



# TERA Conference Proceedings 2022

**Email: [convener@eurasiaresearch.info](mailto:convener@eurasiaresearch.info)**

**Website: <https://teraweb.org/>**



# Online Live International Conference

## 24 January 2022

To continue - We changed gears

 Eurasia Research Online Live International Conference  
24th January 2022  
TERA – Teaching and Education Research Association



<b>Upcoming online conference</b> Dubai Barcelona Paris Singapore Amsterdam London Kuala Lumpur	<b>Participants from 12 countries</b>  Contact us: Phone: +91 7290808650 Email: <a href="mailto:convener@eurasiaresearch.info">convener@eurasiaresearch.info</a> <a href="https://teraevents.org/tera">https://teraevents.org/tera</a>	<b>Benefits</b> <ul style="list-style-type: none"><li>• Networking</li><li>• Experience</li><li>• Certification</li><li>• Proceedings</li><li>• Publication</li><li>• Safety</li></ul>
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**Video link for the Live Conference: [Click Here](#)**

**Participants from following countries**



# Online Live International Conference

## 19<sup>th</sup> February 2022



To continue - We changed gears

Eurasia Research Online Live International Conference  
19th February 2022

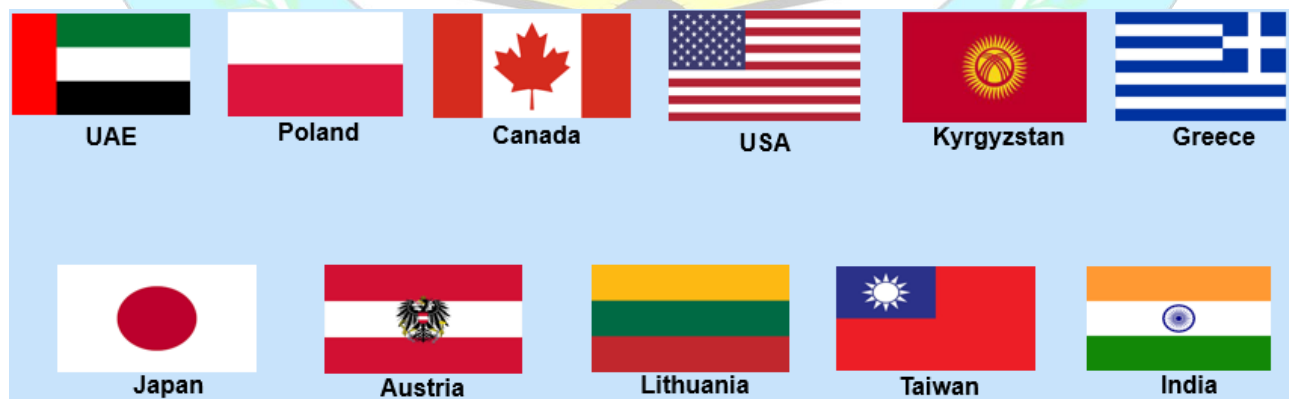
TERA – Teaching and Education Research Association



<b>Upcoming online conference</b> Barcelona Paris Singapore Amsterdam London Kuala Lumpur Berlin	<b>Participants from 12 countries</b>  Contact us: Phone: +91 7290808650 Email: <a href="mailto:convener@eurasiaresearch.info">convener@eurasiaresearch.info</a> <a href="https://teraevents.org/tera">https://teraevents.org/tera</a>	<b>Benefits</b> <ul style="list-style-type: none"><li>• Networking</li><li>• Experience</li><li>• Certification</li><li>• Proceedings</li><li>• Publication</li><li>• Safety</li></ul>
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**Participants from the following countries**







# Online Live International Conference

## 22 March 2022

To continue - We changed gears

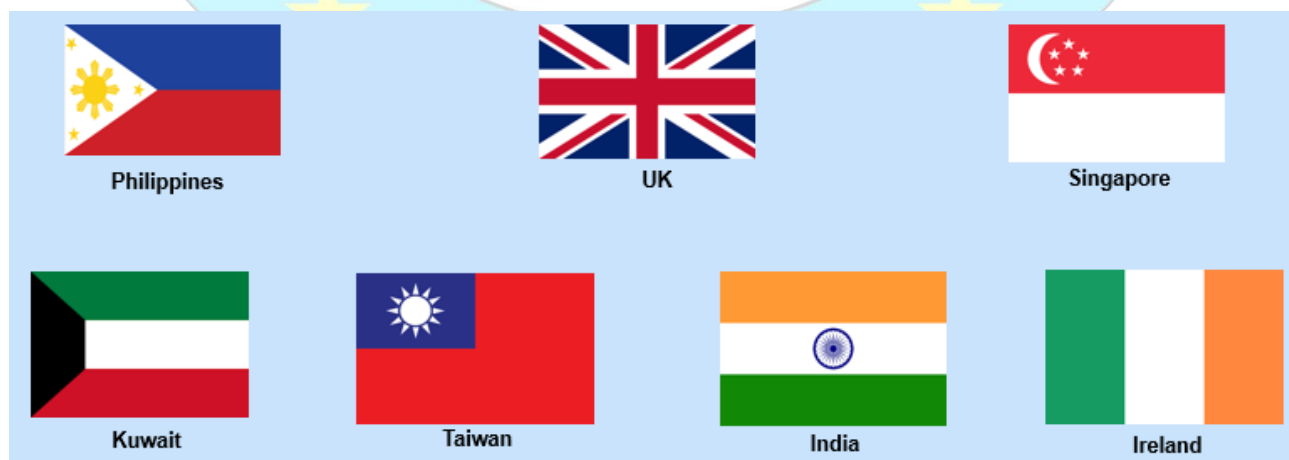
 Eurasia Research Online Live International Conference  
22nd March 2022  
TERA – Teaching and Education Research Association



Upcoming online conference	Participants from 07 countries	Benefits
Amsterdam London Kuala Lumpur Berlin Paris Prague Singapore	Contact us: Phone: +91 7290808650 Email: <a href="mailto:convener@eurasiaresearch.info">convener@eurasiaresearch.info</a> <a href="https://teraevents.org/tera">https://teraevents.org/tera</a>	<ul style="list-style-type: none"><li>• Networking</li><li>• Experience</li><li>• Certification</li><li>• Proceedings</li><li>• Publication</li><li>• Safety</li></ul>



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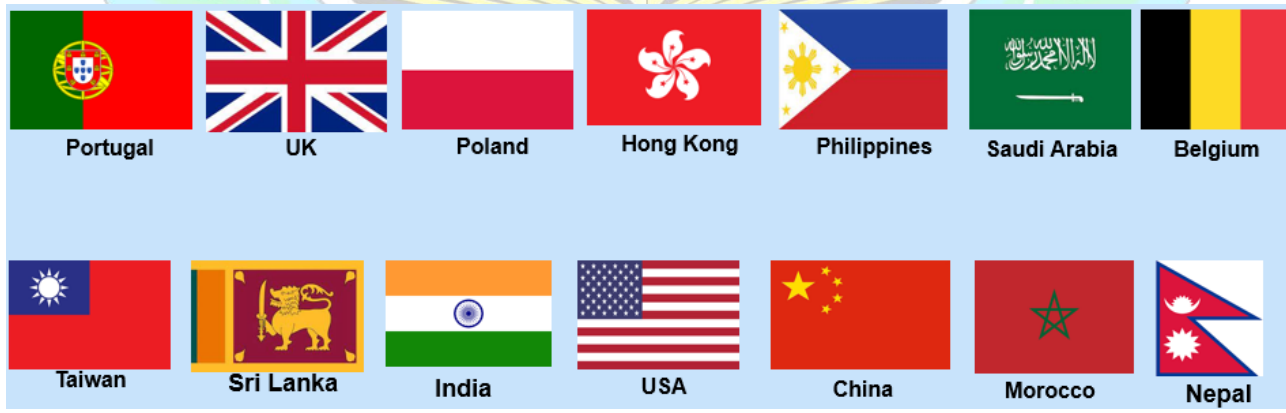
# Online Live International Conference

## 27 April 2022

<p>To continue - We changed gears</p> <p> Eurasia Research Online Live International Conference 27th April 2022 TERA – Teaching and Education Research Association</p>		
		
<p><b>Upcoming online conference</b></p> <p>Kuala Lumpur Berlin Paris Prague Singapore Bangkok Budapest</p>	<p><b>Participants from 12 countries</b></p> <p>Contact us: Phone: +91 7290808650 Email: <a href="mailto:convener@eurasiaresearch.info">convener@eurasiaresearch.info</a> <a href="https://teraevents.org/tera">https://teraevents.org/tera</a></p>	<p><b>Benefits</b></p> <ul style="list-style-type: none"><li>• Networking</li><li>• Experience</li><li>• Certification</li><li>• Proceedings</li><li>• Publication</li><li>• Safety</li></ul>

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**Participants from the following countries**



**Table of Content:**

<b>S. No.</b>	<b>Particulars</b>	<b>Page Numbers</b>
1.	TERA Association	7
2.	President & Vice- President	8
3.	TERA Committee Members	9-13
4.	Preface	14
5.	Keynote Speaker	15-25
6.	List of Presenters	26-82
7.	List of Listeners	83-92
8.	Upcoming Conferences	92



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

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

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

#### Salient Features:

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

## **PRESIDENT**



Dr. Lynne Celli, Dean of Graduate and Professional Studies, Lasell University, Newton, MA, United States

## **VICE-PRESIDENT**



Prof. Lawrence Gundersen, Professor of History and Political Science, Division of Social and Behavioral Sciences, Social and Behavioral Sciences, Jackson State Community College, United States



Dr. Kanlaya Daraha, Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Pattani, Thailand



**TERA COMMITTEE MEMBERS**

1.	Prof. Lawrence Gundersen	Professor of History and Political Science, Division of Social and Behavioral Sciences, Social and Behavioral Sciences, Jackson State Community College, United States
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15.	Hii Puong Koh	Doctor of Philosophy, Universiti Teknologi Malaysia, Skudai, Johor, Malaysia

16.	Jayson Balansag	Instructor, Professional Studies Department Bukidnon State University Malaybalay City, Bukidnon, Philippines
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18.	Ma. Victoria Magayon	Mathematics teacher, Graduate School University of Santo Tomas, Philippines
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20.	Radhika Ramamurthy	Asst. Prof. in Dept. of English, Guru Nanak College Chennai, Tamil Nadu, India
21.	Thuy Nhat Minh Vo	Lecturer, Department of Hospitality, Faculty of Tourism, Hoa Sen University, Hochiminh City, Vietnam
22.	Trisno Setiawan	Graduate of Physics Student at State University of Malang, Malang, Indonesia
23.	Dr. Mario Pace	Faculty of Education, University of Malta, Malta
24.	Ayman Hefnawi	Educational Leadership and Management, University of Warwick, UK
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26.	Jennifer Matic	Department of Service Systems, Rochester Institute of Technology, Rochester, New York, USA
27.	Mahwasane Nkhangweni Patricia	University of Venda Thohoyandou South Africa
28.	Dr. Mária Šikolová	Head of Testing and Methodology Department, Language Centre, University of Defence, Kounicova, Brno, Czech Republic
29.	Dr. Shakil Akhtar	CS/IT Department, Clayton State University, Georgia, USA
30.	Oktavia Wulan	Department of English, Faculty of Teacher Training and Education State, University of Malang Malang, Indonesia
31.	Hanna Voronina	PhD researcher, the Institute of Problems on Education of the National Academy of Pedagogical Sciences of Ukraine, lecturer, National Technical University of Ukraine, Igor Sikorsky Kyiv Polytechnic Institute, Faculty of Linguistics, the Department of Technical English

