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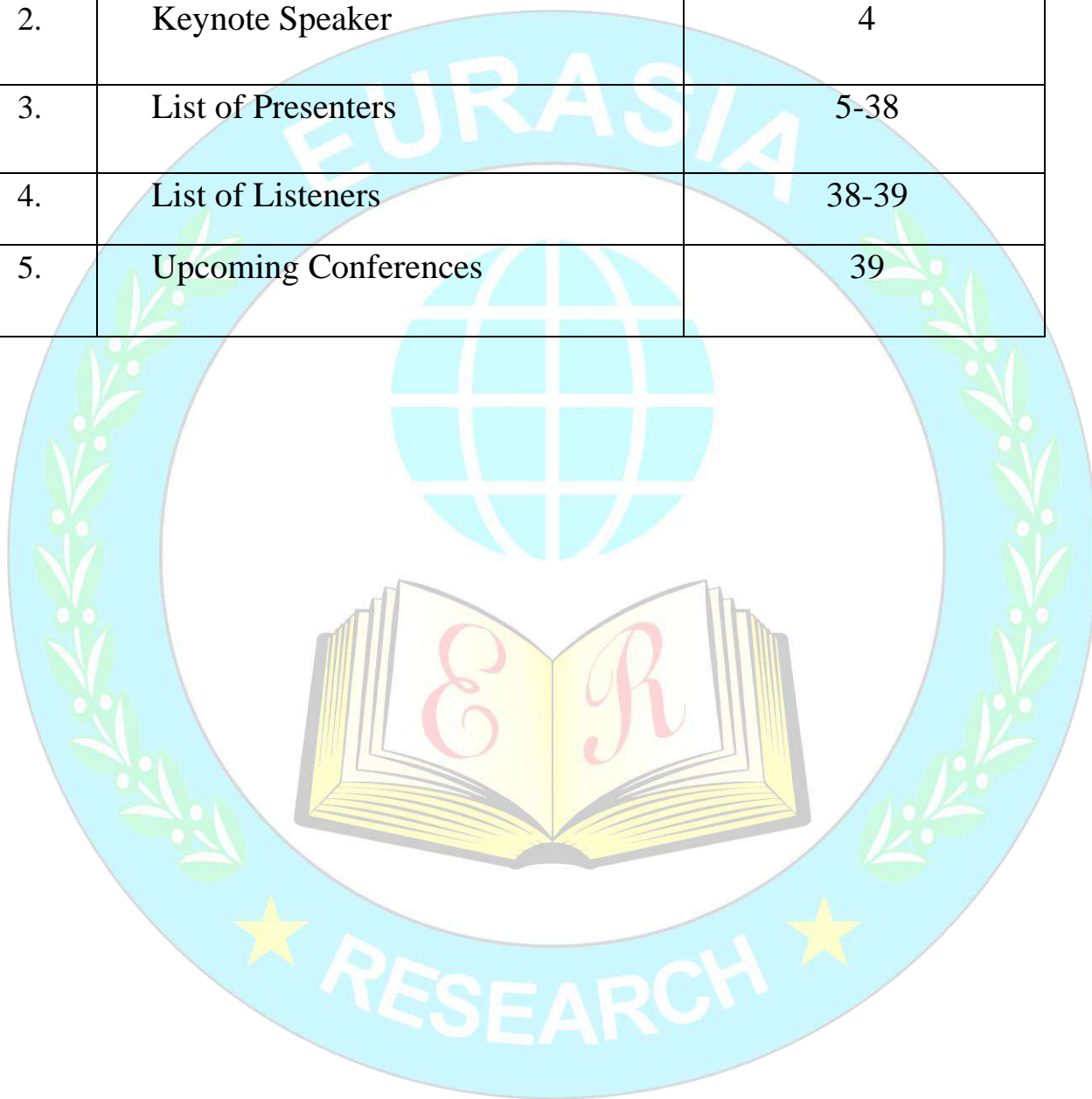
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Preface:

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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.

LIST OF KEYNOTE SPEAKERS



Dr. Pascale Hajal
Beirut, Lebanon
Topic: The New Methodologies in Education!



Dr. Ma. Victoria Castillo Magayon
Research Teacher, Guidance Counsellor, Taytay Senior High School, Department of Education, Rizal, Philippines
Topic: The Face of Artificial Intelligence (AI) and the Role of Educators in the 4th Industrial Revolution.



Henrique Teixeira Gil
Senior Lecturer, Polytechnic Institute of Castelo Branco, IPCB - Portugal
Topic: New Challenges for the Digital Natives: Results from the research within the initial teacher training in Portugal



Annika Bush
Research Assistant, Lecturer at Bielefeld University, Germany
Topic: Collaboration as a key competence in education systems – demands on a new generation of teachers



Benjapol Worasuwanarak
**Airline Business Lecturer, International College, Suan Sunandha
Rajabhat University, Bangkok, Thailand**
Topic: Active Learning for Next Generation of Education



Cell Dilon
**Associate Director of English Studies, Stamford international
University, Hua Hin Campus, Thailand**
Topic: Renaissance Influences on Modern Entertainment



Beata Mirecka Jakubowska
**Founder and CEO of Intercultural Education Consulting Group,
Jakarta, Indonesia**
Topic: Innovative strategies for active 21st century learning



Leila Mekacher
**Diploma Engineering Degree, Electrical Engineering and
Automation Technology, Technical University of Kaiserslautern,
Germany**
Topic: The future of Education, Working and Skills



Abdel Rahman Mitib Altakhaineh
Head of English Teacher Education Department, Assistant Professor of English Language and Linguistics, English Language Department, Al Ain University of Science and Technology, UAE
Topic: On the Comprehension of Metonymical Expressions by Arabic-Speaking EFL Learners: A Cognitive Linguistic Approach



Prof. Anne C. Ihata
Professor of English Language and Linguistics at Musashino University, Tokyo, Japan
Topic: Mentoring Graduate Research Students: The Importance of Incorporating Change and Chance Events into the Plan



Nasser Drareni
Associate professor of English specific purposes at University of Lounici Ali Blida2 in Algeria
Topic: Effects of Concept Mapping Through Team-Based Learning on Design Critical Thinking in Medical Education



Dr. Radzuwan Ab Rashid
Associate Professor, Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Terengganu, Malaysia
Topic: A Socio-cultural Framework for Examination of Social Support Process amongst Teachers in an Online Space



Ana Sofia Saldanha
Professional Translator, University Lecturer, Mentor, Ph.D. in Translation with emphasis on Mentoring in University of Vigo, Spain
Topic: Mentoring as a Trigger to Career Development



Dr Airil Haimi Mohd Adnan
Senior Lecturer, Universiti Teknologi MARA (UiTM) Malaysia;
Visiting Scholar, Indonesian Open University & Cosmopoint
University-College
Topic: Moving Fast, Breaking Things and Creating Future
Academic Talents in a Developing Nation: The Case of Malaysia



Dr Mladen Milicevic
Professor, Recording Arts Department, Loyola Marymount
University, Los Angeles, USA
Topic: Stealth Paradigm Shift Though Online Education



Dr. Froilan D Mobo
Associate Professor II, Assistant Director, Department of Research
and
Development, Philippine Merchant Marine Academy, Philippines
Topic: Educational Technology in the 21st Century amidst COVID-
19 Pandemic



Patama Satawedini
Assistant Professor, Bangkok University, Thailand
Topic: Digital Marketing Communications: A Future Skill and
Competency



Bogusława Gosiewska-Turek
MA, English Language and Literature at Opole University,
language editor in Journal of Education Culture and Society,
Wroclaw, and Androgogy Conference secretary, Poland
Topic: A Case Study of Polish Dyslexic Foreign Language Student
Learning English as a Second Language with the Employment of
Multisensory Method, and the Impact of such Instruction on
Students' Self-Efficacy



Pedro M. B. Silva Girão
Prof. Department of Electrical and Computer Engineering,
Instituto Superior Técnico (IST), University of Lisbon (UL),
Lisbon, Portugal
Topic: College Engineering Programs in the 21st Century



Somayeh Ahangaran
Professor of English Teaching, Farhangian University Centers of
CFU, Tehran, Iran
Topic: The Relationship between Interpersonal and Intrapersonal
Intelligence on Learning Collocations among Iranian EFL learners



Ana Sofia Saldanha
Translator (English and Spanish into Portuguese), Lecturer,
Mentor (Member of the EMCC and Associate Board Member
IMA), Lisbon, Portugal
Topic: Mentoring: An Essential Tool in Talent Development



Lee Saw Im
B.SC ED. (HONS), Chemistry Excellent Teacher, SMK Seri
Bintang Utara, Kuala Lumpur Malaysia
Topic: Enhance Student's 4C Skills in Chemistry Fun Learning
Through Problem-Based Learning



Dr Alberto D. Yazon
Associate Professor and Chairperson of Curriculum and
Instruction Development and Quality Assurance at the Laguna
State Polytechnic University, Philippines
Topic: Work Engagement, Job Satisfaction, and Employee's
Performance



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Topic: Affective Factors in Foreign Language Teaching



Dr Abdelhak Senadjki
Associate Professor, Department of Economics, Faculty of Business
and Finance, Universiti Tunku Abdul Rahman, Jalan Universiti,
Malaysia
Topic: COVID-19 and the Future of Education: Are we prepared?



Dr Steven C. Koehn
General Manager, University of Indianapolis television station,
President, Educational Telecom Channel for the State of Indiana,
United State
Topic: The Heroic Teacher in the Heroic Classroom



Dr Wijaya Heru Santosa
M.Pd. Sarjanawiyata Tamansiswa University, Yogyakarta,
Indonesia
Topic: Teaching and Education



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University, Thailand
Topic: Teaching and Learning English in Thailand



Husni Rahman Yoga
Assistant of Senior Lecturer and Lab in the Field of Linguistics,
Teaching and English Studies, Department of English Education,
State Islamic University, North Sumatra, Indonesia
Topic: The Utilization of 3D Animation: How Big is The Impact on
The Learning Process in The Classroom?



Dr. Shazia Malik
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University of the Punjab, Lahore, Pakistan
Topic: Parental Involvement of Pakistani Students in their
Curriculum



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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: Education 4.0

PRESENTERS

Bringing the Gap from Student Teacher to Classroom Teacher

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Abstract

Teacher preparation that includes a full-year internship in a Professional Development School (PDS) shows great promise for development and retention of classroom ready teachers. The PDS experience allows novice teachers begin their careers with strong pedagogical skills, a range of strategies in classroom management, and confidence in their readiness to function as professionals in the school. Despite this strong preparation in the PDS, research suggests that the transition from the status of “student teacher” to “teacher” poses challenges in socialization that beginning teachers are not prepared to address. The experience is best described as bureaucratic socialization, the need for persons new to an organization to become compatible with its values and structures. Employment in a new school requires that novice teachers adapt to the culture and follow the established practices of a new administrative structure. New teachers report a diminished sense of confidence in an environment where they cannot be assured of strong mentoring and support. Strategies to help new teachers anticipate and meet this challenge can offset early struggles. To



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address this gap in teacher preparation, this PDS internship model has been expanded to include: professional development at the culmination of the internship to foster awareness of the transition and to anticipate challenges, shared feedback from successful first year teachers, mentoring during the transition phase, and focused support from administrators.

Lina Soares
ERCICTEL2009065

Awakening Teacher Leaders: A New Paradigm in Education for School and Student Success

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Abstract

For decades, teachers have fulfilled many leadership roles from serving on committees, to functioning as department chairs and grade level leaders to selecting instructional materials and designing curricula. Advocacy for expanded leadership opportunities has become increasingly important in the United States. States and districts are promoting teacher leadership in multiple ways to professionalize teaching, create opportunities for teacher career advancement, enhance school improvement, and facilitate professional learning for educator and student success. Because teachers are on the frontline and interact daily with students, teacher leadership is based on the premise that teachers are in the best position to make critical decisions about issues related to teaching and learning. While teacher leadership is often viewed as a set of knowledge and skills that enhance the teaching profession, we believe teacher leadership is an optimal strategy for addressing the complex nature of schools. Engaging teachers more fully in collaborative teaching practices, improved decision making, and applying their expertise to strengthen the profession and increase student success has been found to be a win-win strategy for public education in states that have endorsed the teacher leadership principle. This contribution aims to bring awareness to teacher leadership. Based on a university advance degree course we have developed; we provide a research-based framework for promoting teachers as leaders to facilitate school improvement and ultimately student success. The framework includes: building relationships and partnerships, fostering a collaborative culture, advancing instruction and student learning, driving initiatives, and practicing equity and fairness.

Key Words: Teacher Leadership, Teacher Autonomy, Teacher Advancement, School Improvement

Basma Bukhari
ERCICTEL2009083

Using Task-Based Language Teaching in and Outside Classroom Context: A Quasi-Experimental Study on Saudi Female EFL Learners in the English Language Institute at King Abdulaziz University

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Abstract

Contemporary, people live in an information technology driven environment with very quick changes in technological tools. Such rapid technological changes and transformations resulted to dramatic changes in today's classroom teaching and learning. Moreover, students' learning approaches have changed and differed from those of previous generations (Brunsel & Horejsi, 2013). With the growing use of the current various technological tools among Saudi students, Saudi EFL teaching and learning is experiencing marvelous changes regarding teaching objectives, teaching methods and approaches, and teaching concepts. Thus, the researcher of the present study integrated two methods of teaching, namely, Task-Based Language Teaching (TBLT) and Flipped Classroom (FC) in order to teach English grammar to preparatory year students. This study aims to investigate the effectiveness of using Task-Based Language Teaching into Flipped Classroom model with the aid of WhatsApp application to teach English grammar to Saudi EFL students at King Abdulaziz University. Moreover, it aims to explore the students' perceptions toward the implementation of task-based flipped learning method on their grammatical development. For this study, a mixed-methods approach was employed through quasi experimental design, in which an experimental group and a control group were assigned. The data were collected quantitatively through pre- and post-grammar tests, and qualitatively through semi-structured interviews. The results revealed that the integration of the two methods sufficiently enhanced the experimental group's grammar ability to cause a statistical significance in comparison to the controlled group. Moreover, the experimental group students showed a positive attitude toward the implantation of

task-based into flipped classroom method.
Keywords: Task-Based Language Teaching, Flipped Classroom, English Grammar, English As A Foreign Language (EFL)



Sofia Cramerotti
ERCICTEL2009098

Promoting Teachers' Professional Competencies: Proposal of A Framework-syllabus

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Abstract

The aim of this research is the proposal of a framework-syllabus of teachers' professional skills and competencies. To promote the construction of this framework-syllabus for this study, a heterogeneous team of 15 users with complementary competencies was involved in its development (educational researchers, school principals-head teachers, teachers of all grades), according to Italian and international professional standards. The methodology used was based on different focus groups interspersed by individual moments of self-inquire and self-reflection. The outcome of this study is a framework-syllabus composed by skills and competencies that each "expert teacher" should master in order to meet the requirements of the teaching profession. The framework-syllabus is structured in 3 macro-areas (professional, teaching and organizing) and 16 competencies expressed in 77 different behavioral indicators (how demonstrate the indicator in her/his practice). It was structured in three macro-areas and 16 competencies explained in 77 different behavioral indicators (how demonstrate the indicator in her/his practice): 1. Area of professional competencies: Practice professional ethic; Manage relationships/leadership; Life-long learning/continuous training/innovation; Problem solving; ICT-digital competencies; Use of English language (L2) as professional instrument. 2. Area of teaching competencies: Teaching-learning/didactical planning; Enhance talent/educational guidance; Organizing educational resources; Inclusion; Handle class/groups; Students' observation/assessment; Evaluate the effectiveness of didactical interventions. 3. Area of organizing competencies: Collaboration/team working; Design/evaluate the school participation-system improvement; Handle/accompanying school's change.

