



***EURASIA RESEARCH
CONFERENCE PROCEEDINGS***

**ICTEL 2022 International Conference on Teaching,
Education & Learning, 25-26 April London**

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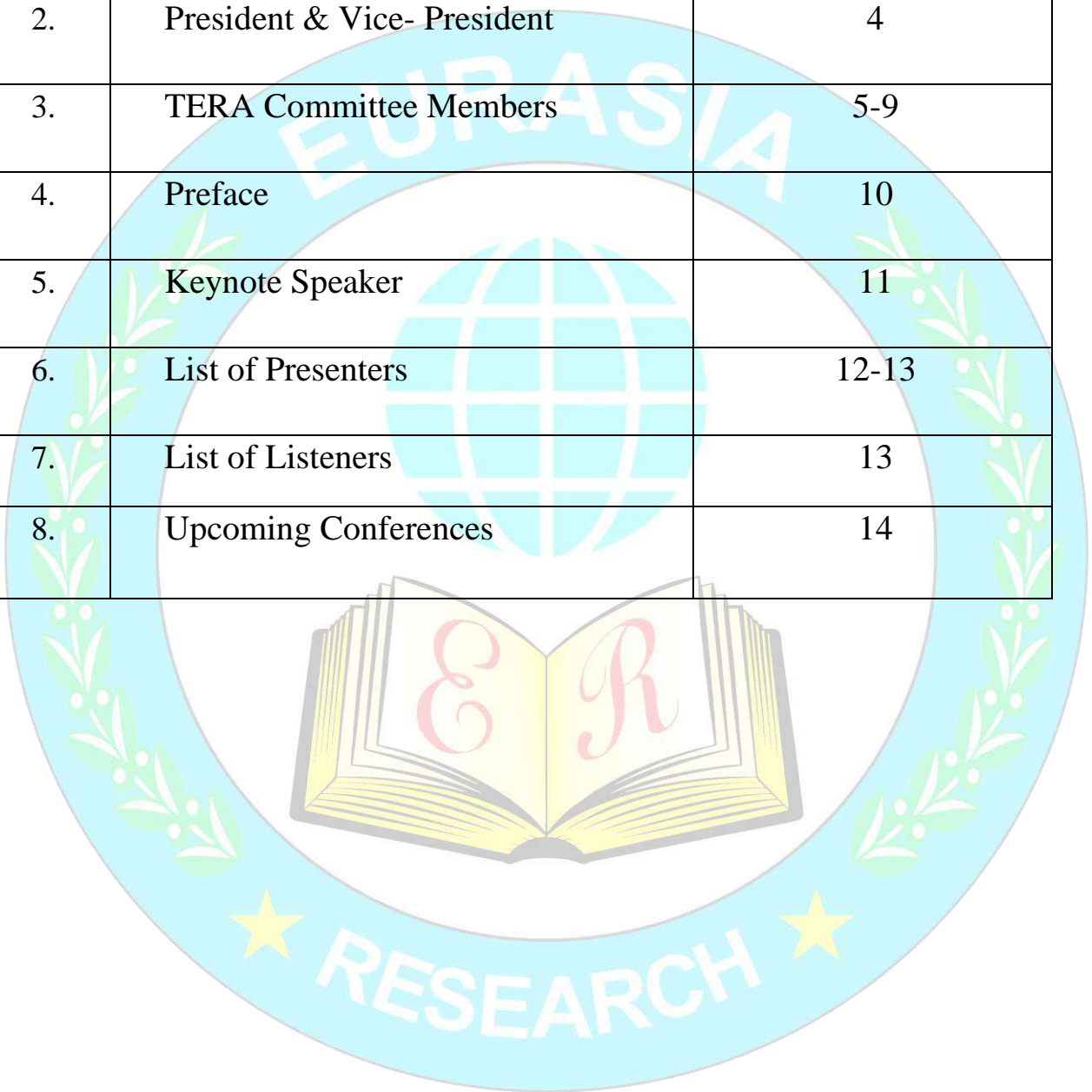
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Table of Content:

S. No.	Particulars	Page Numbers
1.	TERA Association	3
2.	President & Vice- President	4
3.	TERA Committee Members	5-9
4.	Preface	10
5.	Keynote Speaker	11
6.	List of Presenters	12-13
7.	List of Listeners	13
8.	Upcoming Conferences	14





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.

Salient Features:

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- 15,000 + and growing network of professionals
 - Professional and Experienced team
 - Conferences in Asia, Europe & Africa
 - Events at reputed institutes and grand venues
 - Lifetime membership
 - Strong Social Media Platform for networking
 - Young Researcher Scholarships
 - Research publication in international journals

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TERA COMMITTEE MEMBERS

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62.	Anne C. Ihata	Professor, Musashino University & Graduate School, Tokyo, Japan
63.	Dr. S. Reshma	Principal, Gulf Model School, Dubai, UAE
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65.	Dr. Monica Jan	Lecturer, Federation University, Sydney, Australia
66.	Mark Helman	DP Economics and MYP Humanities, Pechersk School International, Ukraine
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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 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:

<https://www.facebook.com/eurasiaresearch/>

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



Vitor Tomé


Expert on Digital Citizenship Education, Council of Europe, Lisbon

Topic: Tackling disinformation through Digital Citizenship Education

Vitor Tomé is an international expert (Digital Citizenship Education – Council of Europe; Tackling Disinformation and Promoting Digital Literacy Through Education and Learning – European Commission), a researcher at CIES-ISCTE-University Institute of Lisbon (main project: IBERIFIER - Observatory for Iberian digital media research and fact-checking). He is a scientific coordinator (PICCLE-Ministry of Education; Digital Citizenship Academy; Media Literacy and Journalism – Portuguese Journalists Union), a lecturer (Autonoma University of Lisbon), a journalist and a teacher trainer. PhD in Media Education and post-doctorate in Communication Sciences, lectured in Brazil and Japan, and is the author of several books, book chapters and scientific articles.