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33.	Dr. Martha M. Day	Co-Director, SKyTeach, Associate Professor of Science Education, UTeach STEM Educators Association, Past President, Bowling Green, KY 42101
34.	Dr. Beena Anil	Assistant Professor of English, SDNB Vaishnav College for Women, India
35.	Dr. Ludmila Koláčková	Language Centre, University of Defence, Brno, Czech Republic
36.	Abdelmoiz Ramadan	School of Computer Science and Information Technology, Northeast Normal, Technology, Jilin, China
37.	Assoc. Prof. Dr. Sita Yiemkuntitavorn	English Lecturer at SukhoThai Thammathirat Open University, TV host and research advisor
38.	Dr. Soon Singh A/L Bikar Singh	Senior Lecturer, Faculty of Psychology and Education, University Malaysia Sabah, Malaysia
39.	Dr. Jari Martikainen	Ph.D. (Art History), M.Ed., M.A. Lecturer of Visual Culture Studies, Ingman College of Crafts and Design, Finland
40.	Rajan Jayabalan	Head and Asst. Professor, Dept. Of Social Work (Post- Graduate), DRBCCC Hindu College, Pattabiram, Chennai, South India
41.	Ivy Casupanan	Asst. Professor - President Ramon Magsaysay State University, Chairperson, Castillejos, Zambales, Teacher Education
42.	Holger Nord	Area South East, Victorian School of Languages, Australia
43.	Singgih Widodo Limantoro	Business English study program of Politeknik Ubaya, Surabaya, Indonesia
44.	Freimut Bodendorf	Director of the Institute of Information Systems, University of Erlangen-Nuremberg, Nuremberg, Germany
45.	Dr. Vladimir Pitchko	Professor, Department of Mathematical and Physical Sciences, Chair, Concordia University of Edmonton, Alberta, Canada
46.	Ruchitha Perera	Founder Smartlearningonline.org, CEO Kusinara International School, Principal Safehaven Day Care and Special Needs School, CEO Sri Lanka Institute of Marketing, Lecturer
47.	Dr. Narendra P. Parchure	Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India



48.	Dr. Pallavi Soman	Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India
49.	Paloma Úbeda Mansilla	Senior Lecturer in the Department of Linguistics Applied to Science and Technology at the Technical University of Madrid
50.	Ana Sofia Saldanha	Department of Humanities, Universidade Autonoma de Lisboa, Lisboa, Portugal
51.	Elmira Gerfanova	Department of the English Language and Methods of Teaching, Sh. Ualikhanov Kokshetau State University, Kokshetau, Kazakhstan
52.	 Vesna Marija Potočić Matković	Associate professor at the Faculty of Textile Technology University of Zagreb
53.	Dr Ruth Wong	Department of English Language Education the Education University of Hong Kong, Hong Kong
54.	Prof. M. Shaheed Hartley	Science Learning Centre for Africa, University of the Western Cape, Cape Town, South Africa
55.	David Galloway	Teaching and Learning Coach, Southern Universities Network Coordinator, Havant & South Downs College, South Downs Campus: College Road, Water looville, Hampshire
56.	Dr. János Kollár	Associate professor, Semmelweis University, Institute of Behavioral Sciences, Budapest, Hungary
57.	Magdalena Matulewicz	President / Co-Founder, Natural Born Leaders
58.	 Catherine Cheng Mei Seung	Lecturer, Division of Language and Communication Teaching CCN1003 Chinese communication for college students, and CCN2007, Business Putonghua, Hong Kong Community College, Hongkong
59.	Subrahmanian Muthuraman	Assistant Professor – MBA, Faculty of Business Studies, Arab Open University, Oman Branch, Muscat
60.	Dr. Mladen Milicevic	Clinical Professor, Recording Arts Department Loyola Marymount University, Los Angeles, School of Film and Television, California
61.	Beata Mirecka-Jakubowska	Beata Mirecka-Jakubowska, M.A. English and EAL teacher at Jakarta Intercultural School, Indonesia
62.	Anne C. Ihata	Professor, Musashino University & Graduate School, Tokyo, Japan
63.	Dr. S. Reshma	Principal, Gulf Model School, Dubai, UAE



64.	Dr. Raman K. Attri	Founder, Speed to proficiency Research, Singapore
65.	Dr. Monica Jan	Lecturer, Federation University, Sydney, Australia
66.	Mark Helman	DP Economics and MYP Humanities, Pechersk School International, Ukraine
67.	Lawrence Meda	Assistant Professor, Zayed University, Dubai, United Arab Emirates
68.	Dr Haleema Sadia	Deputy Director, DWB, NCT Delhi, Founder Principal, DPS, AJMAN UAE
69.	Brian Fairman	Asean Institute of Applied Learning, Universitas Mpu Tantular, Jakarta, Indonesia
70.	Assoc. Prof. Ts. Dr. Kung-Teck, WONG	Deputy Dean (Research & Innovation), Faculty of Human Development, Sultan Idris Education University, Malaysia



## **Preface:**

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

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

TERA has now grown to 16,450 followers and 9500 members from 85 countries.

Membership in our scholarly association TERA is chargeable.

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

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

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

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

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

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

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

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

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

**Editor: Dr. Anupam Krishna**

## **KEYNOTE SPEAKER**



**Ana Verde Trabada**

King Juan Carlos University, URJC · Faculty of Legal and Social Sciences, Doctor of Education, Spain

Topic: Teaching and Learning Modalities in Higher Education During the Pandemic

Ana Verde is professor and researcher at International University of La Rioja: UNIR and King Juan Carlos University. International PhD "cum laude" in Education, Degree in Humanities, Degree in Pedagogy and Degree in Music specializing in Guitar from the Royal Conservatory of Music of Madrid. Master in Cultural Communication. She collaborates with several National and International Universities. Her research interests are focused on active pedagogies, educational robotics, technology and resources in education, teaching innovation and methodological bases in training.



## **KEYNOTE SPEAKER**



**Hilda H. Aseoche**

Lajarca St. Junction, Mayondon, Los Baños, Laguna

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

I am Hilda H. Aseoche all the way from the Special Science City Nature of the Philippines, Los Banos, Laguna. I've been an educator by profession for 13 years and currently, I am affiliated as a public-school teacher at Los Baños Integrated School (LBIS) and a proud single mother of three adorable kids. Apart from that, I also work as an online ESL Teacher at 51 Talk and a volunteer co-facilitator of Massive Open Online Course (MOOC) Camp Laguna2, Philippines partnered with Regional English Language Office and US Embassy. I gained my Doctorate Degree at Laguna State Polytechnic University last August 2020 and was able to publish and present my paper internationally entitled "Lived Experiences of MOOCers: A Phenomenological Study and "Development and Validation of Supplementary Grammar Modules in English for Grade Eight Pupils at Los Baños Integrated School". I also volunteered as a teacher in American Language and Culture Classes for three months last 2020. I became the Demonstration Teacher for two consecutive years (2016-2017) and was recognized as Best Writer in Test Construction. My recent speakership was held last Sept 2020 with a Title Teaching English to Young Learners: An International Webinar in partnership with MOOC Laguna Camp 2 and Private and Public American Language Culture Class. Finally, I am an environmental advocate who supports our community's Environmental Sustainability: A Clean Up Drive project. My job as a teacher is to transform and make a difference to the lives of my former, current, and future students. I can say that I am a teacher that teaches from the heart. I believe that teaching is more than just imparting knowledge; it is also about growing students to become self-sufficient and lifelong learners.



## **KEYNOTE SPEAKER**



**Dr Mario Pace. B.Ed**

(Hons)., M.A. (Melit)., Ph.D (Melit), Senior Lecturer – Italian,  
Department of Humanities & Languages in Education (DHLE), Office  
223, Old Humanities Building, Faculty of Education, University of  
Malta, Malta

**Topic: Relevance and Engagement in Foreign Language Teaching and  
Learning. The Natural Way Forward**

Chev. Dr Mario Pace, B.Ed (Hons.), M.A., Ph.D.(Melit), is a Resident Senior Lecturer of Italian at the Department of Languages and Humanities in Education within the Faculty of Education of the University of Malta and language consultant to the Minister of Education and Employment on foreign language teaching & learning. Besides foreign language teaching methodology, his main areas of interest include second language acquisition, foreign language teaching and learning, as well as language assessment. In May 2018, he received the award of “Cavaliere dell'Ordine della Stella d'Italia” (OSI) by the President of the Italian Republic Sergio Mattarella in recognition of his significant contribution towards the promotion of the Italian culture in Malta and the strengthening of the relations between Italy and Malta, and especially for his role in the enhancement of the teaching and learning of Italian in Maltese schools and other educational institutions. He is responsible for the organization and delivery of Professional Development Courses for teachers of Italian as a Foreign Language held both locally as well as in various Italian cities. He is in direct collaboration with various international Universities and Institutions, namely the Università per Stranieri in Siena, the Università degli Studi in Perugia, PIXEL Association in Firenze, the Canadian Society for Italian Studies and the The Peoples' Friendship University of Russia. He has participated in conferences both in Europe and the USA and is the author of various academic papers, with topics varying from Italian literature in Malta to the teaching of Italian. Dr Pace is responsible for the design and implementation of both the Subject Proficiency Programme (SPA) within Secondary Schools as well as the Foreign Language Awareness Programme (FLAP) in the Primary Schools. He is responsible for the development, management and delivery of a number of in-house training courses of "Italian for Commercial Purposes™ for various private and public companies across the Maltese Islands.

## **KEYNOTE SPEAKER**



### **Solomon Arulraj David**

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

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

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

## **KEYNOTE SPEAKER**



**Dr Malgorzata Wójcik**

Assistant Professor, SWPS University, Katowice, Poland

Topic: The Impact of School Bullying - Research and Practice

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



## **KEYNOTE SPEAKER**



### **Jakub Tomasz Mróz**

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

Topic: The Impact of School Bullying - Research and Practice

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



**KEYNOTE SPEAKER****Dr. Anthony Yee**

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

Topic: Sustainable Energy Myths and Facts

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

**KEYNOTE SPEAKER****Dr. Deepak L. Waikar**

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

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

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

## **KEYNOTE SPEAKER**



**Dr. Froilan D. Mobo**

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

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

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



## **KEYNOTE SPEAKER**



**Vitor Tomé**

Expert on Digital Citizenship Education, Council of Europe, Lisbon

Topic: Tackling disinformation through Digital Citizenship Education

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## **KEYNOTE SPEAKER**



**Lynne M. Celli**

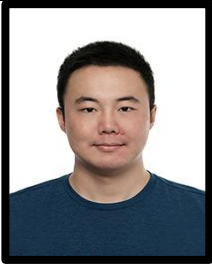
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**Topic: The Mindful Leader: Focus on The Social-Emotional  
Development of All**

Dr. Lynne M. Celli is an expert in Executive Leadership and Training. Dr. Celli has been in the field of education for 39+ years. Dr. Celli currently serves as Dean of Graduate and Professional Studies at Lasell University in Newton, MA, USA. She also has served in a variety of positions during her career in education to date, including Executive Director of Leadership and Professional Education, School of Education, Dean of Graduate Professional Education, Associate Dean, college professor, superintendent, central office administrator, K-12 principal, a teacher at multiple grade levels, and educational consultant. She holds a BA in Sociology and Education from Clark University, an MEd in Curriculum, Instruction, and Administration from Boston College, and a PhD in Curriculum, Instruction, and Administration from Boston College. She was named by Phi Delta Kappa as a Distinguished Educator, appointed to the International Who's Who of Professional Educators, and to the National Association of Professional Women. She has published on a variety of topics in education including her most recent publications, *Educating the Experienced: Challenges and Best Practices in Adult Learning*, *The power of the Professoriate: Demands, Challenges, and Opportunities in 21st Century Higher Education*, *Learning Style Perspectives: Impact in the Classroom*, and *Collapsing Boundaries from Preschool to PHD: Building Bridges Across the Educational System*.