Keywords: Teachers' Professional Competencies, Skills, Framework-Syllabus, Behavioral Indicators

Ameera Saeed Alharbi
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The Implementation of Flipped Classroom Strategy in an ESP Course to Enhance Students' Business Writing Proficiency

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Abstract

In English for Business classes, writing is a time-consuming process especially for ESP teachers who try to take the full responsibility of teaching this skill in class. Consequently, ample class time is spent on teaching rather than writing. In this study, flipped classroom strategy is employed to transform business writing classes into more learner-centered classrooms. The study aims to investigate the effectiveness of flipped classrooms in improving the writing of business students and reducing their errors. For this purpose, 34 female Business Administration students joined the study; half of the participants (17) received flipped classroom treatment for eight weeks and the other half learned business writing conventionally in class without any prior preparations. Qualitative methods were employed in data collection and analysis using writing samples and interviews. Error analysis was conducted on a writing corpus containing (119) samples collected from six different genres; emails, business letters, reports, memos, agendas, and meeting minutes. The results of the error analysis indicated that the students who received flipped classroom treatment had far fewer errors compared to the traditionally taught group in all six categories; grammar, mechanics, style, cohesion, coherence, and genre-specific components. Other findings also compared learners' errors in samples written while receiving treatment in campus to errors found in samples written during online flipped learning sessions; the shift to online learning was due to COVID-19 Pandemic. There were insignificant differences between the two means of instructions which supported the effectiveness of this strategy in teaching business writing. However, the data from the interviews with the participants revealed that they found online flipped sessions more challenging than in-campus flipped sessions. The study highly recommends

implementing flipped classrooms to teach English business writing as it has great advantages in both in-campus learning and online learning.
Keywords: Flipped Classroom, English for Specific Purposes, Business Writing, Online Flipped Classroom, ESP



Saša Milić
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Development of Socio-Cultural Identities of Preschool Children in Montenegro

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Abstract

Research objectives - The overall objective of the project was to explore the ways in which dominant socio-cultural identities are formed and expressed in pre-school children in Montenegro - national, religious, social- personal, language, gender identity. The basic assumption of research is contained in the conviction that "the ways of thinking about childhood are associated with institutional practices" (Prout, James, 2005: 22), through, using Fuko's language, "the regime of truth", so the crucial focus of research is precisely on the very practice of educators/parents relationships, or, more precisely, in the insight into how the educational relations makes the context to the support of manifesting autonomy and the agency of the child, on the basis of which we will "unlock" and deconstruct the dominant socio-cultural identities of children in Montenegro. **Methodology** - Methodological approach in this research was more qualitative and socio-cultural identities were examined through following research techniques: focus groups with 30 preschool teachers; systemic observation of education process in 6 cities/preschool institutions (150 children); questionnaire with 150 parents; photo-interview with 100 children and 6 case studies. **Findings** - Findings of our research form the three focus groups conducted with 30 preschool teachers are: Generally speaking, there is satisfactory level of knowledge of child rights in Montenegrin preschool institutions, but there is lack of deeper understanding how the concept of child rights can be implemented in education process; Preschool teachers are very little devoted to development of national and language identity and they actions in this directions are mostly formal and stereotypical. Development of religious identity is present, but from our point of view it is mostly stereotypical and oriented to Orthodox religion, with the significant neglecting of materials and activities which promote other present religions in Montenegro (Catholic, Muslim and other). Development of gender identity is definitely very stereotypical ("blue boys and rose girls") and this approach is present in most activities (educational, games, routines, celebrations) and materials (books, toys etc.). **Outcomes and Future Scope** - The findings of the study: 1) could potentially represent guidelines for understanding the overall picture of child development, educational impacts on pre-school age and understanding the development of identity in pre-school children, 2) can be taken as a unique contribution to the Montenegrin identity image, 3) and can offer a phenomenological view of the basic pedagogical dyad teacher-child and parent-child, but also the phenomenon of childhood in Montenegro and Western Balkan countries.

Keywords: Identity, Preschool, National, Religious, Gender, Language



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Impact of Social Media on the Academic performances of Advanced Level Students

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Abstract

The research strives to understand the impact of social media engagement its impact on the Advance Level student's examination performance. It is an established fact that Social Media has positive and negative impact on its youngsters. Scholars are of the view that as much as there are positive factors there are also negative effects on youth. But social media is here to stay and will be a main stream communication channel of the mankind. The researcher reviewed the literature with authoritative sources literature from journal articles to understand how Social Media impacts education of the youth and to determine over use of social media has an impact on students' academic grades particular that of Advance Level Students. The researcher used Mixed Method Approach of Data Collection, Quantitative and qualitative information collection was undertaken. Data was collected from three groups the advance level students of Sri Lanka from Kurunegala District from Public government schools and private school children. Parents of such student

participated in a face-to-face interview to collect rich information. Furthermore, a focus group discussion was carried out to collect information from Principals, vice Principals and sectional heads of 15 schools in the Kurunegala District to test if there is a negative or positive impact on the advance level student's examination results if they indulge in social media engagement and networking. With the objective understanding if Social Media has an impact of examination performance on advance level students.

Jason Chui
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Real-Time Learning Analytics for Face-to-Face Lessons

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Abstract

Albeit the proliferation of digital technology and e-learning, face-to-face lessons still comprise the majority of time spent in schools around the world. Traditional classroom teaching encounter fundamental constraints like the difficulty faced by one educator to track the understanding of a group of learners. Numerous tools exist to help educators but they are mostly detached from the actual teaching and learning materials, and hence necessitate a breaking away from the flow of the lesson to collect, visualize and understanding the data collected. In this paper, we present a real-time learning analytics system that is able to provide both educators and learners a real-time view of the data collected from learners' interaction with a mobile-optimized lesson embedded in a learning management system and accessible via mobile phones or computers. Data collection and visualization is automated and achieved with no friction to the flow of the lesson. The educator could use the data to keep track of individual students' responses, as well as moderate the pace of the whole class. Action research was done on a total of four classes of students to test the benefits of using the real-time learning analytics system. Quantitative sentiment feedback was collected and the number of targeted interventions by the educators were recorded. Targeted interventions are defined as moments when the educator spot a learning gap or misconception and intervene immediately to address the issue. Both categories of data captured showed positive results for the use of real-time learning analytics in the classroom. The system has potential to be used in any domain as it is domain-neutral in nature and built on open-source technology. Usage of the system also does not require much technical know-how, and the lessons created can be easily exported into any major Learning Management Systems (LMSs).

Keywords: Real-Time, Learning Analytics, Data Visualization, Classroom Teaching, Face-to-Face Lessons

Science Teaching Practices in Public and Private Secondary Schools of Lahore, Pakistan

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Abstract

The core purpose of school science education in secondary school is to construct science concepts among students. The stakeholders required a diaphanous picture of what science practice is currently being practiced at secondary schools to begin with. So, this study was designed to stipulate an image of occurring science practices at secondary level in Pakistan. The main objective of this study is to investigate the types of science teaching practices that have been preferred to use by science teachers to teach science. This study delimits the secondary schools of Lahore which is the second most populated city in Pakistan. The research was conducted on a sample of 60 schools [60 science teachers and 600 students]. The researchers captured the complete list of secondary schools of Lahore from official website and schools were selected through random technique. The most senior science teacher was opted for data collection in case of more than one science teacher availability at a single school. The study adopted a survey research design and data was collected through a newly developed a reliable questionnaire with Cronbach alpha = 0.95. The study result



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	<p>reveals that secondary school science teachers prefer lecture and discussion methods for teaching science. Significantly, the data shows that teachers are less interested in using inquiry method and project base learning in their classrooms. It is recommended that science teachers should adopt research-based teaching styles to develop better understanding of science among students. Keywords: Science Teaching Practices, Secondary School, Science Teachers, Science Student, Teaching Styles</p>
<p>Alberto Dizon ERCICTEL2010086</p>	<p>Positivity in Numbers: Structured Modules in Logic with the Integration of Positive Education</p> <p>Alberto Dizon Senior High School Department, Don Bosco Technical Institute - Tarlac, Tarlac City, Philippines</p> <p>Abstract This study focused on the development and validation of structured module in Logic with the integration of Positive Education following the five-core elements of PERMA Approach, the psychology of well-being and happiness. These elements which are positive emotions, engagement, relationship, meaning and accomplishment served as the foundations of the researcher in structuring the module. Moreover, the researcher studied how Positive Education helped the Grade 11 students, who are taking General Mathematics in school year 2019-2020, improved their academic performances and alter the views of the students in learning Mathematics. Specifically, the study was conducted by attaining the following objectives: (a) to develop and validate a structured module in teaching Logic. (b) to verify the effectiveness of the structured module to the students between the experimental and control groups; low- and high- performing students. Moreover, the structured module was validated by the Mathematics specialists for the content, specialists who were inclined with Positive Psychology and Positive Education, and by the selected students from the experimental group using a questionnaire. The results from these validations were satisfactory and highly acceptable. Hence, the effectiveness of the content was documented. The findings revealed that the structured module helped the experimental group to improve their performance in the post-test, which was not observed among the control group. Likewise, the study also verified if the Positive Education approach was a factor for the improvement of the performance of both low- and high-performing students. Eventually, the results may be considered as manifestations that there was no significant difference between the scores, meaning that the structured module was effective to both groups. Also, the study proposed an action plan recommending a Positive Education Program to the institution to encourage positive perspective and possibly affect happiness in the life of the members of the community, while increasing the academic performance of pupils and students. Keywords: Positive Education, Character Strengths, Perma Approach, Structured Module, Well-being, Positive Emotions THEME: It is actually a development and validation of a learning material in Mathematics with Positive Education. This study is basically proving that positive well-being can enhance the performance of the students leading to success not only in learning but also in teaching process.</p>
<p>Naviri Prilia Rahma ERCICTEL2010093</p>	<p>Development of Nationalism Attitudes in History Lessons in 11th Grade of Madania High School, Parung, Bogor</p> <p>Naviri Prilia Rahma Faculty of Historical Education, Post Graduate Program, State University of Jakarta, Jakarta, Indonesia</p> <p>Abstract This research aims to determine the contribution of history lessons to nationalism attitude in the students of grade 11 in Madania High School, Bogor. In addition, it is also to find patterns of character education development in the ideal of learning history, and the last is to find the obstacles faced by the teachers in building the character of Nationalism through learning history. The research was conducted using qualitative methods through in-depth interviews and questionnaires for the students of grade 11 and the history teacher at Madania High School, Parung, Bogor. The Nationalism Attitude is an attitude that shows the balance of love of the people in a country and the harmony of culture and territory contained in a nation with the aim of creating and will defend the country both internally and externally. The subjects of this research were the history teacher and the students of grade 11 at Madania High School each from the department of Natural Sciences and</p>

	<p>Social Sciences and the research was conducted during the January 2020 through March 2020 school year. The methods used in this research was a qualitative method and using a case study approach. Based on the results of observations and in-depth interviews with the history teacher and the students in grade 11 at Madania High School, it can be concluded by the researcher, the most prominent aspects of Nationalism are attitudes of love the motherland, honesty, responsibility, leadership, mutual cooperation, and tolerance. In addition, the 11th grade students at Madania High School stated that the history teacher performance had been very good and had succeeded in instilling a nationalism attitude through history lessons. In addition, students also suggest for future history teacher to make history lessons more interesting by adding role playing lessons when studying a subject in a history book and to add state defending material in history lessons.</p> <p>Keyword: History Lessons, Nationalism Attitude</p>
<p>Ukhti Nantika Mena ERCICTEL2012086</p>	<p>Foreign Language Classroom Anxiety: An International Student's Perspective on Indonesian Language Learning</p> <p>Ukhti Nantika Mena Educational Psychology, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia</p> <p>Abstract This study aims to explore perspective on Foreign Language Classroom Anxiety (FLCA) of an International student. Descriptive narrative is used to discover written and spoken responses from the student. An online survey was employed as a secondary data to identify the level of FLCA among six UPI international students. A student with the highest score volunteered to be interviewed. Several symptoms were found; lack of concentration, excessive worry, fear, unwanted thoughts and sweating. The results showed that difficulties to understand lecturers' correction, presentation and fear of getting left behind are three major causes of his anxiety.</p> <p>Keywords: FLCA, Language Anxiety, International Students</p>
 <p>Yuli Yuliani ERCICTEL2012085</p>	<p>Self-Efficacy Vocational School Students that Follow Online Learning in The COVID Pandemic 19</p> <p>Yuli Yuliani Education Psychology, Universitas Pendidikan Indonesia, Bandung, Indonesia</p> <p>Abstract The self-efficacy of vocational students in learning is very important and influential in achieving future achievements and competencies. This study aims to find out how the self-efficacy of vocational students in online learning in the epidemic period 19. The method applied in the study with case studies through a qualitative approach, the sample of this study was 6 students of class XI, SMK Negeri 3 in Garut Regency, parents of students, and the teacher who teaches the students concerned. Data collection techniques with interviews, interview instruments were taken based on the theory of self-efficacy aspects of Bandura. And the results of the interview stated that students 'self-efficacy who participated in online learning was low, students' perceptions of online learning were ineffective because there were too many obstacles, and the teacher's view of self-efficacy of students who participated in online learning was low, seen from the many obstacles that could not be overcome. parents' self-efficacy of students who take online learning is low, because students do not experience an increase in achievement and knowledge. The recommendations of this study are addressed to the Educational Psychology Study Program, schools, and further researchers.</p> <p>Keywords: Self Efficacy of Vocational Students, Pandemic Covid 19, Online Learning</p>
<p>Sara Bandar D Alharbi ERCICTEL2012081</p>	<p>Integrating Digital Storytelling and Universal Design Principles to Teach Arabic Language Curriculum</p> <p>Sara Bandar D Alharbi School of Engineering and Informatics, University of Sussex, Brighton, United Kingdom</p> <p>Abstract Mobile e-learning has become a new teaching and learning paradigm over the last few years, driven by the development of powerful smart phone and tablet technology. However, the Saudi Arabian education system especially in schools tends to follow the traditional teacher-centered methods in the classroom. A review of current literature has highlighted the effectiveness of mobile devices as</p>

an effective educational tool in higher education. There is a motivation to apply mobile learning in schools for enhancing learning and teaching methods along with addressing learners' needs. This study aimed at designing a novel mobile learning tool targeted at the Arabic language learning curriculum in second year primary schools. This devised to help shift teacher-centered education to learner-centered education, thus supporting effective and interactive learning within the classroom. This novel tool will combine digital storytelling and universal design principles on mobile devices. By doing this, the students can learn based on the process of creating their own stories at their own pace and sharing these stories benefitting their learning process. It is planned that a mixed research methods pilot study will be adopted to evaluate the effectiveness of this tool in student's engagement and learning.