PRESENTERS

(Applicants & Participants)

<p>Noof Alsahli ERCICTEL2237059</p>	<p>Employing Aesthetic Values for some Saudi Arabian Landmarks in Fabric Design</p> <p>Noof Alsahli College of Art and Design, Princess Nourah Bint Abdul Rahman University, Riyadh, Kingdom of Saudi Arabia</p> <p>Abstract</p> <p>The research aims to recognize the distinctive features of the landmarks of the Kingdom of Saudi Arabia, create designs for decorative units adapted from some landmarks of the Kingdom of Saudi Arabia, make catalogue sample of fabric adapted from the decorative of some landmarks of the Kingdom of Saudi Arabia, and employ samples which received the highest vote from the judged in preparing a small piece from the fabric. The study tools include questionnaires, a visit to specific landmarks in two different cities, and interviews. The first questionnaire was collected to receive a vote on the fabric of the design before being created. In contrast, the second questionnaire was conducted to find the judges' opinions after creating the designs which received the highest votes. The interview responses were collected from tour guides. The results of the study include specifying the distinctive features of the landmarks, creating designs adapted from some landmarks, creating a catalogue of fabric samples adapted from the distinctive of some landmarks, the designed fabric was printed and added to the catalogue, and finally, fabric designs which received the highest vote from the first questionnaire were chosen to create small pieces.</p>
 <p>Gamze Korbek ERCICTEL2237065</p>	<p>Differences in Implementation of CLIL Practice in Italy, Spain and Turkey</p> <p>Gamze Korbek Ph, D, Post-doctoral Researcher & Assistant Professor, Charles University, Prague University of Hradec Kralove, Hradec Kralove</p> <p>Abstract</p> <p>Content and Language Integrated Learning (CLIL) has been steadily gaining popularity in Europe for the past two decades. Foreign language and content are taught and learnt simultaneously in a dual-focused classroom context. Due to its vast scope and flexible nature for the integration of foreign languages and the academic content in a dual-focused classroom, it has been implemented in a variety of circumstances under different regulations. The purpose of this article is to examine the differences in CLIL implementation policies in three different countries: Italy, Spain, and Turkey. A mixed-method design was made use of for the quantitative data collection process where the teachers of these three countries were asked to fill out questionnaires on a Likert Scale basis, whereas qualitative data collection was done by open-ended questions addressed to the teachers. Results show that the CLIL teachers of these mentioned countries require more teacher training opportunities for this type of practice. The paper also provides directions for future research. Keywords: CLIL, Teacher Training, Legislative Policies, Teachers' Perspectives</p>
<p>Saniya Abirin ERCICTEL2237056</p>	<p>Students' Attitude and Social Support Toward Home-Based Education</p> <p>Saniya Abirin Integrated Laboratory School - High School, Western Mindanao State University, Zamboanga City, Philippines</p> <p>Abstract</p> <p>This study examined the extent of Social Support (SS) relative to Students' Attitude (SA) towards Home-Based Education (HBE) amidst the Covid-19 pandemic. A descriptive - survey approach was used employing a Slovin's formula and stratified random sampling to determine and select samples from a total population of 75,542 junior high school students enrolled in 42 public secondary schools in Zamboanga City Division for SY 2020-2021. The stratification was carried out according to schools as strata across gender and grade level. DVs Age & SES were post-stratified since data were available</p>

only after gathering the data. The study was conducted from August to September 2021 amidst lockdown thus, a combined data collection - Online & Offline was conducted using adopted validated instruments. Out of 398 samples considered, only 383 eligible consenting JHS students completed the survey with a response rate of 96.23% to include 274 (71.54%) Online & 109 (28.46%) Offline. There were six problems investigated in the study to include determining the extent of social support received by JHS students in terms of Emotional, Informational, Instrumental, & Appraisal Support; level of students' attitude towards HBE measured in terms of Nature, Anxiety, Expectations, & Openness to Learning; the relationship between the two constructs of social support - Parents & Teachers and students' attitude towards HBE; influence of social support on students' attitude; and how the four IVs gender, grade level, age and SES affect social support dimensions as well as students' attitude. Descriptive & Parametric statistics such as Pearson, Multiple Linear Regression and MANOVA were used to analyze the data. Data assumptions were checked before using parametric tools. Based on the results obtained, teachers provide the most Emotional, Informational & Appraisal Support while parents provide the most Instrumental Support; the overall students' attitude towards HBE is High; SS has a significant moderate relationship with students' attitude; and SS varies significantly across grade level, age, & SES, while students' attitude varies significantly across grade level and age.

Keywords: Home-Based Education, Homeschool Learning, Social Support, Students' Attitude

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