## **PRESENTERS**

(Applicants &amp; Participants)



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### **Development model of one-foot Hop and Horizontal jump in preschool children and teaching Suggestion**

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#### **Abstract**

This paper aims to provide empirical evidence for preschool children's movement education by analyzing the characteristics of single-foot jump and standing long jump. Research methods: Firstly, TGMD-3 gross muscle motion measurement scale was used to conduct video recording and then scale score on the single foot jump and standing long jump movements of preschool children. The final measured data were input into Microsoft Excel and coded, and the data were analyzed and compared according to percentage. The Results: showed that children in the low age group could not master the one-foot jump, but the high age group did not master the four-foot assist movement. Poor coordination between limbs and body in standing long jump. Conclusion: The most important point to be paid attention to is the coordination training of limbs in displacement in the teaching of single-foot jump and standing long jump for preschool children.

#### **1. Introduction**

Gross Motor Skills (GMS), also known as basic Motor skills, refer to movement, object control, and stabilization skills(Logan, Ross, Chee, Stodden, & Robinson, 2018).

Preschool (3 ~ 6 years old) is a critical period for the development of gross motor skills and plays an important role in the development of children's motor patterns(Hardy, King, Farrell, Macniven, & Howlett, 2010; Stodden et al., 2008) . Multiple studies have shown that preschool children's gross motor skill proficiency is positively correlated with healthy body weight, higher physical activity levels, and improved cognitive outcomes(Castetbon & Andreyeva, 2012; Diamond, 2015; Lubans, Morgan, Cliff, Barnett, & Okely, 2010; Morano, Colella, & Caroli, 2011; Tonge, Jones, & Okely, 2016) . Recent studies on children's motor education show that targeted motor education will have a positive impact on the motor development of preschool children(YARIMKAYA & ULUCAN, 2014). Therefore, it is particularly important to monitor the gross motor level in early childhood and understand the specific situation of gross motor development of children.

At present, there are a variety of tools used to monitor The Gross Motor movements of preschoolers at home and abroad, among which The Gross Motor Development Test (TGMD-3) has high reliability and validity. The test mainly consists of 6 movements in The movement

test and 7 movements in The object control test, totaling 13 movements. Each item in the scale is tested twice and scored according to three to five scoring criteria, with a "1" score for meeting one criterion.

The testing tool applies to children aged 3-10 years (Magistro et al., 2020), but it is found through the test that not all displacement movements have rapid development in stages 3-6. Therefore, rapid and sensitive movements are selected in this stage, and detailed classification is made, and targeted suggestions are put forward for teaching.

## **2. Research purpose and significance**

To provide evidence for motor education, this paper encodes the standard score of movement of displacement skills of preschoolers, such as single foot jump and standing long jump.

## **3. Research design**

### **3.1 Test method**

370 randomly selected children aged 3 to 6 years old were tested for motor development using the TGMD-3 Gross motor Development Scale, including displacement skills of hopping on one foot and standing long jump motor skills. During the test, each child has two formal test opportunities. To ensure the accuracy of the test, the testers of the test have received strict training, in the training, there are special action demonstration personnel and action grading personnel show.

### **3.2 Mathematical statistics**

Input the measured data with Microsoft Excel to establish a database. Encode the final score of children's standards for each action with the function  $F(x) = \text{CONCAT}$ , and then use the percentage statistical method to conduct statistical analysis of the coded data.

## **4. Results and analysis**

The purpose of this study is to understand the development characteristics of the gross motor pattern of preschool children in China in more detail and to provide theoretical and empirical evidence for motor education intervention.

In this paper, the TGMD-3 Gross Motor Development Test scale was used to test and record children. Through video analysis, scores were given according to the motor standards, and the final score was regarded as the motor code. As shown in Table 1 and Table 2, the action code of single-foot jump 0202 indicates that children have not mastered the first item, which is the non-supporting leg swing forward to achieve the power effect, and the third item, which is the two arms bend and swing forward to generate force action. The 1200 action code of standing long jump indicates that children only get 1 point when they bend their knees and stretch their arms back in the first preparatory action, which needs to be consolidated and strengthened. In the last two, children take off and land at the same time with both feet, but they cannot grasp the arm pressure when they land, so more teaching guidance is needed.

**Table 1** Coding examples of single-foot jump and standing long jump action modes

Gross Motor	PERFORMANCE CRITERIA	
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Hop	Non-hopping leg swings forward in pendular fashion to produce force	Foot of non-hopping leg remains behind hopping leg (does not cross in front of)	Arms flex and swing forward to produce force	Hops four consecutive times on the preferred foot before stopping	Gross Motor Coding
Test One score	0	1	0	1	0202
Test Two Score	0	1	0	1	
Final score	0	2	0	2	

**Table 2** Coding example of standing long jump action mode

Gross Motor	PERFORMANCE CRITERIA				
Horizontal Jump	Prior to takeoff, both knees are flexed and arms are extended behind the back	Arms extend forcefully forward and upward reaching above the head	Both feet come off the floor together and land together	Both arms are forced downward during landing	Gross Motor Coding
Test One score	0	1	0	0	1200
Test Two Score	1	1	0	0	
Final score	1	2	0	0	

Judging and analyzing children's displacement and object-controlled movements following this motion coding method, it is easier to analyze the development characteristics of children's movements at all ages and provide a strong basis for movement teaching (see Figure 1-6).

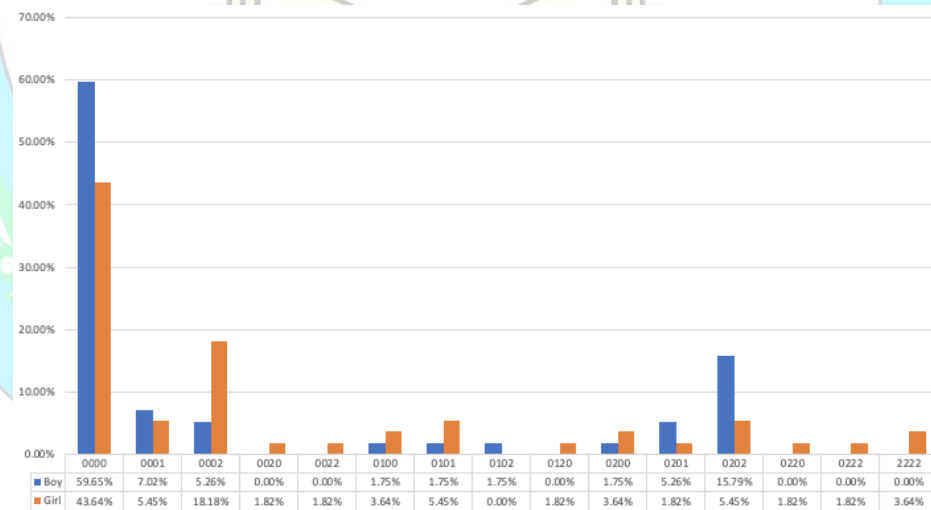
#### 4.1 Preschoolers' one-foot beat was analyzed for coding

There are four scoring criteria :(1) the unsupported leg swings forward to achieve assist; (2) the non-supporting leg is bent behind the body; (3) two arms curved, swing forward to produce force; (4) The dominant leg jumps 4 times in a row. See Figure 1 to Figure 3 for the distribution of movement patterns in children of all ages.

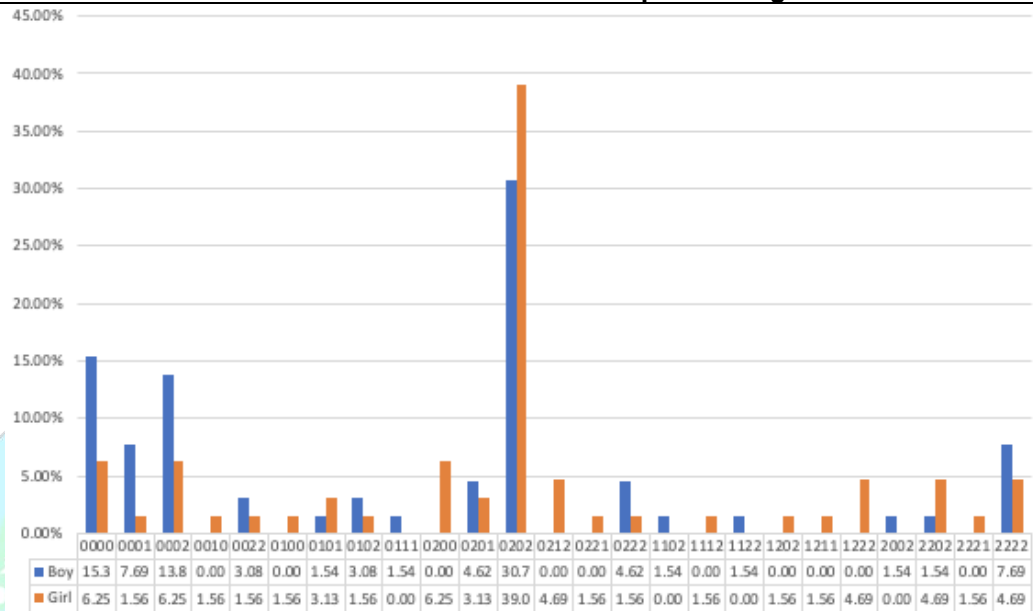
Among 3 to 4 years old children, 0000, 0001, 0002, and 0202 action modes account for the largest proportion. 0001, 0002, and 0202 indicate that most children do not use non-supporting legs to achieve the help effect. Most of the supporting legs are bent in front of the body, and the two arms are not bent or swing forward to achieve the help effect. In addition, only a small number of girls reached the standard of 2222, indicating that most children in this age group could not master the one-legged movement and the development of this movement was lagging.

For children aged 4 to 5, 0000, 0001, 0002, 0200, 0202, 2222 accounted for the largest percentage of action codes. The proportion of 0202 is the highest, indicating that most people in this age group have not mastered the first and third movement standards, while 0002 and 0002 show that the circumference energy of non-supported legs is bent behind the body. Compared with the lower age group, the number of 0000 decreased more, and the proportion of 2222 increased, indicating that with the increase of age, the beat of one foot has a relatively obvious improvement.