Keywords: E-learning, M-learning, Mobile Learning, Digital Storytelling, Universal Design for Learning, Student Engagement



Veronica Amatari
ERCICTEL2013059

Analytical Observation of Instructional Process in Social Studies in Upper Basic Schools in Bayelsa State of Nigeria

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Abstract

Classroom communication is a vital ingredient in every instructional learning process within the school environment. The quality and quantity of teacher- pupil interaction is a critical dimension of effective classroom teaching. This prompted the development of a Classroom Interaction Sheet (CIS) for an analytical observation of behavioral activities that are predominant in a teaching /learning process in Social Studies. The Classroom Interaction Sheet observed 3 categories of behavior namely, teacher's activities, student's activities and others. The frequency of occurrence for each activity was observed for thirty-two instructional lessons. The inter-rater reliability estimated for CIS is 0.60. Findings show student's activities having the highest occurrence of 71%, followed by teacher's activities of 63%. Furthermore, student's behavioral activities such as responding to question; listening and chorus responses got highest scores (90.6%, 90.6% and 84.4%) respectively. Teacher's behavioral activities such as writing on the chalkboard; explaining and demonstrating with hands scored 93.8%, 99% and 93.7% respectively. It is recommended that teacher's behavioral activity such as praising and encouraging pupils' efforts which scored low should be improved on.

Keywords: Classroom Interaction, Behavior Category, Teacher's Activities, Student's Activities

The Development of a Care Management Model for Patients undergoing Continuous Ambulatory Peritoneal Dialysis at Hemodialysis Unit in Bamrasnaradura Infectious Diseases Institute

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Abstract

The purpose of this descriptive research was: 1) to analyze the situations and expectations of care management for patients undergoing Continuous Ambulatory Peritoneal Dialysis (CAPD) at the Hemodialysis Unit in Bamrasnaradura Infectious Disease Institute, 2) To develop a care management model for these patients and 3) to evaluate the appropriateness of the developed model. Key informants for analyzing the situations and expectations of the care management for patients undergoing CAPD were selected by the purposive sampling technique, including 1 physician, 8 professional nurses, 3 patients, and 3 caregivers. Experts were chosen for evaluating the appropriateness of the developed model included 4 representatives of the key informants: 3 administrators, 2 professional nurses, and an expert. Research tools consisted of: (1) a semi-structure interview for analyzing the situations and expectations of care management for the patients and (2) the guidelines for evaluating an appropriateness of the developed model. The first tool was verified by 5 experts, and the content validity index was 0.86. Data were analyzed by percentage and content analysis. The research findings were as follows. 1) After analysis the situations and the expectations of care management for the patients, 4 issues were found: (1) the hospital policy and health care services structure were unclear, (2) health care design and procedures of services as health care providers role were ineffective, (3) patients did not participate



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in a self-care and treatment program, and (4) the hospital, the community and primary care units were not connected. 2) The developed model for the patients comprised 3 components: (1) focusing on patients and caregivers center, (2) clear policy and cooperation of a health care team, (3) community cooperation and coordination with primary care units. 3) The appropriateness of care management for the patients undergoing CAPD at Hemodialysis Unit in Bamrasnaradura Infectious Disease Institute was at the high level (M=4.80)
Keywords: Model, Development, Renal Failure Patients, Continuous Ambulatory Peritoneal Dialysis

Piyawan Sunasuan
ERCICTEL2013063

Guide to the Development of the Intensive English Program for Graduate Students

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Abstract

This research aims to guide the development of the intensive English program for Graduate student. The objectives are 1) to study the English skills in which needed for the graduate students and 2) to study the potential of the current course with the expected proficiency level. The samples are 46 graduate students enrolled in the ENG 102 and ENG 103 courses of the school year of 2019/2020 in semester 1 from the Silpakorn University, Sanamchandra Palace Campus and 2 teachers. The researchers use 1) student survey 2) teacher interview and 3) focus group discussion among selected students. The data is analyzed by calculating the mean (\bar{x}), the standard deviation and document analysis. The findings show that 9 skills are in the need of the course development; 1) academic writing 2) occupational purpose writing 3) communicative reading 4) occupational purpose reading 5) academic speaking 6) occupational purpose speaking 7) occupational purpose listening 8) academic listening and 9) communicative listening. The current course does not meet the expectation on high level but have potential.
Keywords: English for Academic Purposes, English for Communication, English for Occupational Purposes, Intensive English

Wanlee Nualhom
ERCICTEL2013064

The Desirable Characteristics of Graduates of Bachelor of Education Program in Social Studies in Rajabhat University

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Abstract

The objectives of this research were 1) to study the level of opinions about the desirable characteristics of graduate students of the faculty of education, and 2) to explore opinions about the desirable characteristics of graduate students from graduate producers, graduate users, and academics. The researchers used a questionnaire to collect data from students of bachelor of education in social studies and interviewed with graduate users, graduate producers, and academics. The statistics used for data analysis were percentage, mean and standard deviation. The results of the research revealed that the overall opinion level was at a high level. The highest score is in the area of being a good person with morals and ethics and the teaching profession. The aspect

with the least level of opinions was to be an innovator. Therefore, graduate producers should promote the characteristics of the graduates to heighten their innovation capability through well-planned instruction and extra activities.

Keywords: Desirable Characteristics of Graduates, Social Studies, Rajabhat University

Tavin Wangkum
ERCICTEL2013065

Evaluation of the Coaching Teams Project to Enhance the Quality of Education

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Evaluation of the Coaching Teams Project to Enhance the Quality of Education

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Abstract

The purpose of this research was to develop an evaluation form of the project to improve the quality of education with higher education institutions as mentors. The assessment model of the AMET project developed consists of 4 assessment points, which are appropriate assessment, monitoring assessment, efficiency assessment and transfer of knowledge assessment. Find content validity by experts assess the consistency between each assessment and the objectives to be evaluated. The expert's evaluation found that the consistency index is between 0.60-1.00. When evaluating the Coaching Teams project to improve the quality of education, budget year 2019 of 11 schools, it is found that the appropriate assessment, monitoring assessment, efficiency assessment and transfer of knowledge assessment were accordance with the objectives of the project. The average consistency of the evaluation results is 4.60–4.80 and the standard deviation is 0.45–0.55.

Keywords: Project Evaluation Model, Education Quality Development Project



Mariz Ortega
ERCICTEL2013069

Understanding of the Periodic Table and Attitude towards Learning Chemistry: Effect of Mental Models of Periodicity (MMP) through Guided Inquiry Approach (GIA)

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Abstract

This paper sought to explore and investigate changes in students' understanding of the periodic table and attitude towards Chemistry by integrating mental models of periodicity (MMP) through guided inquiry approach (GIA) activities. A pre-post quasi-experimental design was utilized to grade 8 advanced class (AGHAMON) students from Assumption College, San Lorenzo Makati using Periodic Table Achievement Test (PTAT) and Attitude Towards Chemistry Lesson Scale (ATCLS) adapted from Demircioğlu et al. (2009) and Cheung (2007) respectively. Topics included in the use of MMP through GIA activities are atomic structure, electron configuration and periodic trends of elements. Students' MMP were analyzed and characterized from the responses in model checkpoint activities using Johnstone's triangle of chemical representation and transcribed think-aloud protocols during GIA activities. Data gathered from the pre- and post- PTAT were analyzed using t-test and Cohens-d for effect size while students' attitude towards Chemistry was analyzed using means and percentage from ATCLS, transcribed think-aloud protocols, recorded interviews, and classroom observations. Study findings revealed that students utilized microscopic mental models of representation by using and inventing models but can also be integrated to other characteristics of mental models in representing their understanding of the topics in periodic table. The study also found that there is a significant improvement on students' understanding and attitude towards Chemistry after the integration of MMP through GIA activities. With this, the use of MMP through GIA activities provided new opportunities for 21st Century learners to gain a more enduring understanding of the periodic table and confidence in learning which leads to a more positive learning attitude towards Chemistry.

Keywords: Mental Models, Periodic Table, Chemistry Education, Guided-Inquiry Approach Activities

Supalak Nakhornsri
ERCICTEL2013070

Challenges of Establishing Performance Indicators for Academic English Proficiency: A Case for EFL University Students

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Abstract

Global challenges allow universities to handle a significant role in securing the future labor force by fostering knowledge and other technical and academic skills in students. English proficiency is considered as one of keys for academic and occupational successes. In Thailand, the Office of the Basic Education Commission specified the B1 level of the CEFR as the goal of English proficiency for high school or vocational certificate graduates. Therefore, for university levels, students' English ability equal to B1 level or above is expected. English proficiency tests are needed to fulfill this assessment purpose. Moreover, one of the considering points is that the test results are generally reported quantitatively without meaningful interpretations so the test results may not be used as beneficial information for the educational development. This study attempts to investigate the Target Language Use (TLU) domain of academic English Proficiency for EFL university students so performance indicators can be established. The quality of this developed test was evaluated and the concurrent validity was examined to prove how well the developed test correlated to a well-established test. The sample of the study consisted 39 informants giving information about the TLU domain and 30 test takers for the main study. The instruments consisted of the open-ended questionnaire asking about the TLU domain and the developed academic English proficiency test. The data analysis included frequency and percentage for the analysis of the TLU domain. The construct validity, reliability and item analysis were analyzed for the test quality. Finally, Pearson's Product Moment was employed to examine the concurrent validity. In addition, the regression analysis was implemented to prove if the obtained scores can predict the scores from the standardized test. The findings are significant in several ways. First, these findings can contribute to a better understanding of the performance indicators of academic English proficiency. The developed test has a potential to be a useful instrument for several purposes such as for placement or diagnosis. Finally, the assessment of the concurrent validity can be useful to the test score interpretations.

Keywords: English Proficiency Standardized Tests, Ability Bands, Predictability of Academic English Performances



Andreas Winardi
ERCICTEL2013072

From Teaching to Coaching: Enhancing Students' Engagement and Creativity Amidst Covid-19

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Abstract

The outbreak of corona virus pandemic shocks the world. This invisible enemy has drastically changed our lives. We are forced to get out of our comfort zone and do something that we do not normally do. In the field of education, this manifests in the form of online learning. For example, instead of doing direct face to face interaction as we comfortably do, we need to use technology to reach our students. This may cause boredom because most of the time the students just listen to the teachers' explanation and do the assignments given to them. To remedy this situation, the author suggests that we swift our role from teaching to coaching as this may encourage our students to be more creative, enthusiastic, and engaged. This paper discusses the differences between the two roles, then proposes some ideas to turn this seemingly unfavorable situation into a more enjoyable one.

Keywords: Teaching, Coaching, Engagement, Creativity



Lisni Hastuti Harahap
ERCICTEL2013079

Character Development of Abdillah (Anak Berani, Percaya Diri, Inovatif, Lillahi Ta'ala, Action, Happy) During the Pandemic Covid 19

Lisni Hastuti Harahap

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Abstract

In implementing character education, schools can determine the main values developed in accordance with the needs and requirements of the school. This study describes the development of the ABDILLAH character which is implemented by the SD Laboratorium Percontohan UPI in Bandung, Indonesia. As part of broader research with research methods that use qualitative research and case study research designs, the data collected are interview data and documents. This research focuses on the way the teacher develops the character of ABDILLAH during the COVID 19 pandemic (coronavirus 2019). The results showed that the character development of ABDILLAH was carried out through distance learning. In this learning, the teacher as a guide, and the teacher is very dependent on parents to run the program. Based on distance learning carried out during a pandemic, this study argues that teachers have lost their role in character development, this is because character education cannot be done online. Thus, although learning during the pandemic focused on character development, the results of the study concluded that during the pandemic, schools were unable to carry out their functions as organizers of ABDILLAH character development.

Keywords: Character Education, Distance Learning, Online Learning



Goro Yamamoto
ERCICTEL2014066

Development of EFL/ESL dictionaries from the year 2020 onward

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Abstract

In the 21st century, it has become more challenging to develop a contemporary dictionary for English learners and highlight its unique features. As example phrases or sentences in fourth-generation EFL/ESL dictionaries utilize the large-sized corpora and statistics such as T-score and Mutual Information (MI) for their collocational features, the information presented in different dictionaries is relatively similar. Thus, the new editions of dictionaries are sought to include user-friendly, informative, and unique content. Therefore, lexicographers should acquire knowledge of the factors that make a newly developed or edited ESL/EFL dictionary practical and competitive. This presentation particularly focuses on one of the major English-Japanese dictionaries published in 2019, Wisdom 4th, and discusses the development process of a new dictionary edition. The presenter, who joined the development project as a co-writer and editor, will explain the changes in Wisdom 4th as compared to the 2013 edition and the features and content added to make the new edition more competitive in the dictionary market. The presentation will include examples of dictionary contents, such as newly added entry vocabulary items, revised example phrases and sentences, varieties of columns, and updated signposts, from the new edition. Though this presentation is based on the EFL/ESL dictionary for Japanese English learners, the same methodology applies to the development of an ESL/EFL dictionary for speakers of any other language.

