills through the use of multi-layered maps. Despite the demonstrated value of GIS in social studies classrooms, very few schools have adopted it. One of the major reasons for this is the lack of awareness of the power of GIS in the classroom. This work sought to shed light on the power of GIS to influence students' learning and to increase awareness among educational stakeholders. To achieve this goal, a systematic literature review was conducted to identify the benefits of GIS on students' learning. The author analyzed 11 empirical studies that focused on GIS and learning in social studies classrooms. The findings indicated that there are five major benefits to using GIS in social studies classrooms: using GIS leads to enhance students' (1) critical thinking and problem-solving skills; (2) motivation, (3) performance, and achievement; (4) positive attitudes and (5) cultural awareness and empathy.</p>

**LISTENERS**

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