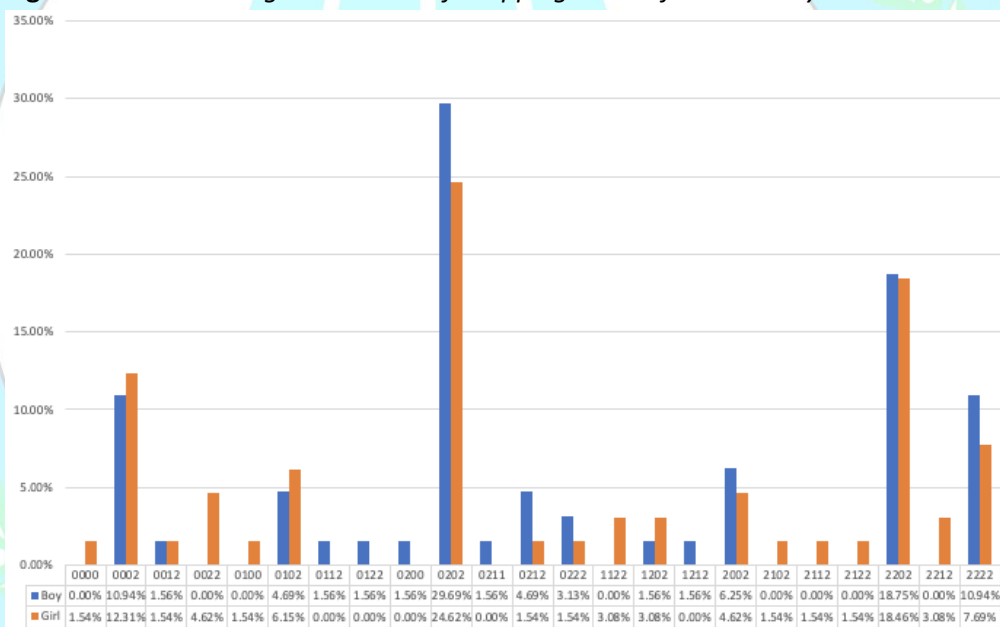
Among 5 to 6 years old children, 0002, 0102, 0202, 2002, 2202, 2222 accounted for a large percentage. Compared with 4 ~ 5 years old age group, the proportion of 0202 is still the highest, the first and third movement is still not well mastered, 0002, 0102, 2002 has a small increase, 2202 has a large increase, indicating that the first and second movement has relatively obvious progress. With the increase of age, the proportion of the 2222 movement code increases slightly. It can be seen that although monopole has developed with the increase of age, most children have not fully mastered this movement. In the future, targeted training should be carried out on the coordination between the supporting leg and the non-supporting leg as well as between the arms, to better master this movement.



**Figure 1:** Action coding distribution of "hopping on one foot" in 3 - to 4-year-old children



**Figure 2:** Action coding distribution of "hopping on one foot" in 4-5-year-old children



**Figure 3:** Action coding distribution of "hopping on one foot" in 5 - to 6-year-old children

#### 4.2 Analysis of standing long jump action coding of preschool children

There are four scoring criteria for standing long jump :(1) bend your knees and extend your arms back while preparing; (2) the arms are fully extended forward and above; (3) Both feet take off and land at the same time; (4) Press your arms down when your feet land. Figure 4 - Figure 6 shows the distribution of standing long jump action patterns in different age groups.

As can be seen from the figure below, there are more modes of standing long jump than those mentioned above, which indicates that this movement is more difficult for preschool children to learn.



In the group of 3 to 4 years old, the most movement modes are 0000, 0020, 1020, 2020, 2022, and 0020 accounts for the highest proportion, indicating that this age group failed to master the first, second, and fourth movement standards, while the third movement with both feet jumping and landing at the same time is better. But there are still a large number of children in the standing long jump, the third item is 0 or 1, it can be seen that children still need more practice to master the standing long jump.

4 ~ 5 years old age group, the same as the low age group, one of the highest is 0020, and 0000 percentage significantly reduced, and the action mode is richer, such as 0011, 0111, said the standing long jump as we age, get a degree of development, but to prepare knees have failed to grasp, the other three criteria need to practice more, To achieve consolidation. Set of 5 ~ 6 years old, is still the highest of 0020 accounted, but compared with the previous two age groups, 2020, 2022, 2222 groups of children increased significantly, as we age, standing long jump ability has been a certain degree of development, but two arms upward with both feet to the ground at full stretch arms down action need to be in the future teaching, focus on education practice.

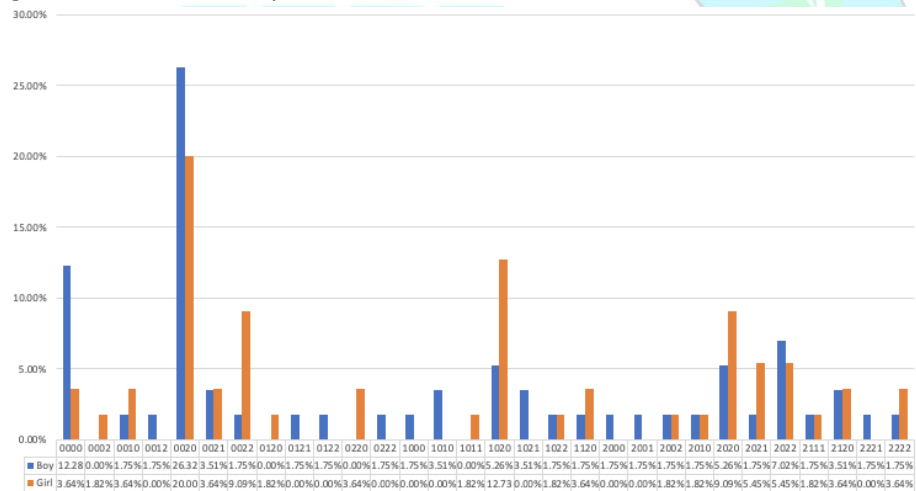


Figure 4: Action coding distribution of "standing long jump" in 3- to 4-year-old children

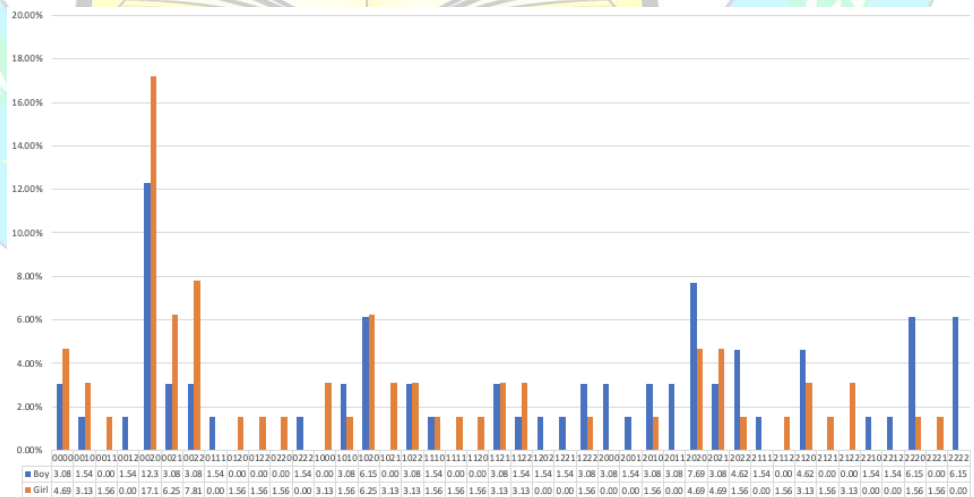


Figure 5: Action coding distribution of "standing long jump" in children aged 4-5 years



From the analysis results view, jump and standing long jump on one foot larger age children's action pattern diversity, this shows that the two movements as we age, the overall development model presents the distribution of diversity, but from the hop in 3 ~ 4 years old age group accounted for up to 0000, 4 ~ 5 years of age and 5 ~ 6 years old age group accounted for most of 0202 as you can see, 3 ~ 4 years old to 4 ~ 5 years old should have step-by-step guidance teaching, and 4 ~ 5 years old to 5 ~ 6 years old movement development has obvious stagnation phenomenon, should focus on guiding the unsupported legs and arms of the training.

In standing long jump, 0020 plays a leading role in children of the three ages. With the growth of age, the development of this movement shows a slow-growth trend, but the growth rate is not obvious. We should gradually guide children to carry out the teaching of coordination and cooperation of limbs.

In general, the most important point in the education of one-foot jump and standing long jump for preschool children lies in the coordination and coordination training of limbs in displacement.

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<p><b>Pei Yu Wang</b> <b>ERCICTEL2201081</b></p>	<p><b>A Pilot Study of Constructing a Resource Recommender System for High School Students' SDL based on Text Mining Techniques</b></p> <p>Pei Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p><b>Abstract</b></p> <p>This pilot study establishes a resource recommender system for high school students' self-directed learning (SDL) of sciences. Mining 34,191 authoritative popular science articles crawled from the Internet designate the word vector of each science terminology. Unlike the precise search of keywords provided by search engines, this recommendation system provides key nodes of other scientific terms and articles related to the keyword. Meanwhile, a Kanban platform as the user interface enhances high school students' knowledge collection, extension, and exploration during SDL. The analysis results of teachers' questionnaires show that the resource recommender system helps self-directed learning collect information. However, the quality and quantity of crawled articles significantly affect the system's quality and quantity. These results can be used to reference the future development of text mining-based learning resource recommendation systems.</p> <p><b>Keywords:</b> Text Mining, Self-Directed Learning, Recommend System</p> <p><b>Introduction</b></p> <p>Self-directed Learning (SDL) has become a compulsory subject for high school students in Taiwan since 2019. Students need to develop their learning plans and search learning resources related to learning subjects appointed by themselves in the SDL process. Therefore, the teacher plays a scaffolder, who no longer dominates the learning subject and content just like they did with the didactic teaching strategy before. However, if students lack prior knowledge, they cannot evaluate the correctness and relevance of learning resources searched from the Internet. Notably, there was much false information on the Internet, making students misunderstand SDL.</p>



This paper is a pilot study that uses text mining technology based on authoritative articles of popular sciences crawled from the web to provide students' SDL process. The relevant and extensive knowledge content will be recommended for students to read and explore continually to avoid students searching for learning resources on the Internet, focusing on the keywords only and facing the difficulty of discriminating the reliability. This research uses the Kanban system as the human-machine interface. It cooperates with the learning strategies and progress of autonomous learning to assist teachers in observing students' learning conditions.

### Related Works

Self-directed Learning (SDL) is proposed by Knowles (1975). During the SDL process, learners need to self-diagnose learning needs, set learning goals, and find resources. Furthermore, learners need to constantly adjust the learning direction and evaluate the results. Knowles (1975) also indicates the importance of SDL. First, SDL autonomous learners learn more than passive learners. Second, the SDL process also aligns with human development, and third, learners will generate independent inquiry skills for facing problems. In addition, Kidane et al. (2020) believe that self-directed learning enables learners to understand and analyze issues in self-directed learning, which helps cultivate the ability of lifelong learning.