Keywords: Corpus Linguistics, Lexicography, English Dictionary

Tony Minotti
ERCICTEL2014082

Writing with Colors

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Abstract

Learning English as a second language is a challenging endeavor, a strong desire and commitment from the student is needed. Unfortunately, today the importance of proper writing skills has deteriorated with the introduction of social media. These days, people have become sloppy in their writing with the addition of abbreviations such as LOL (laugh out loud) or BFF (best friends forever), to name just two. It has come to the point where the reader must be able to decipher special codes to understand the meaning of a simple message. This paper introduces several

techniques using colors to help students improve their writing abilities. By using colors teachers can concentrate on specific language areas, this technique is not limited to any specific level of ability, but can be incorporated into any lesson. Also, students can learn a useful habit, with the use of colors a student will recognize a remember parts of speech based on the color scheme of the writing. Finally, the teacher can recognize weak points of the students and concentrate on those areas. When grading an assignment, the teacher can review and correct work more efficiently and with fewer explanations by looking at the position and colors that were used in the task.
Keywords: Language Area, Grammar, Scaffolding, Assignment, Shortcuts



Angel Chang
ERCICTEL2016064

Allocating Educational Resources Equitably and Efficiently in Enhancing Learning Outcomes: A Case Study of Early Education in Zhejiang Province

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Abstract

In responding to the 2017 “Activate the Implementation of Early Childhood Education Plan” amended by the Ministry of Education in China, early childhood educators and administrators have realized the importance of allocating educational resources equitably and efficiently. Educational resources are essential since early education is mostly private-run, whereas student-teacher ratios, school facilities, teaching quality, and school curricula differed. Researching this topic could examine the efficiency of various counties utilizing limited educational resources and whether schools allocate such resources equitably. Zhejiang Province ranged from metropolitan cities such as Hangzhou to small cities and towns in rural areas, which provides diverse educational contexts to study this issue. Historically, Zhejiang has been a model for providing equitable student access and decreasing the cost of early education in China. However, the province has not provided solutions in addressing the equitable resources among various early education institutes. This study examines the differences in allocating educational resources by comparing the 89 counties in Zhejiang. We will first employ the rough set theory to filter out the factors that might result from regional differences. In doing so, we could eliminate the possibility of multicollinearity and how it might affect the causal relationship in our regression model. Our initial findings reveal that the quality of teachers, the number of full-time teachers and staff, and the county’s economic index had various effects upon teaching and learning. The study may provide a solution in addressing similar issues in other early education settings. The results suggest strategic planning for allocating early educational resources equitably and efficiently.

Keywords: Equitable Educational Resources, Allocating Educational Resources Efficiently, Rough Set Theory, Teaching and Learning, Strategic Planning



Dencisca Ellyvia Sidin
ERCICTEL2016072

The use of Dart & Wheel in Teaching Preschool Children

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Abstract

The research attempted to examine a teaching aid designed to teach basic learning skills of recognizing, naming and describing among preschool children. The teaching aid referred to as “Dart & Wheel” is based on the conventional concept of board game that allows unpredictability and control. The common issues that influenced teachers’ decisions in utilizing a myriad of teaching aids were the limited variety of existing materials and they also needed to reduce children’s attachment to mobile devices that may interfere with their development and learning. A preschool class of 25 children, along with the parents and teachers, was chosen as subjects for this study. There were two research methods: observation through checklist on the children’s behavioral responses and semi-structured interviews for the parents and teachers. The findings from this research might reveal how effective this teaching aid can be in assisting preschool teachers deliver engaging lessons.

Keywords: Teaching Aids, Screen Time, Preschool, Board Game, Basic Learning Skills

Kaira Moraes Porto
ERCICTEL2016081

The Relationship Between the Development of Thought and School Education

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Abstract

This paper presents a study of the thought development process and its relationship to school education from historical-cultural psychology in order to contribute to studies on teacher education. For the historical-cultural psychology, the development of the human psychism is identified with the complexification of higher psychic functions. In this process, according to L. S. Vygotsky, the development of thought occupies a central role because its development contributes to the development of other functions that integrate the complex system of the human psyche. Nevertheless, the development of thought cannot be understood as a natural process or that happens independently of the relationship that the individual establishes with society and culture. The transformation of the content and forms of thought depends on the appropriation of culture; more specifically, they depend on the process of internalization of signs. For the authors of historical-cultural psychology, the internalization of knowledge, in particular, the existing theoretical knowledge in the sciences, arts, and philosophy, is necessary to promote this process. Based on these statements, it can be concluded that the knowledge to which children have access, especially during the schooling process, plays an essential role in their psychological development and their worldview. However, as postulated by L. S. Vygotsky, not all learning promotes development; Therefore, the nature of the activities that the individual performs in their school process should be the object of analysis. These propositions could contribute to studies about school education, especially regarding the role of scientific, artistic, and philosophical knowledge in school, as well as the way they are taught, aiming the promotion of human development. Besides, it contributes with the advance scientific knowledge in the field of teacher education because it highlights that teacher education must provide knowledge about the psychological development, about the methods of teaching in view of the formation of critical citizens capable of understanding and of changing the global situation.

Keywords: Development of Thought, School Education, Teaching and Learning

Rakesh Khanal
ERCICTEL2016085

An Investigation of Effectiveness of Flipped Classroom Teaching in Project Management Course: A Case Study of Australian Higher Education

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Abstract

This paper is a pedagogical experimental study which describes a trial of flipped classroom approach of teaching within the context of project management education to a cohort of international students. Project management being an applied course cannot be learned entirely through a textbook under traditional teaching setting. Therefore, flipped classroom approach has been introduced to address the need to transform the traditional teaching pedagogy to foster active learning in project management education. The flipped classroom model adopted in the present paper has three important components: offloaded content made available through online learning management system, student centered in-class activities and three major assessments. The result of the study show that flipped classroom approach is effective in enhancing student's performance in terms of final grade and overall student learning experience. The results show that flipped classroom approach led to 39 % increase in student performance on average as compared to traditional lecture-based approach suggesting that flipped classroom approach can be a good substitute to a traditional lecture-based teaching for an applied course such as project management. More importantly, flipped classroom teaching could serve as a good tool for Emergency Remote Learning (ERL) to substitute Face-to-Face teaching amidst COVID-19 pandemic.

Keywords: Flipped Classroom, Higher Education, Project Management, Pedagogy, COVID-19, Emergency Remote Learning

Prabha Kasliwal
ERCICTEL2016074

Role of Emotional efficacy in e-learning platform: A review

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Abstract

The e-learning platform brings a big revolution in education universally connecting passionate ubiquitous learners to customize and enhance knowledge. Today's millennial and z generation learners are keen on upgrading their knowledge and skills by taking a MOOC's course. Measuring the effectiveness of this e-learning platform is challenging. The online learner's preference for a course, engagement, commitment towards course completion and reviews are the deciding factor in the success of the course on any e-learning platform. The university hosting the course, course instructor requires valuable inputs in redefining the course. Need of hour is to develop a system to analyze the feedback in online course. One of the methods we suggest is to recognize emotions from the text. The textual information can be extracted from the participation in discussion forum, feedback, poll and survey. The textual emotional analysis of extracted data can reflect the popularity of the course, modification and acceptance level. In this paper we discuss techniques of natural language processing algorithms to deduce the emotions related to the course. By extracting emotions from the discussion forum, prediction of the potential parameter to bridge the gap of MOOC enrollment towards successful completion can be inferred. The keywords in emotion dataset are employed to classify the mood of the learners. It is hypothesized that the e-learning will improve student engagement due to ubiquitous learning environment.

Keywords: E-learning, Emotions, Natural Language Processing, E-learning Analytics

**Ljiljana Markovic &
Biljana Doric
Francuski
ERCICTEL2015059**

Academic vs. Artificial Intelligence in a Future Classroom

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Abstract

Teaching, education and learning are the areas upon which artificial intelligence (AI) – as an inseparable component of the high-speed technological developments that have marked the 4th Industrial Revolution – should, quite logically, have enormous impact. However, although emerging technologies (ET) have already managed to alter multiple facets of the 21st century world in which we live, bringing enormous benefits to various domains – for instance, to industry, medicine, army or travel, the sector of education has not yet fully utilized the array of accessible innovations and available advantages of this rapid progress of technology. Even though today, due to the fast-changing technological environment, on the one hand, and the global interconnectedness which has been brought upon us by the advancement of information and communications technology (ICT), on the other, we live in the era of information, the field of scientific and professional education still has a long way to go in order to gain utmost profit out of the inexhaustible resource of potential called AI & ET. Nonetheless, the situation is not so simple, since – despite the obvious complementarity of education and technology, which boosts and supports each other's improvement – traditional instruction is still prevalent, due to many reasons. Namely, the integration of artificial intelligence in the human background of teaching and learning requires a preceding shift of the entire educational paradigm. Indisputably superior intelligence of humanoid robots (androids), which has allowed them to successfully replace people in numerous jobs, even those related to human customers, still cannot make up for their deficiencies in the spheres of social and emotional intelligence, so vital in the process of education. It is the purpose of our paper to demonstrate that this is precisely why the old-fashioned relation between professors and students has until now been only slightly modified by technological innovations, such as blended learning and digitalization, having still remained far away from being thoroughly redesigned by the introduction of completely artificial intelligence systems that would take the place of the human beings working as professors who share with their students not only their knowledge and skills, but also their emotions and socio-cultural experiences, through live and active interaction.

Keywords: Artificial Intelligence, Information and Communications Technology, Androids, Professors, Teaching and Learning

**Ingrid Hamilton
ERCICTEL2015060**

Test Wizard - Test Creation, Online Assessments and Results

Ingrid Hamilton

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Abstract

Our goal at Eduware for the last 22 years was to help teachers with the challenges and time management student testing and assessments. With digital instruction tools playing an increasingly larger role in today's educational system, it has opened the gates for a more intuitive and accurate gauge for measuring student academic growth and teacher instructional performance to help teachers course correct with data reporting and analysis. Simple Student Interface-Test Wizard's simple student interface makes it a viable tool for students with access to computers, smartphones, or tablets, requiring virtually no training or instruction. Test Wizard also provides a hard-copy testing option with a fully customizable print feature. Test Wizard's teacher interface has also been optimized to minimize the amount of time spent curating or assigning work, while maintaining a focus on our data reports. An intuitive graduated-colour scheme along with a number of data display options (graphs, charts, etc.) allow for easier interpretation of even the most involved data reports. Data-Driven Instructional Model-Test Wizard is a timesaving assessment tool that uses a data-driven instructional model (assess/analyse/pivot). By providing a reports dashboard with features such as item analysis, Test Wizard allows for isolation of subject areas or standards that could require further instruction by analysing response distributions across a class, classes, school and/or district. The constant feedback available after every homework assignment, quiz, or test will enable teachers will enable teachers to directly clarify misconceptions, shift day to day instruction and improve their course for future students.

Oz Guterman
ERCICTEL2015078

Perception of Performance Goals and Academic Achievements in Majority and Minority Groups of Students in Israel

Oz Guterman

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Abstract

In modern society, academic success is closely associated with achievement. In order to help students of majority and minority groups realize their potential, it is essential to understand the factors that promote academic success among these groups. The research literature indicates several factors that are associated with academic success, including learners' goals. The research focused on learners' goals and examined the learners' goals of 205 second-year undergraduate students that half of them is from the minority group in Israel. The research examined the relationship between learners' goals and grades over a period of two and a half years. The findings indicated different correlation of learners' goals with grades in each of the two groups, and highlighted the importance of learners' goals in certain situations. Theoretical and practical implications of the findings for guiding and assisting students will be discussed.



Mrs. Gedy Matisen
ERCICTEL2015078

Effective Outdoor Learning Methods for Environmental Education - A Case Study of the Adventure Hiking Hobby Class in Tartu Environmental Education Centre in Estonia

Mrs. Gedy Matisen

Hobby School Teacher, Tartu Environmental Education Centre, Estonia

Abstract

The presentation will give a summary of outdoor learning and adventure education methods used during the school year of 2019-2020 in a hiking hobby class in Tartu Environmental Education Centre, locating in Estonia. During the presentation Gedy Matisen will describe how each activity was designed to enhance the key competencies of students aged 16-18 years, based on the hiking work plan, execution activity log and the diary kept by the students themselves. Hiking class is a form of non-formal education system where youth can gather after school hours and learn together about nature, discover their own abilities and develop their skills to become better people. The process of learning is mostly organic and self-guided, and rewarded with adventurous experiences in the wilderness. Most key-competences, especially social skills and leadership skills, are gained through peer-to-peer learning, offering support to each other, and stepping out from everyday comfort zones. Gedy Matisen has worked in the field of education since 2011. Last 7 years she has been youth leader in hobby school, running different hobby classes, international projects, and coordinating the Baltic Sea Project activities in Estonia among the UNESCO Associated Schools Network. She did her environmental science and pedagogy studies in the University of Tartu. Her

<p>Apostolos Kaltsas ERCICTEL2015080</p>	<p>presentation for this conference is supported by the local government of Tartu city.</p> <p>Vocational High Schools Students' Views on the Circulation of the Electric Current in the Electronic Control Unit (ECU) of the Modern Cars</p> <p>Apostolos Kaltsas 1st Ergastiriako Kentro (E.K.) of Piraeus, Secondary Education of Piraeus, Piraeus, Greece</p> <p>Abstract An electronic control unit (ECU) is any embedded system in automotive electronics that controls one or more of the electrical systems or subsystems in a vehicle. Its purpose is to control and process information by converting it into electrical signals in order to be recognized. This paper presents the results of research on students' views on how the ECU electrical signals of modern cars are represented in their minds and what mental current model they adopt. The literature on students' views about electric current states that they adopt 4 models: The monopolar model, the conflicting currents model, the consumer model and the scientific model, which is the scientifically accepted. The survey was conducted through a semi-structured interview where respondents were free to talk about the issue and give their own views. 26 students (21 boys and 5 girls) of Vocational High Schools (specialty "Vehicle Technician") from the prefecture of Attica participated. The analysis of the results showed that 15.4% of the students adopted the monopolar model, 30.8% the conflicting currents model, 26.9% the consumer model while the same percentage (26.9%) adopted the scientific model where it turns out that the scientific model approach does not seem to be achieved satisfactorily. It was also found that students' views were influenced by their previous knowledge and experiences with other modern devices such as mobile phones. In conclusion, it is imperative that teachers, by designing appropriate teaching interventions, inspire and guide students in intensifying their study of the characteristics of CPU electrical signals in order to increase their interest and approach to the scientific model. Keywords: Electronic Control Unit, Vocational High Schools, Electrical Signals, Current Model</p>
<p>Dioscoro Baylon Jr ERCICTEL2015082</p>	<p>Delving into Behavioral Finance: Uncovering the Linkage between Investment Preference, Investor's Profile, Personality Traits, Risk Perception, And Investment Goals</p> <p>Dioscoro Baylon Jr. Financial Management Department, De La Salle University, Manila, Philippines</p> <p>Abstract Investment is a popular financial vehicle wherein people invest their monies in the hopes of generating more income. Consequently, people are expected to make investment decisions that will give them maximum returns. However, this does not happen in reality. The study therefore believes that several factors influence the investment preferences of the people, specifically their personality traits, risk profiles, risk perception, and investment goals. In other words, the study seeks to prove that investors are irrational decision makers. For that reason, the study borrowed ideas from the field of behavioral finance, which is a combination of behavioral and cognitive psychology theories and conventional economics and finance theories. The study conducted a survey with ninety-six working adults who are currently investing in stock, bonds, money markets, mutual funds, and/or foreign exchange market. Personality traits and risk perception revealed no significant associations with investment preference. On the contrary, investment goals showed partial significance. The study therefore concludes that when it comes to investing, investors are able to set aside their personalities and feelings towards risks for the sake of generating more income. However, the study is not closing its doors on the possibility that personality traits and risk perception may still have chances of significantly influencing people's investment decisions. Thus, the study recommends future studies to consider exploring other factors such as education, age, gender and the like, which might show significant effects on people's investment decisions. Keywords: Investment, Working Adults, Investors, Investment Preference, Risk Profile, Personality Traits, Big Five Personality Traits, Risk Perception, Risk Aversion, Investment Goals</p>
<p>Efrat Gill ERCICTEL2015082</p>	<p>Differences in Employment Perceptions and Future Expectations between Students of Jewish and Arab Origin in Israel</p> <p>Efrat Gill Department of Human Resources, Western Galilee College, Israel</p>

Abstract

In light of the differences between the Jewish majority and the Arab minority in Israel, in the fields of employment and education, the study focused on examining the differences between students regarding their employment perceptions and their future expectations in these fields. The study reveals differences in both the future employment perception and the current employment perception.