Iwasiw (1987) indicates that a teacher-guided model should be employed in SDL first for students to understand the learning process. High school students still need peer assistance or teacher intervention in their learning process. With the aid of using digital platforms and group learning strategies, teachers may have the opportunity to help students control their learning progress and allow learners to supervise each other to achieve the goal of SDL. In this study, the Kanban System was used as the learning platform for students to integrate the learning resources and process and assist learners in managing learning tasks and understanding their peers' learning status (Anderson, 2010).

Determining learning goals and searching learning resources are critical parts of SDL. Most high school students are highly dependent on search engines, like Google and Bing, which provide accurate keyword search results. Due to the poor use of keywords or on-authoritative articles, the query results of traditional search engines may cause students' learning myths or mislead the learning direction. Therefore, it is challenging for teachers to provide SDL learners with relevant, extensive, and authoritative information. Text mining is developed to process unstructured text data through various quantification techniques. It helps users explore the correlation between words (Shi, Chen, Han, & Childs, 2017) and information hidden in the articles (Tan, Steinbach, and Kumar, 2006). Some article recommendation systems were proposed (Zhang, Yao, Sun, & Tay, 2019 and Domingues, Sundermann, Manzato, Marcacini, & Rezende, 2014) to explore and disclose the related articles for various objectives.

### Method

This study collects 34,191 authoritative popular science articles from the Internet and then uses text mining technology, including TF-IDF and Doc2Vec algorithm, to identify their correlation. Table 1 lists the data source and the article amounts.

**Table 1.** *Data Sources*

title	URL	Article Num
Environmental Information Center	<a href="https://e-info.org.tw">https://e-info.org.tw</a>	11322
PanSci	<a href="https://pansci.asia">https://pansci.asia</a>	9817

3	Sci-Tech Vista	<a href="https://scitechvista.nat.gov.tw">https://scitechvista.nat.gov.tw</a>	6180
4	Science Online	<a href="https://highscope.ch.ntu.edu.tw">https://highscope.ch.ntu.edu.tw</a>	6104
5	Scientific American	<a href="https://sa.ylib.com">https://sa.ylib.com</a>	2013
6	The News Lens	<a href="https://www.thenewslens.com">https://www.thenewslens.com</a>	1232
7	National Geographic	<a href="https://www.natgeomedia.com/">https://www.natgeomedia.com/</a>	787
8	NTU CASE	<a href="https://case.ntu.edu.tw/blog/">https://case.ntu.edu.tw/blog/</a>	719
9	Physics Bimonthly	<a href="http://pb.ps-taiwan.org/">http://pb.ps-taiwan.org/</a>	533
10	Science Monthly	<a href="https://www.scimonth.com.tw/">https://www.scimonth.com.tw/</a>	418
11	NTCU science lab	<a href="http://scigame.ntcu.edu.tw/">http://scigame.ntcu.edu.tw/</a>	330
12	Lifecchem	<a href="https://www.lifechem.tw/">https://www.lifechem.tw/</a>	302
13	phycat	<a href="https://hfdavidyu.com/">https://hfdavidyu.com/</a>	174
14	Science Buds - Science Games	<a href="http://www.bud.org.tw/">http://www.bud.org.tw/</a>	56
Total			34191

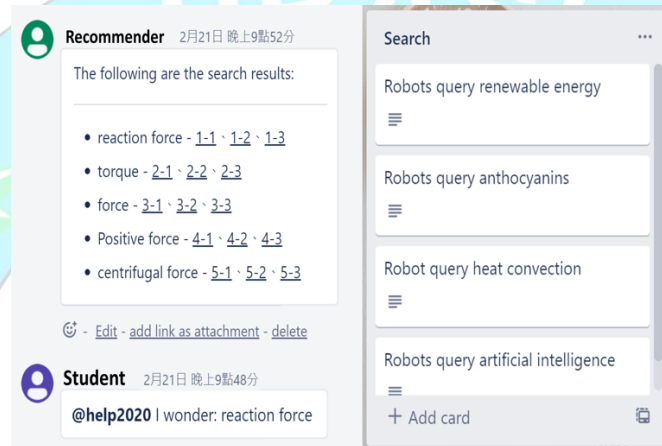
The first step of text mining is segmentation and conversion. The Jieba, an open-source word segmentation tool, is employed in this study. Then, the text vectors among each word are established by the Doc2Vec algorithm (Le & Mikolov, 2014). These vectors represent the similarity between each word. The closer the semantics are, the higher the score. For example, as shown in Table 2, when students inquire about the word "physical," the system responds that the most relevant character is "physics" with a similarity of 0.71, followed by condensed matter with a similarity of 0.63. The top 10 most similar terms are mechanics, theoretical physics, elementary particles, chemistry, quantum optics, quantum mechanics, celestial mechanics, and mathematics.

**Table 2.** The top 10 terms and similarity scores of the term physics

**Inquiry term: physical**

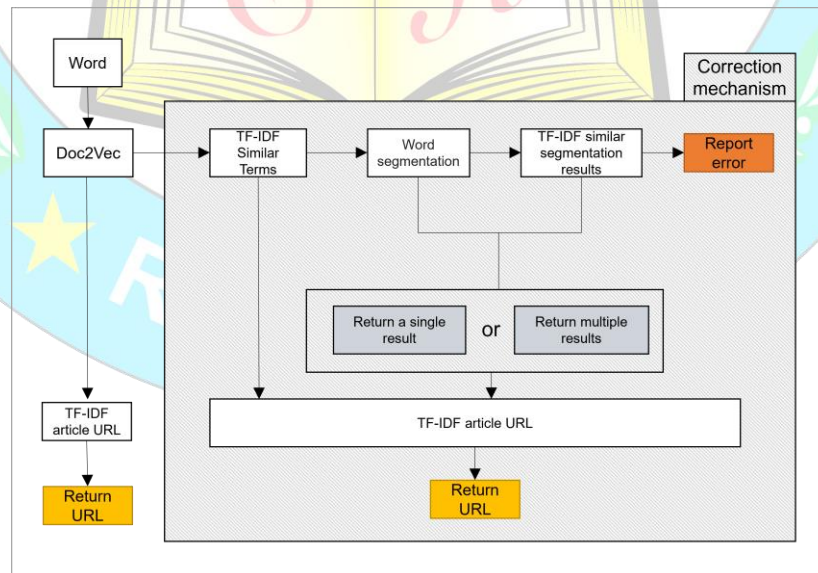
order	Related terms	Similarity scores
1	physics	0.71
2	condensed matter	0.63
3	mechanics	0.63
4	theoretical physics	0.61
5	elementary particle	0.61
6	chemistry	0.61
7	quantum optics	0.60
8	quantum mechanics	0.60
9	celestial mechanics	0.60

After the top 10 relevant characters are pulled from the dataset, the three most relevant articles corresponding to each character will respond to the Kanban system for students reading using the TF-IDF algorithm. For example, in Figure 1, a student queried the science term “reaction force” in the Kanban card. The system responded to the student with five related terms including “reaction force” itself and “torque”, “force”, positive force”, and “centrifugal force” above the card.



**Figure 1.** The user interface of the Kanban system

When students ask a question in the SDL resource recommender system, some related terms and articles will be replied to the groups' space where the students belong in the Kanban system. In the case of Figure 1, three related articles are listed after each term for students' reference when learning. Therefore, students can explore the related knowledge after reading these related articles in the SDL process. The Kanban system helps group members to learn through the cards and the lists on web browsers. The system architecture is illustrated as follows.

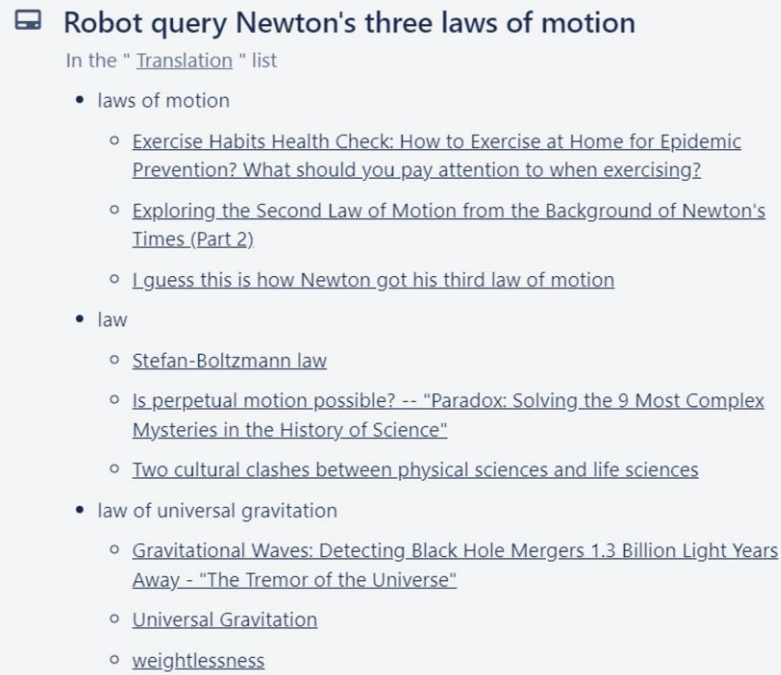


**Figure 2.** The system architecture

## Results

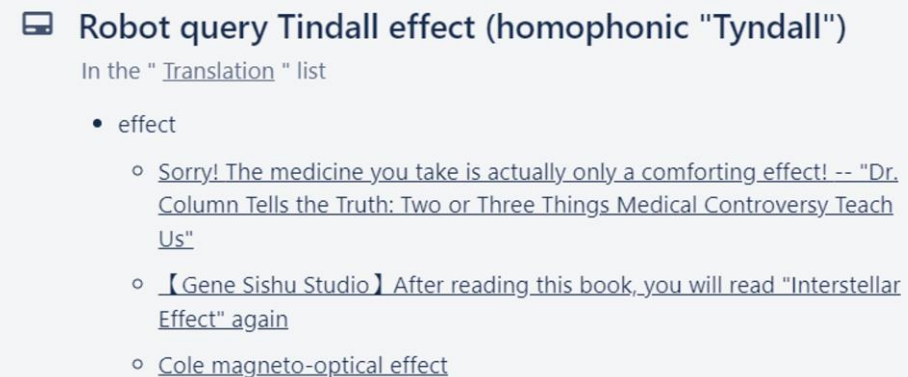


Figure3 illustrates the results of the student's inquiry of Newton's Laws of Motion, which are the most popular science term in high school physics.



**Figure 3.** The result of the student's inquiry of Newton's Laws of Motion

Figure4 illustrates the results of the student's inquiry of the Tyndall Effect, which is the advanced science term in high school physics.



**Figure 4.** The result of student's inquiry of the Tyndall Effect

A questionnaire with eight items was employed in this pilot study to investigate teachers' views of their students using this SDL learning resource recommend system in the future. Twenty-seven science teachers in Taiwan were recruited in this study. The following table shows the statistical results.

**Table 3.** The result of the questionnaire of system performance

D	Item	Mean	SD
	I am satisfied with the content of this system feedback.	4.47	0.62
	The system responses are related to student's inquiries.	3.82	1.38

Q 3	The system responses are helpful to students' inquiries.	4.59	0.62
Q 4	The system responses are helpful to students' dispersing thinking ability.	4.65	0.49
Q 5	The system responses are under my expectations.	3.47	1.33
Q 6	The system responses are helpful to students' data collecting ability.	4.59	0.62
Q 7	The system responses are helpful to students' SDL process.	4.38	0.72
Q 8	The system responses are helpful to teachers to assist students' SDL process.	4.41	0.71
	Mean	4.30	0.81

The system satisfaction score is 4.47 (Q1), which shows that teachers regard this recommender system as benefits students' SDL process and assist teachers in teaching(Q8). In system capability scores (Q2 and Q3) show that this system is helpful for students' term inquiry and helps students SDL process (Q7). To help students' diverse thinking, the Q4, Q5, and Q6 reflect that the system is suitable for assisting students' dispersing thinking ability. Furthermore, the standard deviation of Q5, "The system responses are under my expectations." reached 1.33. This high value shows that the SDL recommender response results are pretty unexpected, unlike traditional search engines response ever.

### Conclusion

This research constructs a learning resource recommender system for high school students' SDL. The relationships between the popular science terminologies are analyzed by text mining technology on 34,191 authoritative popular science articles crawled from the Internet. When students inquiry about a keyword in the Kanban system, the top 10 related terms, and their related articles will be responded to and shown in the cards of Kanban. This research is a pilot study, and a questionnaire is enrolled for 27 high school natural science teachers to evaluate the availability for students' SDL process. The results show that teachers have high scores of satisfaction with this system. Teachers also believe that it can assist students in keywords inquiry and enhance students' thinking divergence. Therefore, the system is more suitable for use in the early stage of SDL, such as expanding cognition and theme development.

### Acknowledgment

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 <p><b>Maisaa' She</b> <b>ERCICTEL2232061</b></p>	<p><b>The Effectiveness of a Constructivist Learning Model in Improving Third-Grade Students' Reading Comprehension in the Galilee Region</b></p> <p>Maisaa' She Department of Education, Hasan Yaseen School, Israel</p> <p><b>Abstract</b></p> <p>The study aimed at identifying the effectiveness of the constructivist learning Model in improving the reading comprehension of third-grade students in the Galilee region. The study adopted a quasi-experimental approach based on the design of the experimental and control groups. The study sample consisted of all third-grade students from Hussein Yassin Primary School in the Galilee region, with a total of (39) male and female students, who were divided into two groups: the control group (20) students and the experimental group (39) student. The study's findings revealed that there were statistically significant differences in the study sample's performance as a result of the constructivist learning strategy's effectiveness in improving reading comprehension, and the results were in favor of the constructivist learning model (experimental group). The researcher suggests that Arabic language curricula include applied models and lessons based on constructivist theory strategies, particularly constructivist teaching; it also suggests that Arabic language teachers benefit from it in their teaching, and that field studies be conducted to reveal the preferred constructivist learning environments, particularly for students at all academic levels.</p> <p>Key Words: Constructive Learning, Reading Comprehension, Third Grade, Galilee Region</p>
<p><b>Christian Laro Salazar</b> <b>ERCICTEL2233062</b></p>	<p><b>Influence of Productive Struggle in Mathematics to the 21ST Century Learners</b></p> <p>Christian Laro Salazar Department of Education – City Schools Division of Tandag- Tandag National Science High School, City of Tandag, Philippines</p> <p><b>Abstract</b></p> <p>This study dealt with finding the influence of productive struggle in Mathematics to 21st-century learners. Furthermore, it aimed to determine the problems encountered by the learners when they are exposed to activities that promote productive struggle. This study utilized the quasi-experimental pre-test post-test design. In this design, two groups of learners are involved: the experimental group and the control group. It has been found out that productive struggle is extremely influential to 21st-century learners for it has helped them to be motivated in managing to improve their skills in mathematics. Furthermore, it was found out in this study that the problem that most of the learners encounter when they</p>



are in productive struggle is the fact that they cannot finish the activity within a given amount of time. They often struggle with the idea that they are given a problem to be solved without preview of the lesson. Findings revealed that there is a significant difference in the achievement test scores of the learners with and without activities that promotes productive struggle. In addition, it has also been found out that there is a significant interaction between the achievement test scores of the learners in the experimental group if they will be classified according to their mental capacity. The results only suggested that those subjects who are exposed to activities that promote productive struggle performs better than those who are exposed to the conventional method of teaching even if they are grouped according to their mental capacity. Therefore, independent learning using activities that promote productive struggle is found to be more effective than the conventional lecture method. Hence, the researcher deemed it necessary for school administrators and Mathematics teachers to implement an independent learning strategy using activities that promote productive struggle to increase the achievement test scores of the learners.

Keywords: 21st-Century Learners, Influence, Productive Struggle



**Cole Webber**  
**ERICTEL2201051**

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

Cole Webber

Betterfit Corporation, Edmonton, Canada

#### **Abstract**

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

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



**Hwangji S. Lu**  
**ERCICTEL2201055**

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

Hwangji S. Lu

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

#### **Abstract**

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

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



**Hodaka Kachi**  
**ERCICTEL2201061**

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

Hodaka Kachi

Shizuoka University Graduate School, Japan

Taichi Yasunaga

Shizuoka University, Japan

Kyohei Sakai

Toyo Eiwa University, Japan

Ryosuke Hyuga

Kensetsu System Co., Ltd, a software company, Japan

Shingo Shiota

Shizuoka University, Japan

#### **Abstract**

	<p>To reduce teachers' workloads, this study developed online video teaching materials to assist students to troubleshoot their own tablet device operational issues. In order to develop the teaching materials, we first conducted a questionnaire survey among teachers to understand what kind of operational problems were occurring with tablets in the classroom. We then developed the teaching materials based on the results. The evaluation of the teaching materials was conducted through questionnaires and interviews with teachers. The results suggested that the video teaching materials were able to resolve many of the students' problems and reduce the need for the teachers to deal with the all tablet device technical problems.</p> <p><b>Keywords:</b> Tablets, Student Operational Problems, Online Learning, Gigaschool</p>
<p><b>Shunya Tamura</b> <b>ERCICTEL2201068</b></p>	<p><b>Development of an Environmental Education "Behavioral Science Utilization Tool" for Children</b></p> <p>Shunya Tamura Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Kazuya Takase Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Hiroshi Onoda Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Shingo Shiota Faculty of Education, Shizuoka University, Shizuoka, Japan</p> <p><b>Abstract</b></p> <p>Environmental education at schools has been introduced to help raise awareness of environmental problems, such as climate change. However, the problem with current environmental education is that people's awareness and knowledge of environmental problems are not consistent with their actions, that is, some disincentives prevent people from taking the appropriate actions. This study examines the possible development of an environmental education method that focuses children on the factors that inhibit environmentally-conscious behaviors to motivate them to independently solve environmental problems. Behavioral science, which studies human decision-making and behavior, has recently applied the nudge theory concept to behavioral analysis. Therefore, this study also examined how behavioral science concepts such as nudges could be employed to promote behavioral change in children and others (mainly family members). First, the environmentally-conscious behaviors to be implemented were identified, after which a survey of family members are conducted to clarify the types of behaviors, the associated disincentives, and the measures that could be taken. Based on the behavior types, future studies plan to examine specific examples of the measures that can be taken for each identified disincentive.</p> <p><b>Keywords:</b> Environmental Education, Behavioral Science, Environmentally-Conscious Behaviors, Disincentives</p>





**Laura Kildė**  
ERICTEL2201060

### **A Qualitative Study of Adult Learners' Self-Directed Learning Readiness in Non-Formal Esp Online Courses: Lithuanian Students' Perspective**

Laura Kildė

Language School 'The Language Boutique', Vilnius, Lithuania

#### **Abstract**

The COVID-19 pandemic has caused major challenges for educational institutions, and one of them was a sudden switch to online learning. Learning online requires certain skills, including learners' independence and autonomy, which are directly linked with self-directedness. This study aims to explore Lithuanian students' approaches towards the factors related to self-directed learning readiness. A qualitative approach was adopted in this research. Seven adult respondents participated in structured in-depth interviews, where they answered questions according to the Self-Directed Learning Readiness Scale (Fisher et al., 2001). The findings revealed that despite the fact that adult learners faced some difficulties in setting learning goals by themselves, their approaches showed that they are competent and ready in terms of self-directedness while learning Business English online.

**Keywords:** Self-Directed Learning Readiness, Self-Directedness, Adult Learners, Online Learning, English for Specific Purposes, Business English



**Holly Winter Huppert**  
ERICTEL2201076

### **Teaching Young Learners in Poverty Literacy Readiness Skills**

Holly Winter Huppert

Early Childhood Lecturer--Winuply Press Education, Winuply Press Education, Lake Katrine, New York, USA

#### **Abstract**

Background: Many children who come from homes below the poverty line have never heard a book read aloud, had access to drawing materials or had opportunities to hear adults tell stories meant for children. Children aged 3, 4 and 5 arrive at pre-schools and daycare centers—and eventually schools—without literacy readiness skills.

- They struggle with a short attention span.
- Their limited vocabulary makes it difficult for them to listen to a book read out loud.
- They cannot draw pictures that tell a story.
- They struggle to draw pictures that represent objects.
- they have a limited ability to tell about events from their lives.
- They don't know how to play independently for an extended period of time.

Lecture: Holly Winter Huppert will give steps schools can take to develop students' literacy skills—without spending money on curriculums or expensive materials.

In this lecture Huppert will explain the 10 levels of drawing that lead to writing acquisition, the parameters around children's play time to help young learners learn faster and ways to incorporate storytelling into the curriculum to maximize vocabulary development and integrate an understanding of story.

Huppert has lectured around the world about affordable teacher-led programs that cost pennies. She is well loved for her knowledge, her ability to answer questions about educating students of all ages and her understanding of the principles of education and how to best apply them to a variety of teaching opportunities.

Takeaways: Participants will leave with an understanding of child development and ways to teach children in poverty literacy readiness skills through drawing, play time and storytelling.

#### **Learning Theories Used in Distance Education during Covid19**

**Jenny Pange**  
**ERICTEL2234063**

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

#### **Abstract**

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



**Paulo Cachim**  
**ERICTEL2202051**

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

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

#### **Abstract**

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

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



**Nguyen Nhi**  
**ERICTEL2202053**

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

Nguyen Nhi  
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#### **Abstract**

Teaching speaking for EFL students in an ESP classroom is a demanding process. The purpose of this study is to explore the impacts of scaffolding on improving the speaking performance of ESP students. The study will employ a mixed-method, quasi-experimental, pre- and post-test design. The participants are first-year undergraduate students of the ESP Department, UFLS-UD, who will be assigned to two intact groups, namely the IG (Intervention group) and the CG (control group). The instruments used in this study will include both quantitative and qualitative methodologies. The students' speaking performance will be assessed through a Speaking Performance Test (SPT), which will act as both a pre- and posttest. Student's speaking performance will be evaluated in terms of the SPT overall score and also by examining the two key speaking dimensions: accuracy and fluency. Additionally, the effects



of scaffolding will be also examined through questions and interviews conducted with students of IG and EFL teachers. These instruments will be implemented before and after the 15-week-module intervention. The PMGA scaffolding model will be used in the learning module. It is expected that the application of PMGA scaffolding model in the intervention could have a significant impact on ESP students' speaking performance and the research procedures are workable and practical.