**Muhammad Zaki
Yahaya
ERCICTEL2017071**

Students' Perception on the Use of Synchronous Video (Syvi) in Mock Interview Task

Muhammad Zaki Yahaya

General Studies Department, The Polytechnic of Tun Syed Nasir Syed Ismail, Malaysia

Abstract

Covid19 has heightened the need to use online teaching, learning and assessment processes. Remote classes and online activities have taken over the traditional classes like tsunami, leaving long lasting impacts. With that, educators were forced to try many means as to ensure the learning process will still take place despite the confined and the limited face-to-face time. The use of synchronous video is seen as one of the emergent and readily available means which can be used further to continue with the process, especially on communicative task, specifically mock interview. 30 students were involved in this study to assess their acceptance to the use of synchronous video (SyVI) in a graded mock interview task. Technology Acceptance Model (TAM) was used as the basis of this study and the design of the instrument. As a result, it was found that, overall, respondents showed positive attitudes in using SyVI in their mock interview task. The finding of this study can be further explored and used by instructional developers and teachers in designing more tasks utilizing synchronous video in their communicative classes.

Keywords: Synchronous Video, Oral Communication, Mock Interview Task, Covid19



**Hilda Aseoche
ERCICTEL2017070**

Lived Experiences of Moocers: A Phenomenological Study

Hilda Aseoche

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Abstract

This study involved educators who took online courses under MOOC or Massive Open Online Course sponsored by the U.S. Department of State in partnership with the Regional English Language Office (RELO) in the Philippines. It focused on the essence of the lived experiences of the a MOOCer. Findings reveal that teachers may find MOOC a venue for the continuous and sustainable training platform where they could discover new approaches, strategies and effective methodologies for the improvement of teaching-learning process. MOOC will serve as the common milieu for teachers to meet new acquaintances, friends, noted personalities, authors, and trainers. The new knowledge, skills and attitude developed through time as they continuously hold with the tenets of MOOC will bring them place in the domain of education and training. The hunger for latest ideas and information brought about by internalizing the ideals of MOOC will drive them more to discover new ways of thinking, teaching, and sharing thoughts for the betterment of learning school children. MOOC will become the hub for the complete development of total personality and attitude of ideal teacher of tomorrow.

Keywords: (MOOC) Massive Open Online Course, Teaching-Learning Process, Total Personality Development, Approaches, Strategies, Effective Methodologies



Florence A.

Delegatory Functions of Public Secondary School Principals in Ogoja Education Zone Implications for Effective and Efficient Secondary School Management

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Basake Julius

Ebonyi State University Abakaliki Sbonyi state

Abstract

This study focuses Delegatory Functions of Public Secondary School Principals in Ogoja

Undiyaundeye
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educational zone of Enugu State. In other to achieve the purpose of the study, four corresponding specific purposes guided the conduct of this study. Four research questions and two null hypotheses were also formulated based on the purpose of the study that guided the researcher in the conduct of this study. A comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. The design of this study was the descriptive survey research design aimed at eliciting information from the respondents based on the research questions. The population of the study comprised 809 teachers in the secondary schools in Ogoja educational zone. The instrument used for data collection was structured questionnaire and data collected were analyzed using mean and standard deviation to answer research question while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that to high extend do principals delegate supervisory functions to teachers in public secondary schools in Ogoja educational zone, to high extend do principal delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone, to high extend do principals delegate classroom management function to teachers in public secondary schools, to high extend do principal delegate administrative functions to teachers in secondary schools in Ogoja educational zone, there is no significant difference in the mean rating of male and female teachers on extend principals delegate supervisory functions to teachers in public secondary schools in Ogoja educational zone and there is no significant difference in the mean rating of male and female teachers on extend principals delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone. Based on the findings the following recommendation were made: principals should always delegate supervisory functions to staff for effective running and enhancing the administrative system of the school, secondary school principals should avoid discrimination on the issue of delegating of disciplinary functions in the school and administrative functions should be delegated based on staff competence and capability.
Keywords: Delegatory Functions, Public Secondary, School Principals



Muhammad Zaki
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Factors Contributing to English Speaking Proficiency Among Undergraduates
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Nur Afiqah Abdul Halim
Universiti Sultan Zainal Abidin, Kuala Terengganu, Malaysia

Muhammad Aiman Abdul Halim
Universiti Teknologi MARA, Dengkil, Malaysia

Abstract

Among the four English language skills, speaking has been seen as the most important in one's career, study or even life as the need to convey and transfer messages verbally via oral communication is crucial. It also has been viewed as the scariest and the toughest to master. One's proficiency in speaking usually is influenced by some contributing factors. Knowing these factors can actually help further planning to be made as to amplify the mastery of the skill. For that, a study utilizing a set of questionnaires was conducted on 50 undergraduate students to assess what are the known contributing factors to their English-speaking proficiency. Four main known factors were listed; (1) language anxiety, (b) parental influence, (c) peer influence and (d) instructor influence; and from the research, it was found that instructor has the highest influence on the respondents while parental influence is the least. The findings of this quantitative study can be fully utilized in strategizing on what to be done in helping undergraduates to enhance their mastery in English speaking, at the same time boosts the chances for them to be hot selling in the job market.

Keywords: English Speaking Proficiency, Speaking Proficiency Factors, Oral Communication



Hima Parameswaran
ERCICTEL2018071

A Correlation Analysis of Learning Organization and Change Management– Is it A Strategy to Have a Competitive Advantage in your Organization?

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Abstract

For an organization to be competitive, the employee involvement plays a significant role. As human wants and needs are always changing, it necessitates new products and services in the market. When it comes to external triggers, social, political, economic, technological changes impact on organizational policies and processes. To update with these elements, organizations must have a learning culture by adopting strategic move in its structure. A mixed-approach (survey and interview) study with an investigation on change management and learning organization in selected industrial companies in the UAE, with a sample size of 400, aids to find relationship between organization learning, change management and competitiveness. The survey with a quantitative and qualitative analysis confirms the significance level of related dependent variables. Organizations can utilize the model, 'strategic learning-change bundle' that crafted from this study towards its competitive advantage.

Keywords: Organization Learning, Change Management, Strategy, Competitive Advantage

Aliye Sarac
ERCICTEL2018076

Internet of Things (IoT) Education for Non-Engineering Students and Examination of their Group Projects

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Abstract

Internet, when it started to be used worldwide, had great importance as it connects people and creates a global communication network. Nowadays, the internet has gained a new dimension, which is known as the Internet of Things (IoT), which enables objects to be connected to each other through sensors and cloud computing. With this technology objects communicate with each other and transforming daily and professional life. IoT is not limited to affecting engineering sciences, but also enables the objects used in education, health, agriculture, logistics, modern farming, security, energy management, urbanism and many similar areas to be made "smart". Since the data obtained through sensors are diverse, IoT technology has a structure that allows many disciplines and informatics field to meet on a common ground, allowing the creation of materials and project development to cover both programming and other disciplines. Within this context, on the basis of IoT's multidisciplinary feature, it is aimed to examine the impact of the IoT training process and to examine the projects developed by pre-service teachers studying in different disciplines. The study was designed as case study which is one of the qualitative research methods. This study was carried out with a total of 36 pre-service teachers, 19 from Science and 17 from Computer Education and Instructional Technology departments. 7 groups were formed from the participants. At the end of the 7-week IoT training, an open-ended questionnaire was used to analyze the opinions of the pre-service teachers about developing similar projects in the future and the contribution of training to professional competencies. In addition, at the end of the training data were collected from the project reports submitted by the groups in order to determine the project areas. The vast majority of the participants, 97% (f:35), stated that they would like to develop similar projects in the future. Only 3% (f:1) did not state a clear idea with the answer "maybe", there is no participant who does not consider developing a project. While 97% of the participants (f:35) thought that participating in this training would have a positive effect on their professional competencies, 3% (f:1) of the participants gave a neutral answer by stating that they did not think it would create a positive or negative effect. Also, it was determined that the group projects presented at the end of the training consisted of smart city / municipality (f:3), smart agriculture (f:1), smart farming (f:1), home automation (f:1) and security (f:1). Although the opinions of the pre-service teachers, who voluntarily participated in the IoT training, about this training on professional competence and

project development are very positive, it has been observed that the projects are not creative enough in terms of quality. It has been observed that 4 of the 7 projects are similar projects that are frequently mentioned in internet resources that refer to IoT. This study is important in terms of setting an example for faculties that are except from engineering faculties aiming to train individuals in line with the needs of the digital age. The findings are expected to light the way to the researchers and experts in the field for future studies. It can be suggested that training of many different disciplines together and integrating the IoT education into other courses in the curriculum for a longer period can contribute to the projects to be more creative.

Keywords: Internet of Things Education, Group Projects, Interdisciplinary Group Works

Higher Education - Quality and Excellence



Paulina Bialka
ERCICTEL2019062

Paulina Bialka
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Abstract

I am a PhD student working on quality and excellence in higher education. The research problem that I am working on is an attempt to answer the question of how quality and excellence are conceptualized by three different actors: academics, politics and employers. Each of these social actors probably have a slightly different perspective on quality. Secondly, quality is an absolute in the eyes of some. I will try to characterize the concept of quality of education and explore the meanings of excellence, and answer the question: what are the ways of thinking about the quality of education and how it is thematized in relation to the place from where the voices come. The aim of my research is therefore to „sketch the map” of thinking about quality and excellence. The question that has been bothering me for some time concerns the issue of measurability and gradeability of both quality and excellence. Due to their multifaceted and multidimensional character, as well as philosophical rooting (especially the concept of quality) it might seem that this is not the case. After all, quality functioned for hundreds of years as one of the categories of intellect, contrasted with quantity, and yet, when reviewing the literature, we will meet with research related to: ensuring and improving the quality of education, quantification, measurements, accountability. The quality of education standards is discussed in the assessment of students / graduates of universities, quality management, quality standards, etc.

Brotos Martínez José
Manuel
ERCICTEL2019064

Ordering the Most Relevant Skills in An Engineering Degree Using Fuzzy Logic: A Case Study

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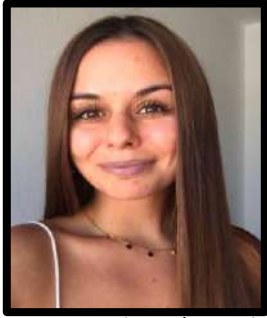
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Abstract

In a globalized world with an increasing uncertainty, graduates of agriculture engineering have to face day by day to more and more complex challenges, such as an increasing demand of agriculture production in a climate change environment, an increasing globalization in which it is difficult to maintain and guarantee the food security, a precision agriculture which has to improve the resilience of the production system and a rising interest of the students in this kind of qualifications. Previous works have dealt with the importance of the general skills in an agricultural engineering degree, showing the relevance of the instrumental skills (capacity for analysis and synthesis, organization and planning capacity, ability to manage information, oral and written communication, foreign language knowledge, computer knowledge, problem resolution and decision making). The aim of these work is to order these instrumental skills to face the former challenges in a more effective way. We are aware that the result of this order presents high doses of uncertainty and ambiguity, and that is why the use of fuzzy logic is proposed. For this purpose, the transitive closure and intransitive closure algorithm has been used. Results show that capacity for analysis and synthesis, organization and planning capacity and foreign language knowledge are the best considered.