**Sheng-Yuan Chang**  
ERICTEL2202052

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

Sheng-Yuan Chang

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

#### **Abstract**

The purpose of this study was to explore students' participation motive in High school sports club in a qualitative research manner. The research participants included 15 High school students who joined the sports club. The research was performed by means of conducting one-to-one deep interview through semi-structured questionnaires. The interview data was analyzed in combination with field notes and focus group interview data to construct a mental process of the High school students in joining the sports club by utilization of a grounded theory approach. The semi-structured questionnaire consists of three parts. First part had warm-up questions including the participants' information. Second part was to understand why the High school students joined the sports club. Third part focused on issues related to the participation in sports club, including the motive for the participation, what made competent sport clubs, and what kind of psychological feeling with the past or future. The results showed that: there were four high-order topics of the students for joining the sports clubs, namely Self-Demand, Social Support, Interpersonal Interaction and Self-Actualization. The Self-Demand contains four low-order topics; interest, pressure resistance promotion, physical fitness promotion and focus promotion. The Social Support contains three low-order topics; peer influence, family support and teacher support. The Interpersonal Interaction contains the two low-order topics; mutual cooperation and respect. Finally, the Self-Actualization contains the two low-order topics; inspiration of potency and sense of accomplishment. It was concluded that the High school students joined the sports club due to meeting the self-demand, being influenced by the social support, suffering from the interpersonal interaction with good learning students, and inspiring the possibility of self-actualization. Further research should explore the different sports club student's motivation.

**Keywords:** Motivation, Qualitative Research



**Sheng-Yuan Chang**  
ERICTEL2202052

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

Chang Sheng-Yuan

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

Jan Shiun-Taung

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

#### **Abstract**

In this study investigated the gender differences in vocational high school for playing the 3D motorcycle digital game on the tablet, and the participants who don't have the license of the motorcycle driving yet. A questionnaire, relevance to the items of the internet cognitive



	<p>failure, gameplay anxiety, gameplay interesting, cognitive anxiety, epistemic value and continuance intention, is conducted after playing the digital game simulated at the regulation of riding the motorcycle on the road, correctly riding behaviour, and the interference with another unexcepted driving behaviour. The finding of this study are that the gender difference significantly of the internet cognitive failure, gameplay anxiety, gameplay interesting, cognitive anxiety, epistemic value (attitude and behaviour), and the feeling of female are more than male.</p> <p><b>Keywords:</b> Cognitive Anxiety, Continuance Intention, Epistemic Value, Gameplay Anxiety, Gameplay Interesting Internet Cognitive Failure.</p>
<p><b>Jan Shiun-Taung</b> <b>ERCICTEL2202052</b></p>	<p><b>The Learning Effectiveness of Technical High School Students For Cutting Vegetables through Virtual Reality</b></p> <p>Jan Shiun-Taung Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei</p> <p>Chang Sheng-Yuan Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei</p> <p>Fang Tsai-Ru Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan</p> <p><b>Abstract</b></p> <p>This study explores whether students have the spatial ability, technology innovativeness, cognitive load, experiential value and learning effectiveness of cutting vegetables through virtual reality, and whether students with different backgrounds have differences in spatial ability, technology innovativeness, cognitive load, experiential value and learning outcomes. This study conducted a five-point questionnaire analysis based on the questionnaire survey method for science and technology innovativeness, cognitive load, experiential value-epistemic, utilitarian, hedonic. The main target is two private technical high school catering students, 196 and 171 respectively, and 367 valid questionnaires. This study used descriptive statistics, first-order confirmatory factor analysis, reliability and validity test, path analysis, structural equation model and independent sample T-test for data analysis. The results of this study found that: (1) Spatial ability is negatively correlated with cognitive load, (2) Technology innovativeness is not related to cognitive load, (3) Cognitive load is negatively related to epistemic, utilitarian and hedonic value, (4) Epistemic and hedonic value are positively related to learning outcomes. (5) Utilitarian value is not related to learning outcomes.</p> <p><b>Keywords:</b> Spatial Ability, Technology Innovativeness, Virtual Reality, Cognitive Load, Learning Effectiveness, Experiential Value</p>
<p><b>Hani Mustafa</b> <b>ERCICTEL2202054</b></p>	<p><b>Students' Perceptions of Using Wiki Technology to Enhance Language Learning.</b></p> <p>Hani Mustafa School of Humanities, Nanyang Technological University, Singapore</p> <p>Cristina Gonzalez Ruiz School of Humanities, Nanyang Technological University, Singapore</p> <p>Estelle Bech School of Humanities, Nanyang Technological University, Singapore</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The growing influence of digital technologies has made learning and interaction more accessible, resulting in effective collaboration if properly managed. Technology enabled learning has become an important conduit for learning, including collaborative learning. The use of wiki technology, for example, has opened a new learning platform that enables the integration of social, linguistic, and cognitive processes of language learning. It encourages students to collaborate in the construction, analysis and understanding of knowledge. But to what extent is the use of wikis effective in promoting collaborative learning among students. In addition, how do students perceive this technology in enhancing their language learning? In this study, students were be given a wiki project to complete collaboratively with their group members. Students had to write collaboratively to produce and present a seven-day travel plan in which they had to describe places to visit and things to do to explore the best historical and cultural aspects of the country. The study involves students learning French, Malay, and Spanish as a foreign language. In completing this wiki project, students will move from passive learning of language to real engagement with classmates, requiring them to collaborate and negotiate effectively with one another. The objective of the study is to ascertain to what extent does wiki technology helped in promoting collaborative learning and improving language skills from students' perception. It is found that while there was improvement in student's language skills, the overall experience was less positive due to unfamiliarity with a new learning tool.</p> <p><b>Keywords:</b> Collaborative Learning, Wiki, Foreign Language, And Teaching</p>
<p><b>Pei Yu Wang</b> <b>ERCICTEL2202057</b></p>	<p style="text-align: center;"><b>A Preliminary Study on the Construction of Natural Science Resource Recommender System for High School Students</b></p> <p style="text-align: center;">Pei Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p style="text-align: center;">Kuo-Liang Ou Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research aims to establish a recommendation system for autonomous learning resources. The research objects are high school students and teachers, and the scope is in natural sciences. Compared with general search engines, this system can search by word to find terms in the scientific field and excerpts of related articles. High school students can enhance learning and manage learning progress through the Kanban system interface for knowledge integration during SDL. The teacher's scoring results show that the recommended resource system helps learners collect learning information. In addition to the teacher questionnaire, the search results compared with commonly used search engines and the range of search results are comprehensive. However, the quality and quantity of the system training set can significantly affect query results. The results of this study can provide a reference for the development of future learning resource recommendation systems.</p> <p><b>Keywords:</b> Text Mining, Self-Directed Learning, Recommend System</p>
<p><b>Miulescu Miruna - Luana</b> <b>ERCICTEL2235053</b></p>	<p style="text-align: center;"><b>Understanding The Risks To Early Leaving: Exploring The Risk And Support Factors In Romania</b></p>


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



	<p>a questionnaire adapted from the Motivational Orientation of Differentiated Instruction in English Language Teaching (MoDiELT) study published in 2017. The application of differentiated instruction in teaching and learning at Kolej GENIUS@Pintar Negara, Universiti kebangsaan Malaysia (UKM) was shown to strengthen the motivation of gifted students in the class, according to the findings. Aside from that, several of the components of differentiated teaching have been shown to have a favourable influence on gifted and talented students in mathematics.</p> <p><b>Keywords:</b> Characteristics, Gifted and Talented Students, Differentiated Instruction, Learning Profile, Motivation, Achievement</p>
<p><b>Honeylee Grace Cruz Mallari</b> <b>ERCICTEL2235060</b></p>	<p><b>Effectiveness of Phonics Intervention on the Fountas and Pinnell Reading Accuracy Rate</b></p> <p>Honeylee Grace Cruz Mallari Faculty of Elementary, American United School, Kuwait</p> <p><b>Abstract</b></p> <p>This presentation is about the study that focusing on the significance of providing targeted phonics intervention to improve students' reading accuracy. Phonics is important for beginning readers but that does mean that students in grades 3-5 doesn't need it? In Phonics, students are taught to identify letters and the sounds that goes with each letter. It also talks about how adding letters can change the meaning of a word. How can we expect students to understand a text if they can't read accurately? Providing intervention in the classroom can help students succeed. This presentation will include suggested Phonics activities to help you plan your classroom intervention. The study contends that Phonics promotes a better development of reading skills for students thus preparing them for success in the 21st century. Being able to read is the starting point for comprehension. The presentation concludes that being fluid and adaptive is significant in executing the different roles a teacher in the developing educational system</p>
<p><b>Farkhanda Tabassum</b> <b>ERCICTEL2236053</b></p>	<p><b>Practitioners' Perception about Professional Learning Practices at Higher Secondary Level in Public and Private Sector</b></p> <p>Farkhanda Tabassum Faculty of Social Sciences, National University of Modern Languages, Islamabad, Pakistan</p> <p><b>Abstract</b></p> <p>The study analyzed practitioners' perceptions about professional learning practices at higher secondary level in public and private sector. The components of professional learning practices were teaching learning process, students' development, teachers' professional relationship and service, institutional development and personal and professional growth. The objectives of this paper focused on checking practitioners' insights regarding above given components. The sample of the study were 633 practitioners. Major findings were that there was no major difference in perceptions of both sector teachers about teaching learning and students' development. The practitioners of private schools showed more interest in professional relationship, institutional development, personal and professional growth. It is recommended that institutional administration may make it mandatory for practitioners to prepare professional teaching portfolio and may design professional development courses about building their competency in classroom management. The administration of public schools may plan professional learning communities and knowledge sharing societies through launching collaborative campaigns</p>