 <p>Otília Valéria Orosz ERCICTEL2019066</p>	<p>Keywords: Agricultural Engineering, Climate Change, Food Security, Precision Agriculture Church Music Education and Precentor Practice in the Reformed Church District of Királyhágómellék</p> <p>Otília Valéria Orosz Faculty of Music and Theater, West University of Timisoara, Timisoara, Romania</p> <p>The Reformed Church District of Királyhágómellék was founded in 1921. After the first world war, as a result of the Trianon border change, the church leadership of the part detached from the Trans - Tisza Reformed Church District (Partium) led by István Sulyok, the bishop of Oradea, decided to create a separate diocese. The administrative county boundaries in force today do not match the boundaries of a hundred years ago, it can be attributed to the fact that the dioceses of Nagykároly and Szilágyság (Zilah and Szilágysomlyó) belonged to the Transylvanian district, so in these dioceses the Transylvanian songbook and choral books edited by Samu Borsay and Gábor Veress were in use. In this period the cantor's training took place only in Partium and Transylvanian teacher – training institutes. During communism, cantors were mostly prepared privately for the periodic cantor examination. The course cantor training in The Reformed Church District of Királyhágómellék started in 2005. In my dissertation I discuss the cantor training and cantor service in the Partium area, from 1921 to the present day. Keyword: Songbook, Choral Book, Cantor Training, Cantor Service, Choral Conducting</p>
<p>Mali Praditsang ERCICTEL2019067</p>	<p>Teenage Bullying Problems</p> <p>Mali Praditsang Education, Songkhla Rajabhat University, Thailand</p> <p>Abstract Nowadays, violence is present everywhere in the world. One of the most common violence among teenagers is bullying, such as parody abuse. This article discusses a meaning, cause, effect, prevention and solution of this problem. The finding revealed best of prevention and solution guidelines is knowledge and understanding of problems and knowing the rights and equality of others, which solves the root cause of the problem. Keyword: Bullying, Teenagers</p>
 <p>Francisco Isidoro Vega Gómez ERCICTEL2021059</p>	<p>Perceived Self- Efficacy and its Influence on the Intension of using the Web 2.0 Teaching Tools by the Spanish Faculty Staff - Changes for COVID 19 Pandemic</p> <p>Francisco Isidoro Vega Gómez Economics, Universidad de Extremadura, Badajoz, Spain</p> <p>Abstract The global COVID-19 pandemic for months has been transforming the teaching process of face-to-face universities in some European countries. This fact has forced some instructors to delve more deeply into the use of Web 2.0–based teaching tools and others to start using them for the first time. This article presents the results of a survey in which 1,344 Spanish university professors and 3,930 Italian professors participated. The objective of the study is to assess whether university professors perceive that the use of web 2.0 tools will increase in the coming years and thus alter the way they teach after the face-to-face classroom teaching system has been restored. The results show that the perception of change is fairly high. Furthermore, this perception of future teaching depends not so much on the sociodemographic characteristics as on psychographic characteristics, such as attitude, perceived usefulness, social norms, and affective commitment to teaching.</p>



Natacha Rita Díaz Luis
ERCICTEL2022059

Learning English as a foreign language by means of using the journalistic style

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Abstract

The parodistic style is a socio-cultural phenomenon which is becoming more common in our reality because of the continuous exposition of media citizens' experience. This exposition reformulates our conception, reinterpretation and construction of the world, as well as it allows us to get to know perspective diversity among one single concept. Throughout the following article, the parodistic style has been reconstructed in order to make students understand and learn new methods of communication regarding the linguistic and communicative norms that the media possesses. Moreover, students will be able to learn the different essential features that compose the process of newspaper creation: article structuration, parodistic cohesion, advertisement consecution, areas that take part of this journalist element, etc. Indeed, the aim was to teach and study the digitalization of the English language in a journalist style, thus, using the language in new formats and linguistic contexts. For this study, a group of students belonging to the Second year of Secondary Education have been selected.

Keywords: Covid-19, E-Learning, Foreign Language, Journalism, Secondary Education



Vivien Surman
ERCICTEL2022060

Characterizing Clusters of Students and Supervisors Based on an Empirical Study in the Case of Project Work Courses

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Abstract

The purpose of this paper is to describe the different clusters of students completing project work courses and to characterize lecturers acting as supervisors as well. The existence of different student groups setting different requirements against the supervising process has been emerged by supervisor focus group interviews in the improvement process of a service quality framework for project work courses. Cluster analyses based upon data from a student survey related to the service quality assessment of the supervising process have also proved the presence of three well-definable student groups. At the same time, the specific attributes of the supervisors including age, experience, grade distribution have also been gathered and analyzed. As a result, it could be confirmed that both the students and the supervisors could be classified into well-defined groups in the case of project work courses. Finally, the characteristics of the identified groups of students and that of supervisors have been compared with statistical methods. The student classification is based on feedbacks of 1500 students. Supervisor characterization results from the analyses of 800 previously finished project work courses. The primary limitation of the research is that it has been conducted at one specific university.

Keywords: Student Groups, Supervisor Groups, Cluster Analysis, Higher Education, Project Work Course



Francisco Isidoro Vega
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ERCICTEL2022058

The influence of Covid-19 in the intention of use of web 2.0 teaching tools among university faculty

Francisco Isidoro Vega Gómez
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Abstract

The global COVID-19 pandemic for months has been transforming the teaching process of face-to-face universities in some European countries. This fact has forced some instructors to delve more deeply into the use of Web 2.0–based teaching tools and others to start using them for the first time. This article presents the results of a survey in which 1,344 Spanish university professors and 3,930 Italian professors participated. The objective of the study is to assess whether university professors perceive that the use of web 2.0 tools will increase in the coming years and thus alter the way they teach after the face-to-face classroom teaching system has been restored. The results show that the perception of change is fairly high. Furthermore, this perception of future teaching depends not so much on the sociodemographic characteristics as on psychographic characteristics, such as attitude, perceived usefulness, social norms, and affective commitment to teaching.

Cristian Constantin
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Tertiary Education during COVID-19 pandemic

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Abstract

Apart from all the health problems, COVID-19 pandemic has caused many economic, social and psychological issues. All the restrictions imposed, including social distancing, self-isolation and travel limitations, have led to a reduced workforce across all the economic sectors and have induced the fear of an imminent crisis. In the case of young adults, there have been anxious times. Many students were worried about suffering long-term disadvantages, compared to those who studied in ‘normal’ conditions, especially when they tried to move to another level of study or enter the labor market. The purpose of the present paper is to identify and analyze the particular challenges faced by the students during the virtual classes that took place in the context of COVID-19 pandemic and to formulate some recommendation for the higher education institutions. Our results underline some important aspects. First of all, the fact that students coming to the end of the undergraduate or master programs were not able to complete their school curriculum and assessments in a face-to-face manner, as all the previous generations have done, had a strong psychological impact. Moreover, these students have been physically isolated from their social groups almost overnight. Secondly, the rate of school abandon has increased compared to a normal situation. The explanation is mainly related to the fact that studying at home was a difficult task, especially for pupils with low motivation. Considering these aspects, the higher education institutions should be more focused on targeted communication and on assuaging the anxieties of students in deprived situations. These issues are very important in the context in which the universities will organize themselves more systematically to pursue the aspects of technology-based learning, while the expansion of online learning in tertiary education will further accelerate.

Keywords: Tertiary Education, COVID-19 Pandemic, Romanian Young People

Eaman Buera
ERCICTEL2023069

Exploring EdD Program Directors' Experiences Concerning Extended Doctoral Study Duration

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Abstract

Education Doctorate (Ed.D.) programs focus on preparing practitioners in leadership positions and applying research to organizational, leadership, or educational problems more than developing new research. Therefore, it was necessary to investigate the effectiveness of continuing to embrace the traditional dissertation, which was basically designed for Doctor of Philosophy (PhD) programs, for Ed.D. studies. Recent studies revealed that the phenomenon of extended duration of doctoral study

(i.e., study duration exceeding the predetermined program schedule) exists at many universities around the world, and most commonly occur during the dissertation phase. In this qualitative study, which was conducted at different universities across the United States, the effectiveness of continuing to embrace the traditional dissertation for (Ed.D.) studies, was examined by exploring the experiences of the directors of Ed.D. in higher education programs through the lens of extended study durations. The study employed a qualitative methodology with a phenomenological approach to investigate the experiences of directors of Ed.D. programs, in which students can extend the time to complete the dissertation if necessary. Data were obtained through semi structured interviews and analyzed using qualitative methods. Results highlighted the need to develop Ed.D. programs for better dissertation experience and rates of completion in a timely manner. The targeted audience are graduate school leaders and professionals in higher education who could review, improve, and adopt new policies and practices affecting the dissertation experience.



Chiu-Cheng Kuo
ERCICTEL2024056

Action Research on Special Topic Production for Vocational High School Students -Smart Parking Guidance System

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Graduate School of Technological and Vocational Education, National Yunlin University of Science and Technology, Yunlin, Taiwan

Abstract

1. Research motivation- Help cars find parking spaces quickly when driving into the parking lot, relying on the guidance system to guide the car forward to reach the parking space, which is convenient and time-saving.
- 2 Research purposes- The purpose of this research is to stimulate students' ability to innovate and invent, through the process of topic production, develop practical products, and contribute to society. The research objectives are as follows:
 - 2.1 Promote single-chip 8051 courses, hoping to make students familiar with the courses and apply them.
 - 2.2 Improve students' circuit design and production capabilities.
 - 2.3 Teach students to face and solve problems.
 - 2.4 Encourage student teamwork.
 - 2.5 Cultivate students' ability of innovation and invention.



Khodijah Ismail
ERCICTEL2024059

Utilization of Marine Resources as a Media of Communication and Learning Resources in the Pandemic Time Covid 19 (Case Study of Schools of the Riau Islands Coastal Area)

Khodijah Ismail

Fisheries Economics Social Department, Maritim Raja Ali Haji University, Tanjungpinang, Indonesia

Abstract

This study focuses on the communication media used by teachers to anticipate the barriers to Covid 19 in the learning process, which can motivate fishermen's children to go to school and improve their learning outcomes. The aim is to understand how the learning process can go well according to the quality standards of education during the Covid 19 pandemic for school students in the coastal areas of the Riau Islands. In-depth interviews were conducted with school principals, teachers and students about the implementation of the learning process that was passed during the Covid 19 pandemic in order to meet national education standards. The sample consisted of seven representative schools from each of the seven districts in the Riau Islands province. The results showed that all schools were unable to carry out active and effective learning in the classroom as was normal before the COVID-19 pandemic, but the learning process was carried out online and offline in several schools in villages where there were no cases of Covid 19 in coastal areas. However, students are always given the opportunity to learn actively through various media to get concrete experiences and meaningful material from the teacher. Then the learning outcomes become evaluation of improvements by the teacher through remedial activities. Students show active participation in learning, because schools and teachers are always creative in creating a dynamic learning atmosphere. To overcome student boredom as a result of learning with the Covid 19 protocol, the learning process not only utilizes facilities and infrastructure in schools but also utilizes marine resources such as beaches and marine life as media and learning resources for

students. The use of instructional media shows an increase in student learning outcomes because students become more enthusiastic about learning, get concrete experiences and meaningful materials that are obtained directly in the coastal environment around their school which is in the coastal area. Conclusion. This study highlights the importance of interaction and good communication between teachers and students to be built to get good learning outcomes as well. This study contributes to a better understanding of the importance of carrying out a dynamic, creative and innovative learning process through the use of facilities and infrastructure outside of schools. Such as the use of the coastal environment and marine biota as a medium and fun learning resource, with fresh air, literacy from the open, meaningful learning materials that provide concrete experiences for students. The learning process is thus an effective communication medium for teachers and students to build intimacy and enthusiasm for learning, which will shape the character and academic abilities of students. So that the quality and student learning outcomes can meet the expected quality standards of education.

Keywords: Communication Media and Learning Resources, Marine Resource Utilization, Education Quality Standards



Ana Verde
ERCICTEL2025070

Educational Robotics Applied to Early Educational Stages

Ana Verde

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Abstract

Robots applied to education can offer us many advantages in the learning of students from the early educational stages, from the childhood stage. In addition to offering entertainment, they are a very powerful tool to motivate students and learn. Educational robotics in Early Childhood Education involves the initiation of computational thinking and support for the development of basic spatial notions (front, back, left, and right). In the following communication we present different activities to develop spatial reasoning effectively. For the activities proposed we use the blue-boot robot. It is a small, very intuitive robot that draws the attention of children due to its attractive and transparent design. With this robot, programming languages consists only in five movements commands. With blue-boot robot in a playful way as a tool for the effective development of space rationing. After the application and considering the results and motivation of the young students, we can affirm that the activities and workshops were very beneficial to introduce basic spatial notions using educational robotics.

Keywords: Educational Robotics, Early Childhood, Motivation, Space Rationing



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Strategic Directions for Contemporary Preparation of Foreign Students at Kharkiv National Medical University

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Abstract

In order to develop international potential and increase international component in the activities of Kharkiv National Medical University (KhNMU), to ensure complex development, to increase competitiveness in Ukrainian and international markets of educational services and work, to strengthen positions in the research and scientific activity of KhNMU, in accordance with the decision of the Scientific Council of KhNMU, "Internationalization Strategy of Kharkiv National Medical University for 2019-2025 years" was developed, according to which internationalization is an integral part of the university life and is regarded as a key priority for its future development.

Within the framework of foreign students preparation to pass the Unified State Qualification Exam (USQE) and its new component, the international exam in the basics of medicine (fundamental disciplines), in practical classes of all specialized disciplines from the 2018-2019 academic year at KhNMU the analysis of the basic tasks of USMLE /IFOM was introduced, in order to understand the key concepts of basic biomedical sciences, focusing on the core principles and mechanisms of health, disease and models of treatment. Students are encouraged to find the correct answer and provide a theoretical justification for the answer that was chosen. In the context of this process, the concept of practice-oriented learning is actively introduced, in a format that enhances the attention to the student's personality. This form of work is truly innovative, namely, it does not cause "over-awareness" and the formation of a thinking pattern, but rather, it develops an understanding of cause and effect in the development of a particular pathology and its possible treatment. This provides for the development of abstract logical thinking that is the main point in training of future doctors. The result of taking the international foundations of medicine exam (IFOM) depends on the student's direct work throughout his or her years of study at the medical university (curricular and extracurricular training), as well as individual skills to solve new non-standard tasks in basic biomedical sciences. In our point of view, the ability of a foreign student to apply the knowledge gained at each department to his or her competence in the broader context of knowledge depends on his/her success in future medical practice in any country of the world, which he/she will choose for his / her further employment. Undoubtedly, he/she will be helped by the innovative methods of organizing the educational process and the internationalization of higher educational institutions, which is observed today at KhNMU.

Keywords: Foreign Students, Medical Education, International Exam, Innovative Methods, Internationalization

Shaghayegh Shirzad
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The Comparative Effects of L1 Equivalent versus Contextualized Vocabulary Instruction: EFL Learners Vocabulary Retention in Focus

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Abstract

This study sought to compare the effectiveness of learning words in context versus translation on vocabulary retention of forty-five EFL learners. They were divided into three groups as two experimental and one control group. The experimental groups used L1 equivalent and contextualized vocabulary instruction. The first experimental group received Persian translation of the predetermine word, and the second experimental group received 60 sentences in which they need to fill the gap by target words. As a note of caution, the words considered to be the most frequent vocabularies extracted from reading passages of the students' textbooks. Before the intervention, a pre-test of vocabulary was conducted to check the students' knowledge of vocabulary. The data were collected during a period of seven weeks by a posttest and a delayed test. The findings revealed that using L1 equivalents could not improve EFL learners' vocabulary retention; however, incorporating contextualized vocabulary instruction promote EFL learners' vocabulary retention. The findings may help EFL teachers and material developers note that vocabulary learning does not happen in isolation. This study suggests that EFL students should take the advantage of contextualized vocabulary instruction for retention of new words.

Keywords: Vocabulary, First Language, Contextualized Vocabulary Learning, Vocabulary Retention



Miori Shimada
ERCICTEL2026069

Exploring the Effect of anxiety in Language Learning through the Self-Reported Narrative

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Abstract

This presentation will introduce a case study to examine the effect of anxiety on language learning. The participants were asked to write their language learning histories and then took semi-structured interviews which were transcribed and analyzed in an attempt to explore certain aspects of their L2 learner psychology. The presenter specifically looked at the influence of anxiety on the participants' language learning experiences, and the influence of key persons and study abroad experiences. The presenter will describe the process by which data was collected and analyzed and discuss the results, as well as the challenges and rewards involved in working with self-reported narrative data.

Christina Balaska
ERCICTEL2026074

An Exploration of Awareness: A Mixed Methods Research to Investigate the Effects of Mindful Leadership on Team Members in Further and Higher Education

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Abstract

This research was conducted as part of my MA dissertation and explores the effects of mindful leadership on team members in the context of further and higher education. There has been an increasing interest in this research area in recent years; however, most studies have investigated the issue from the leader's perspective. This research aimed at achieving a more holistic view of the issue by exploring mindful leadership through the perspective of both the leader and their team members. The five research questions that guided the exploration of this topic included what mindful practices leaders embrace in their lives and the implications of these mindful practices on the team members' motivation and well-being as well as the effects on conflict resolution and communication within the team. A mixed-methods methodological approach was followed which included semi-structured interviews with the leaders and online questionnaires with the team members. The findings suggested a positive influence of mindful leadership on team members in aspects such as motivation, communication, resolution of conflictual situations and team members' overall well-being. In addition, several correlations were found between mindful and transformational leadership, which links to the findings of previous studies in mindful leadership in education. The findings of this research are indicative rather than generalizable due to the nature of the case study design. Further research is suggested with regards to how mindful leaders embrace the practice of mindfulness in their lives and whether there are differences in the leadership practices of those who embrace mindfulness as a secular tradition as opposed to those who follow the spiritual practices of Buddhism.

Keywords: Educational Leadership, Mindfulness, Well-being, Buddhism, Motivation, Communication

Ya-Chen Su
ERCICTEL2026076

Integrating Fairy Tales into Taiwan's EFL and Art Classes at the Elementary Level

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Abstract

A college teacher and two elementary teachers in Taiwan worked together as an action-based research team for promoting children's literature. The purpose of the study was to develop an understanding of (1) how the research team worked together to use three fairy tales— "Rapunzel," "Snow White," "Sleeping Beauty"—to develop lessons which integrate English with art; (2) how class activities (e.g., group work, children book design) help students improve their language skills as well as their creative thinking skills; and (3) how students' perceptions toward EFL and art classes have been changed. 35 grade-six students agreed to participate in the study. Data were collected by interviews with students, classroom observation, and various written documents (e.g., lesson plans, teachers' journey entries, students' exercise sheets, and students' written works).

Results found that (1) through using fairy tales, teachers created a variety of interesting, fun, and authentic activities to help students increase their learning interests in English and art. (2) Students enjoyed reading English versions of fairy tales. They comprehended the content and the story structure easily because they felt familiar with these stories. Repeated language patterns in texts along with activities also help students understand how to use these patterns appropriately in real life. (3) students' English language skills and their creative thinking were enhanced when they created their children's books in English. Students also changed their learning attitudes in art and English classes.



Siti Fateha Dolhadi
ERCICTEL2027056

Negotiation Labor-Management Conflict: Acquisition of Key Skills Among Students

Siti Fateha Dolhadi

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Abstract

The study aims to investigate the difference in perceived learning via role-plays conducted in two different settings. A total of 73 undergraduate students of public university in Malaysia, who enrolled in the labor-management negotiation and conflict resolutions course participated in the study. They executed their role-plays based on a given case which is simulated both in classroom and tribunal settings. In general, results have shown that students reported better learnings of the nature and process of conflict resolution as well as stages and steps involved in negotiation and arbitration in the tribunal setting than the classroom setting.

Keywords: Labor-Management Negotiation, Tribunal, Classroom, Role-Play, Malaysia

Claudia Jiton
ERCICTEL2027057

Framing IRLS in the Eyes of Major Stakeholders: Designing A Future Ready IRLS

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Abstract

This study aims to design a future ready curriculum through 21st century learning and teaching delivery through futuristic learning spaces and use of 4th industrial revolution technology that creates meaningful immersive experiential learning. This study is expected to transform the traditional teaching and learning delivery to a meaningful immersive experiential learning. The traditional teaching and learning delivery fails to expose students to the real life experience in the industry whereby it was based solely on evaluation, meanwhile the transformative teaching and learning delivery is towards assessments, futuristic learning spaces and with the use of 4th industrial revolution technology. The redesigned curriculum practices will allow the students to experience a futuristic learning with the 4th industrial revolution technology



Alfi Suci Dirgantari
ERCICTEL2027058

E-Learning Material for Raising Students' Levels of Awareness and Use of Reading Strategies

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Abstract

To help improve students' reading ability through the usage of reading strategies, this research proposed to develop a web-based learning material containing materials and exercises in using reading strategies in an academic reading activity. The development model of the e-learning material is following the 4-D model by Thiagarajan et al. (1974). The tryout stage is done after the website was fully constructed and the subjects of the tryout are asked to fill in a questionnaire about their experiences in using the website. The result of the questionnaire is used to improve the quality of the web. Based on the feedback, most students believed that this website will be able to help them becoming more familiar with the use of reading strategies in academic reading.

Keywords: Reading Strategies, Web-Based Material, Reading Skill, Reading Comprehension

The Multiple Benefits of Online Learning: A Teacher's Perspective

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Abstract

The year 2020 will always be remembered as the beginning of a drastic change. Nobody has ever imagined that Covid-19 would have caused so many people to abandon their common practice and try to adjust to the “new normal” where almost everything should be done online. In the field of education, this phenomenon has led to confusion and frustration. Many teachers as well as students complain because they are not ready to embrace the change. Some complain about the signal, others feel that online learning is expensive, and the rest think that online learning is not effective. Despite the drawback, I assume that online learning may have multiple benefits. The main objective of this study is to discuss the benefits of online learning for both teachers and students. It employs a descriptive qualitative method in which I reflect and describe my experience in conducting online learning. The benefits among others are: fostering independent and autonomous learning, upgrading technological skills, and enhancing creativity.

Keywords: Multiple Benefits, Online Learning, Teacher’s Reflection



Andreas Winardi
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The Effect of Depression on College Students’ Learning Effectiveness

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Abstract

Past studies have shown that depression will bring adverse effects to college students’ learning effectiveness. However, it is still unclear if cultural differences have their own influences in this area. Recently, there is an argument that under a significant difference between Chinese and Western cultural background, college students in China will react differently to depression than the western students, which shows great inspiration. Therefore, in the present study, the effects of depression on students’ learning effectiveness will be examined. There will be 60 college students (30 males) sample to take in this research and they will be tested by two inventories, College Learning Effectiveness Inventory (CLEI) and Beck’s Depression Inventory (BDI-II). The Pearson and Spearman correlation coefficients and t-test will also be applied. Consistent with the hypothesis, a significant, none negative correlation between the level of depression and their learning effectiveness among Chinese college students is expected to be found. It is speculated that these findings can explain the relationship between depression and the learning effectiveness of college students and come up with some possible strategies to improve their educational outcomes. Some implications of the findings for research and practice will be also discussed as references.

Keywords: Depression, Learning Effectiveness, Cultural Difference, College Students



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Integrating Fairy Tales into Taiwan’s EFL and Art Classes at the Elementary Level

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Abstract

A college teacher and two elementary teachers in Taiwan worked together as an action-based research team for promoting children’s literature. The purpose of the study was to develop an understanding of (1) how the research team worked together to use three fairy tales—“Rapunzel,” “Snow White,” “Sleeping Beauty”—to develop lessons which integrate English with art; (2) how class activities (e.g., group work, children book design) help students improve their language skills

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as well as their creative thinking skills; and (3) how students' perceptions toward EFL and art classes have been changed. 35 grade-six students agreed to participate in the study. Data were collected by interviews with students, classroom observation, and various written documents (e.g., lesson plans, teachers' journey entries, students' exercise sheets, and students' written works). Results found that (1) through using fairy tales, teachers created a variety of interesting, fun, and authentic activities to help students increase their learning interests in English and art. (2) Students enjoyed reading English versions of fairy tales. They comprehended the content and the story structure easily because they felt familiar with these stories. Repeated language patterns in texts along with activities also help students understand how to use these patterns appropriately in real life. (3) students' English language skills and their creative thinking were enhanced when they created their children's books in English. Students also changed their learning attitudes in art and English classes.



Sweta Patnaik
ERCICTEL2029056

Need for Inclusion of Sustainability within the Curriculum

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Abstract

Sustainability is a crucial issue for human beings due to many factors owing to climate change, environmental pollution, etc. Clothing has been a need for us and is now part of everyday life either in the form of fashion, for seasonal wear, trend, etc. The analysis is based on recent involvement of sustainability within the curriculum within clothing and textile as part of an engineering curriculum. Sustainability is a critical subject for prospective clothing and textile professionals. Therefore, it is imperative to motivate and raise awareness among students and the faculty community regarding sustainability through its inclusion in the Informatics curriculum. This paper focuses on how sustainability can be included in various courses of the clothing and textile curriculum. This paper provides guidelines for curriculum development by incorporating sustainable elements in courses, so that future professionals can learn and practice sustainability in order to develop a sustainable society.



Anita Md Yassin
ERCICTEL2029059

Designing Effective Health Education Based on Students Perception on Obesity and Healthy Lifestyle

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Abstract

The aim of this research was to identify students' perception on obesity. The rate of teen obesity is rising quickly and the increasing influence of teenagers' daily life has led to sedentary lifestyle with lack of exercise and poor diet. Thus, this study is significant in order to examine the students' understanding on health issues as well as their habits in order to design proper approaches in educating them to be more responsible for their own health. There were 200 students at two vocational colleges in Sabah which were randomly selected as the subjects for this study. They were required to answer two sets of questionnaire, Coopersmith Self-Esteem Inventory and Health Belief, which will reveal to what extent they know about obesity and other aspects of healthy lifestyle. The preliminary results of the survey showed that students were aware of health risks including obesity but their lack of self-control and discipline might have hindered them from practicing a balanced food intake. A follow-up survey will be conducted to gather data that are more comprehensive and detailed in order to fully comprehend this issue from the students' perception.

Key Words: Obesity, Healthy Lifestyle, Coopersmith Self-Esteem Inventory, Health Belief



Lalitha Kumari
ERCICTEL2029063

A Study on Distributed Leadership Practices and its Impact on Teaching and Learning in Type 1C and Type 2 Schools in Sri Lanka

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Abstract

The School leadership has become very popular in the current educational discourse. Distributed leadership has been identified as one of the most important leadership practices in terms of enhancing quality of teaching and learning since it involves many members of the school. Also it has been found that the main purpose of distributed leadership is to create secondary level leaders within the school and thus give more opportunities for teachers to improve their leadership skills. This study focused on investigating the distributed leadership practices and its impact on teaching and learning in type 1C and type 2 schools in Sri Lanka. The objectives of this study were to identify how principals and teachers understand the concept of distributed leadership; how distributed leadership practices enhance teaching and learning; and what challenges principals and teachers face when devolving and practicing leadership responsibilities in their schools. Altogether 8 schools, 8 principals and 200 teachers were selected for the study. Both questionnaires and semi-structured interviews were used to gather data necessary. The findings revealed that all the principals and a significant number of teachers in the type 1C and type two schools fully understood the concept of distributed leadership and have linked with teaching and learning. The study further revealed that the distributed leadership practices contributed to enhance quality of teaching and learning in both types schools to some level. However, it was revealed from this study that a significant number of teachers in both types schools face number of challenges when practicing distributed leadership roles in their schools due to the major challenge of not having a collaborative working environment.

Keywords: Distributed Leadership, Type 1C Schools, Type Two Schools



Angel Chang
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Additional Paper
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Allocating Educational Resources Equitably and Efficiently in Enhancing Learning Outcomes: A Case Study of Early Education in Zhejiang Province

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Abstract

In responding to the 2017 “Activate the Implementation of Early Childhood Education Plan” amended by the Ministry of Education in China, early childhood educators and administrators have realized the importance of allocating educational resources equitably and efficiently. Educational resources are essential since early education is mostly private-run, whereas student-teacher ratios, school facilities, teaching quality, and school curricula differed. Researching this topic could examine the efficiency of various counties utilizing limited educational resources and whether schools allocate such resources equitably. Zhejiang Province ranged from metropolitan cities such as Hangzhou to small cities and towns in rural areas, which provides diverse educational contexts to study this issue. Historically, Zhejiang has been a model for providing equitable student access and decreasing the cost of early education in China. However, the province has not provided solutions in addressing the equitable resources among various early education institutes. This study examines the differences in allocating educational resources by comparing the 89 counties in Zhejiang. We will first employ the rough set theory to filter out the factors that might result from regional differences. In doing so, we could eliminate the possibility of multicollinearity and how it might affect the causal relationship in our regression model. Our initial findings reveal that the quality of teachers, the number of full-time teachers and staff, and the county’s economic index had various effects upon teaching and learning. The study may provide a solution in addressing similar issues in other early education settings. The results suggest strategic planning for allocating early educational resources equitably and efficiently.

Keywords: Equitable Educational Resources, Allocating Educational Resources Efficiently, Rough Set Theory, Teaching and Learning, Strategic Planning

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Student Learning at the Age of COVID-19 Pandemic

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Abstract

Starting the year 2020, COVID-19 has become a global epidemic affecting 188 countries worldwide. As of October 10, 2020, there are 37,046,590 cases globally and 7,702,783 in the United States. COVID-19 has changed how universities operate, how teachers teach, and how students learn. Although there are many studies exploring how teaching and learning operate in higher education institutions, little research has examined how COVID-19 impacted students learning at higher education institutions. This study explores how COVID-19 impacted learning among a student cohort enrolled in several sections of yearlong course taught by the same instructors at the same university. Tableau is used to mine and analyze data as well as report results. Accounting both demographic and language backgrounds data distinguishes differences in the impacts of the COVID-19 pandemic within a diverse student population. Once we recognize who bore the greatest burden of COVID's impact, we can address the needs revealed.

Keywords: COVID-19 Pandemic, Student Learning, Higher Education, Tableau, Data Mining

Uvini Illukthanna
ERCICTEL2030055

Planning and Implementation of the Knowledge Integration Server System for E-Learning (KISSEL) using Cloud Environment

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Abstract

Due the recent COVID-19, it has done a greater damage to the world not only in the in the economic environment but also in the academic arena. This outbreak continues to spread, governments across the world have resorted to varying levels of public health measures, including movement restrictions, nationwide curfews, travel bans and border closures to tackle the pandemic. This crisis has exposed the many inadequacies and online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The COVID-19 has resulted in schools and Universities shut all across the world. Globally, over 1.2 billion children and University students are out of the classroom. According to the recent research proposed that online learning has been shown to increase retention of information and it was a significant improvement of online education. In this case, E-learning base teaching has been done significant improvement during past 8 months. In this paper, it is going to describe what are the impact occurred for education sector and how it is overcome through online education. E-learning involves the delivery of contents, courses and training via electronic media such as the Internet and intranet. It provides just-in-time training delivery as well as flexible access to lifelong learning. The Knowledge Integration Servers System for E-Learning (KISSEL) is a knowledge sharing platform for E-learning and sustainability sciences which is focused mainly on Asian-Pacific Countries and role of the KISSEL is vital platform in this stage. It is a kind of open source program to build and setup

communities. The KISSEL online courseware management system was developed by the research group of the Ibaraki University, Japan. KISSEL can provide E-learning and information technology base training through its virtual platform. It is a student-centred E-learning environment that satisfies the learning-on-demand need of working with IT professionals and reduces the learning time by assembling customized courses on demand to meet specific individual needs. In this paper, it is going to examine the possibilities of expanding the KISSEL sever using Cloud Environment considering its benefits and performance on cost saving, reliability, high speed, mobility, unlimited storage capacity, effectiveness of back-up and recovery of that.



Karuna Samuel Finch
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Indicators of Constructivism in Virtual Learning during the Pandemic

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Abstract

Remote learning has never been an option for K12 education however, the pandemic situations have blurred this line. A considerable population of school students have been attending school from home for roughly six months now. This study aims to establish how strongly virtual learning adhered to constructivist principles of knowledge building. A group of experts in the field of instructional technology and constructivist learning principles identified ten categories and 110 indicators to establish whether an internet based course adopts a constructivist learning style or not. This was arrived at through a 3-round Delphi Web survey. The study will use the top 35 indicators to generate a Likert-scale based survey. All questions in the survey will associate with any one of the following categories, as identified by the experts:

1. Project-based learning tasks PBL
2. Collaborative and cooperative small group work COLL
3. Tasks that require higher require cognitive skills COG
4. Infrequent use of direct instruction activities INF
5. Tasks that are authentic, relevant, and meaningful AUT
6. Safe environment SAFE
7. Tasks that allow the learner choice and control CHOICE
8. Assessment of learning ASSMNT
9. Interactivity INTACT
10. Requirement to “discover” relationships DISC ” (Partlow and Gibbs; 2003)

The survey will be circulated amongst a minimum of hundred middle and high school students of an international school. The responses will be analyzed as Likert-types; mean, median and frequencies to confirm the degree of each category in supporting constructivist learning, while online. This research expects to find a strong positive correlation between virtual learning and the constructivist principles. This means most students would have experienced learning environments connected to the ten categories mentioned above. This questionnaire can be used to probe the learning situations in specific subjects i.e. math, science, geography, etc. to understand how intently they agree with the constructivist principles. This feedback can support educators to enhance the learning atmosphere of a class.

Keywords: Constructivism, Online Learning, Pedagogy, Quality Indicators, K-12 Education



Lerry David
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Designing Mobile App to Teach Essay In an Effort of Catering to Students’ Need in the New Norm Era

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Abstract

The purpose of this project is to design a mobile app that can help students learn on how to construct an essay according to a specific format. The rationale of building this mobile app is to cater to students’ need in the new normal era where online learning as well as remote classes have become mainstream. This project also seeks to tap into the increasing usage of mobile phone in students’ daily routines by switching the conventional method of pen and paper to mobile technology. The target population for this research project is several classes of students at a school in the interior region of Sabah, Malaysia, whose oral proficiency in Malay language is high but lack the skills in writing a proper essay. The methods that will be used to collect data are document

analysis and interviews. The findings of this study might help the researchers gather the feedback necessary in designing an effective mobile app that can improve the teaching of essays particularly in Malay language.

Yoshimasa (Nancy)
Kageyama
ERCICTEL2030057

The Impact of Business Game Features on Students' Learning and Critical Thinking

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Abstract

A business game allows the participants to make business decisions in a software program. There are more and more educators implementing e-learning to communicate with students effectively and to bridge between theory and practice. Students experienced increased academic performance when they utilize virtual learning to supplement their in-class studies. The virtual learning environment with business games enables students to engage actively and utilize critical thinking skills in a risk-free setting. This research investigates the relationships among two features of simulation-appeal and feedback, students' perceived learnings, and students' critical thinking abilities. The target sample who are hospitality students over 18 years old with a business game experience in the classroom were screened and invited to participate in the self-administrated online survey. The data analysis was performed in two steps: (1) Confirmatory Factor Analysis (CFA) and (2) Structural Equation Modeling (SEM). The results of the study provide insights for educators when choosing simulations and for simulation developers regarding the feature critical for student learning.

Keywords: Business Game, Student Learning, Critical Thinking



Asri Purnamasari
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Continuing Professional Development (CPD): How in-service EFL teachers see mentoring as a relevant technique

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Abstract

Mentoring has been widely applied for professional development practices in many areas, including education. In Indonesia, mentoring has not been implemented as a way of collaborative CPD for EFL teachers. In the United Kingdom for instance, mentoring has become one of the required ways for teachers to learn from each other and support other teachers. By using a qualitative exploratory study, teachers' views toward mentoring as a relevant technique to in-service EFL teachers will be explored. The data was collected by using a semi-structured interview to investigate in-service EFL teachers. The findings showed different participants' views on mentoring as a relevant technique to in-service EFL teachers' CPD. Most of the teachers found that mentoring would benefit experienced teachers to refresh and update their practices, as well as support the novice teachers. It is also found that mentoring could give mutual benefits for EFL teachers who teach in different institutions and places. However, this study found that mentoring at the same time have some limitations related to the needs of professional teachers to become mentors. Moreover, teachers are already busy with teaching and administrations stuffs. Thus, some recommendations related to further study for the implementation of mentoring as a relevant technique to in-service EFL teachers' CPD are presented.

Keywords: English Education, Exploratory Practice, Practitioner Research, Professional Development, Reflective Teaching



The Curriculum Re-Design of an Academic Work-Integrated Computer Science Program

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Abstract

Well-educated Computer Science graduates have become more and more important in recent years. Especially in Vienna, the capital of Austria, this situation has become crucial. Many companies look for future employees and cannot find them because the number of graduates is less than the need in the city. By law, Universities of Applied Sciences in Austria have allowed a limited number of

<p>Harald Wahl ERCICTEL2028053</p>	<p>students although a very high number of students apply for a study place. And because of their lack of capacity, also traditional universities limit the number of students. To solve the problem of missing future employees and students, companies started to closely cooperate with academic institutions. We at the University of Applied Sciences Technikum Wien implemented a work-integrated academic Computer Science program (so-called “dual”) where partner companies are responsible for parts of education. Students work at the partner companies and get a professional view of Computer Science. We started with our dual Computer Science program in 2017 and decided to scientifically evaluate it. Methodically, we used online surveys and oral interviews with students, group discussions with members of partner companies, and discussions with program designers and lecturers of the University of Applied Sciences. These methods will be explained in detail in the paper. Results of the evaluation bring suggestions in organization of the education at companies and they show improvements in communication and in teaching. And the most important future scope of the evaluation is the re-design of the curriculum, which will include all learnings we got from the evaluation. We explain the new curriculum depending on the evaluation results to illustrate the improvement of the education on both sides, academic and professional. Keywords: Academic Education, Work-Integrated, Computer Science, Curriculum</p>
<p>Siyu Chen ERCICTEL2028059</p>	<p style="text-align: center;">Vicarious Learning through Enterprise Social Networking Technology Use</p> <p style="text-align: center;">Siyu Chen Faculty of Humanities, Meisei University, Tokyo, Japan</p> <p style="text-align: center;">Abstract</p> <p>The current study investigates knowledge management on the social media. Nowadays, people are exposed into the technological information society. The way that people acquire knowledge have been changed quite dramatically. Accordingly, the whole sequence of learning has become randomized accordingly without time and space restrictions. Enterprise social networking sites provide an open cloud that everyone could access. The users who are from different fields share, deliver the information and contents to the cloud, making the communication visible to all the people on the cloud. Thus, people could observe and select the contents published by others and then choose whoever to interact based on the needs, interests or something else. In this case, it leads to vicarious learning, which is a way of learning that allows individuals to learn from the experience of others. The process involves sensing, feeling, and empathizing with what people are doing and taking notes, and evaluating, which also refers to metaknowledge and transactive learning among individuals. In this research, I explore how people learn and manage the knowledge that they acquire on the social media platform. And I will utilize the qualitative method to analyze the data mainly collected on HELLOTAKE and Sina Weibo applications, including participant observation and interview. My current findings are that communication visibility online could facilitate people’s metaknowledge and through the learning process in online community, individuals can serve as external memory aids to each other and share useful information. In addition, Efficient knowledge management among members, as well as to coordinate and utilize such distributed knowledge will make transactive memory effective. Keywords: Vicarious Learning, Knowledge Management, Metaknowledge, Transactive Memory, Technology</p>
<p>Jane Marie Ilustre ERCICTEL2028060</p>	<p style="text-align: center;">Development and Evaluation of Game-Based Learning System for Differential Calculus</p> <p style="text-align: center;">Jane Marie Ilustre Graduate School, Centro Escolar University, Manila, Philippines</p> <p style="text-align: center;">Abstract</p> <p>One essential task of every teacher is to help improve his or her student’s ability of thinking and reasoning. The ability to think and reason out vigorously is one of the significant learning outcomes that the learners may demonstrate in the 21st century. In the era of rapid technological advances, the application of Mathematics to Science has become truly imperative. To reach the furthestmost potential of the students’ mathematical skills, numerous approaches, methods, strategies and techniques are adopted – one of which is the game-based learning. As a mathematics educator devoted to the learners’ overall progress, it is fundamental to ensure that the learners are geared up prior to the discussion of new topics by seeking to establish on what they already know. Experts attributed it to the schema theory, a generalized description or a conceptual system for</p>

understanding knowledge-how knowledge is represented and how it is used which was firstly introduced in 1932 through the work of British psychologist Sir Frederic Bartlett. Possibly, difficulties in coping with the topics may be experienced by the students of mathematics if they lack the required solid background on mathematical concepts, knowledge and skills. In this research, an achievement test was initially crafted and administered by the researcher to establish the comparability among the respondents. Thereafter, a game-based diagnostic test was developed and administered among the freshman engineering students of the Technological Institute of the Philippines (TIP), Quezon City. Based on the result of the diagnostic test, the researcher developed a learning intervention for Differential Calculus as a tool for mastery of topics for the course. Accordingly, the game-based learning system composed of two parts namely technical and content was tested in terms of its acceptability. In the technical part, the researcher employed an evaluation tool with eight categories: (1) Functionality, (2) Accessibility, (3) Technicality, (4) Mobile Design, (5) Privacy, Data Protection, and Rights, (6) Social Presence, (7) Cognitive Presence; and (8) Teaching Presence. Based on the findings, the following conclusions were drawn: (1) The developed game-based learning system is an acceptable tool for learning, (2) The experimental and control groups are comparable, (3) The game-based learning system is an effective tool to increase the performance of the students in Pre-Calculus; and (4) The topics in Pre-Calculus are not adequate for the students to take a course in Differential Calculus since they should also have a strong foundation in Algebra.
Keywords: Game-Based Learning, Mathematics, Pre-Calculus, Differential Calculus, Intervention



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Exploring Student Engagement: Literature Review

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Abstract

Student Engagement in the learning process is considered important. This article aims to explore student engagement research. The method used in this article is descriptive analysis with a literature review. The scopes studied were: Definition of student engagement, dimensions of student engagement and measurement of student engagement. The benefit of this article is that it provides a basis for thinking for researchers in conducting research on student engagement. The results of the literature review found that the term student engagement is still developing. Some experts have found that there are differences in the dimensions of student engagement, the measurement instruments used in student engagement research are relatively old. So, it is necessary to update new instruments that adapt to current conditions.

Keywords: Student Engagement, Literature Review

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Exploring Indonesian Teachers Meaning on Wisdom in Educational Practices

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Abstract

Wisdom is seen as something that needs to be owned by individuals and is very important for every teacher should have. Teaching activities involve many aspects and influence many important factors from students. In teaching activities, a teacher will face various problems and is required to make the right and fast decisions to act. Therefore, it is important to explore the teacher's meaning of wisdom which is the foundation and contributes to his/her teaching role. This study aims to determine the meaning of Indonesian teachers about wisdom in educational practice. And also uses descriptive interview data with qualitative research methods through a grounded theory approach. The results showed that the teacher's meaning of wisdom is the ability to understand situations and conditions then choose the right attitude in accordance with applicable regulations. This ability is evidenced in the form of activities and decisions in educational practice. The meaning of this wisdom is formed on the basis of various backgrounds in the life of a teacher. Among them the ones that influence the teacher's thought process are the philosophy of the ethnicity and place of residence, gender identity, religious beliefs and others. Where these interact between teachers and students and form a new and complete understanding of the teacher.

Keywords: Practical Wisdom, Teacher, Meaning of Wisdom, Educational Practice, Qualitative Research, Indonesian Teacher

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The Perception of Students in Non-Metropolitan Areas of Indonesia about Sex Education in Primary Schools

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Abstract

Sex education is what all children need. In Indonesia, sexual education has been included in the school curriculum starting from early childhood to high school levels, however the results of the KPAI survey show the high rate of sexual violence and crimes against elementary school aged children in non-metropolitan areas of Indonesia. The purpose of this study was to explore the perceptions of non-metropolitan students and to analyze information on sexual education needed by primary school students. The approach used is qualitative with a grounded theory design. Respondents were selected by purposive sampling in the South Garut-Indonesia region. Data collection was carried out by means of focus group interviews using open-ended question techniques. The results of the study revealed that students in non-metropolitan areas considered sex education to be needed by elementary school students. Sexual bullying, sexual harassment, and ways of protecting oneself are things that primary school students need and need curriculum development.

Keywords: Sex Education, Primary School, Sex Education in Primary School, Students in Non-Metropolitan Areas

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