<p><b>Hanin Alsahli</b> <b>ERCICTEL2236057</b></p>	<p><b>The Effect of Task-Based Language Teaching in Developing Speaking Skills Among Saudi Female EFL Learners at University Level</b></p> <p>Hanin Alsahli Applied Linguistics , University College Cork, Cork, Ireland</p> <p><b>Abstract</b></p> <p>The aims of this research are to examine the impact of the task-based language teaching approach on improving female EFL learners' speaking abilities and to explore learners' and EFL teacher's attitudes toward this approach. The study conducted mixed-method research based on a quasi-experimental design—the data was collected through a pre-and post-speaking test, a questionnaire, and semi-structured interviews. The research participants are 32 EFL learners at university who share a similar level of English. TBLT, particularly some approaches to TBLT, encourages EFL teachers to introduce language form after learner's complete tasks meaningfully (Willis &amp; Willis 2013). This is believed to increase learners' speaking abilities. Previous research showed significant effects of this approach in developing learners speaking skills; however, researcher argues that TBLT is more time consuming (Houghton, 2018). This has increased the researcher's interest in investigating the effect of TBLT in developing learners' speaking skills and to find out learners' and teacher's attitudes toward this approach. The main findings of the research are as follows: firstly, after engagement with the TBLT approach, experimental group learners have significantly increased some components of speaking skills in comparison to the control group; at the same time, the control group learners have increased syntactic complexity, unlike the experimental group learners. Secondly, the study reveals that learners have a positive attitude toward the use of TBLT. These findings should increase the awareness of EFL teachers on the importance of learners' role in the EFL classroom, on the student-centered environment, and on the experience of the language in real-life interaction, which, as the study suggests, assists learners in improving their speaking skills.</p>
<p><b>Huda Alazmi</b> <b>ERCICTEL2236056</b></p>	<p><b>The Benefits of Geographic Information Systems on Students' Learning in Social Studies Classrooms: A Systematic Literature Review</b></p> <p>Huda Alazmi Curriculum and Teaching Methods Department, Kuwait University, Kuwait</p> <p><b>Abstract</b></p> <p>Increasing attention is being paid to the value of GIS use in social studies curricula. Many studies have indicated that GIS helps students increase their spatial awareness and reasoning skills through the use of multi-layered maps. Despite the demonstrated value of GIS in social studies classrooms, very few schools have adopted it. One of the major reasons for this is the lack of awareness of the power of GIS in the classroom. This work sought to shed light on the power of GIS to influence students' learning and to increase awareness among educational stakeholders. To achieve this goal, a systematic literature review was conducted to identify the benefits of GIS on students' learning. The author analyzed 11 empirical studies that focused on GIS and learning in social studies classrooms. The findings indicated that there are five major benefits to using GIS in social studies classrooms: using GIS leads to enhance students' (1) critical thinking and problem-solving skills; (2) motivation, (3) performance, and achievement; (4) positive attitudes and (5) cultural awareness and empathy.</p>
	<p><b>Employing Aesthetic Values for some Saudi Arabian Landmarks in Fabric Design</b></p>



<p><b>Noof Alsahli</b> <b>ERCICTEL2237059</b></p>	<p>Noof Alsahli College of Art and Design, Princess Nourah Bint Abdul Rahman University, Riyadh, Kingdom of Saudi Arabia</p> <p><b>Abstract</b></p> <p>The research aims to recognize the distinctive features of the landmarks of the Kingdom of Saudi Arabia, create designs for decorative units adapted from some landmarks of the Kingdom of Saudi Arabia, make catalogue sample of fabric adapted from the decorative of some landmarks of the Kingdom of Saudi Arabia, and employ samples which received the highest vote from the judged in preparing a small piece from the fabric. The study tools include questionnaires, a visit to specific landmarks in two different cities, and interviews. The first questionnaire was collected to receive a vote on the fabric of the design before being created. In contrast, the second questionnaire was conducted to find the judges' opinions after creating the designs which received the highest votes. The interview responses were collected from tour guides. The results of the study include specifying the distinctive features of the landmarks, creating designs adapted from some landmarks, creating a catalogue of fabric samples adapted from the distinctive of some landmarks, the designed fabric was printed and added to the catalogue, and finally, fabric designs which received the highest vote from the first questionnaire were chosen to create small pieces.</p>
 <p><b>Gamze Korbek</b> <b>ERCICTEL2237065</b></p>	<p><b>Differences in Implementation of CLIL Practice in Italy, Spain and Turkey</b></p> <p>Gamze Korbek Ph, D, Post-doctoral Researcher &amp; Assistant Professor, Charles University, Prague University of Hradec Kralove, Hradec Kralove</p> <p><b>Abstract</b></p> <p>Content and Language Integrated Learning (CLIL) has been steadily gaining popularity in Europe for the past two decades. Foreign language and content are taught and learnt simultaneously in a dual-focused classroom context. Due to its vast scope and flexible nature for the integration of foreign languages and the academic content in a dual-focused classroom, it has been implemented in a variety of circumstances under different regulations. The purpose of this article is to examine the differences in CLIL implementation policies in three different countries: Italy, Spain, and Turkey. A mixed-method design was made use of for the quantitative data collection process where the teachers of these three countries were asked to fill out questionnaires on a Likert Scale basis, whereas qualitative data collection was done by open-ended questions addressed to the teachers. Results show that the CLIL teachers of these mentioned countries require more teacher training opportunities for this type of practice. The paper also provides directions for future research. Keywords: CLIL, Teacher Training, Legislative Policies, Teachers' Perspectives</p>
<p><b>Saniya Abirin</b> <b>ERCICTEL2237056</b></p>	<p><b>Students' Attitude and Social Support Toward Home-Based Education</b></p> <p>Saniya Abirin Integrated Laboratory School - High School, Western Mindanao State University, Zamboanga City, Philippines</p> <p><b>Abstract</b></p>



This study examined the extent of Social Support (SS) relative to Students' Attitude (SA) towards Home-Based Education (HBE) amidst the Covid-19 pandemic. A descriptive - survey approach was used employing a Slovin's formula and stratified random sampling to determine and select samples from a total population of 75,542 junior high school students enrolled in 42 public secondary schools in Zamboanga City Division for SY 2020-2021. The stratification was carried out according to schools as strata across gender and grade level. DVs Age & SES were post-stratified since data were available only after gathering the data. The study was conducted from August to September 2021 amidst lockdown thus, a combined data collection - Online & Offline was conducted using adopted validated instruments. Out of 398 samples considered, only 383 eligible consenting JHS students completed the survey with a response rate of 96.23% to include 274 (71.54%) Online & 109 (28.46%) Offline. There were six problems investigated in the study to include determining the extent of social support received by JHS students in terms of Emotional, Informational, Instrumental, & Appraisal Support; level of students' attitude towards HBE measured in terms of Nature, Anxiety, Expectations, & Openness to Learning; the relationship between the two constructs of social support - Parents & Teachers and students' attitude towards HBE; influence of social support on students' attitude; and how the four IVs gender, grade level, age and SES affect social support dimensions as well as students' attitude. Descriptive & Parametric statistics such as Pearson, Multiple Linear Regression and MANOVA were used to analyze the data. Data assumptions were checked before using parametric tools. Based on the results obtained, teachers provide the most Emotional, Informational & Appraisal Support while parents provide the most Instrumental Support; the overall students' attitude towards HBE is High; SS has a significant moderate relationship with students' attitude; and SS varies significantly across grade level, age, & SES, while students' attitude varies significantly across grade level and age.

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

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

Cole Webber

Betterfit Corporation, Edmonton, Canada

#### **Abstract**

The global coronavirus pandemic shuttered the doors of many educational institutions, and taught students that they could learn from anywhere — but may not want to. Many students want to get back in the classroom, and many others want to maintain a flexible approach to education. A changing relationship to school may be poised to further exacerbate one of education's largest problems: scheduling. Before the pandemic, utilization of space and capital investments was often not maximized, due to the standardization of classroom sizes and the differing needs of students and instructors. Some classes may only use a small percentage of their classroom, while others build up a waiting list of students who may even need the class as a requirement to graduate. Entire scheduling and registration departments are created to deal with these problems, and the results are not ideal. What happens when students want even more flexibility, and even more variables come into the mix? Predictive, first come, first serve scheduling breaks down even further. New technologies are poised to be able to automate the scheduling problem and get more students and faculty more of what they need and want, even amongst changing requirements. By operating the registration process in a new way — gauging interest in scheduling options before they are



**Cole Webber**  
**ERICTEL2201051**

finalized, rather than opening on a 'first come, first serve' basis to students — options can be compared, ranked and an automated 'best fit' schedule can be produced. This can empower a blended learning model, made to work for both the school and the students, accommodating niche interests without decreasing space utilization and thereby maximizing student choice of what they learn and how they learn it. New technologies can bridge the gap between in person and virtual learning, and the concerns of facility planners and their staff and students.

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



**Hwangji S. Lu**  
ERICTEL2201055

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

Hwangji S. Lu

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#### **Abstract**

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

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



**Hodaka Kachi**

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

Hodaka Kachi

Shizuoka University Graduate School, Japan

Taichi Yasunaga


Shizuoka University, Japan

Kyohei Sakai



<b>ERCICTEL2201061</b>	<p>Toyo Eiwa University, Japan</p> <p>Ryosuke Hyuga Kensetsu System Co., Ltd, a software company, Japan</p> <p>Shingo Shiota Shizuoka University, Japan</p> <p><b>Abstract</b></p> <p>To reduce teachers' workloads, this study developed online video teaching materials to assist students to troubleshoot their own tablet device operational issues. In order to develop the teaching materials, we first conducted a questionnaire survey among teachers to understand what kind of operational problems were occurring with tablets in the classroom. We then developed the teaching materials based on the results. The evaluation of the teaching materials was conducted through questionnaires and interviews with teachers. The results suggested that the video teaching materials were able to resolve many of the students' problems and reduce the need for the teachers to deal with the all tablet device technical problems.s</p> <p><b>Keywords:</b> Tablets, Student Operational Problems, Online Learning, Gigaschool</p>
<p><b>Shunya Tamura</b> <b>ERCICTEL2201068</b></p>	<p><b>Development of an Environmental Education “Behavioral Science Utilization Tool” for Children</b></p> <p>Shunya Tamura Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Kazuya Takase Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Hiroshi Onoda Graduate School of Environment and Energy Engineering, Waseda University, Tokyo, Japan</p> <p>Shingo Shiota Faculty of Education, Shizuoka University, Shizuoka, Japan</p> <p><b>Abstract</b></p> <p>Environmental education at schools has been introduced to help raise awareness of environmental problems, such as climate change. However, the problem with current environmental education is that people's awareness and knowledge of environmental problems are not consistent with their actions, that is, some disincentives prevent people from taking the appropriate actions. This study examines the possible development of an environmental education method that focuses children on the factors that inhibit environmentally-conscious behaviors to motivate them to independently solve environmental problems. Behavioral science, which studies human decision-making and behavior, has recently applied the nudge theory concept to behavioral analysis. Therefore, this study also examined how behavioral science concepts such as nudges could be employed to promote behavioral change in children and others (mainly family members). First, the environmentally-conscious behaviors to be implemented were identified, after which a survey of family members are conducted to clarify the types of behaviors, the associated disincentives, and the measures that could be taken. Based on the behavior types,</p>



	<p>future studies plan to examine specific examples of the measures that can be taken for each identified disincentive.</p> <p><b>Keywords:</b> Environmental Education, Behavioral Science, Environmentally-Conscious Behaviors, Disincentives</p>
<p><b>Pei Yu Wang</b> ERICTEL2201081</p>	<p><b>A Pilot Study of Constructing a Resource Recommender System for High School Students' SDL based on Text Mining Techniques</b></p> <p>Pei Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p>Kuo-Liang Ou Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p><b>Abstract</b></p> <p>This pilot study establishes a resource recommender system for high school students' self-directed learning (SDL) of sciences. Mining 34,191 authoritative popular science articles crawled from the Internet designate the word vector of each science terminology. Unlike the precise search of keywords provided by search engines, this recommendation system provides key nodes of other scientific terms and articles related to the keyword. Meanwhile, a Kanban platform as the user interface enhances high school students' knowledge collection, extension, and exploration during SDL. The analysis results of teachers' questionnaires show that the resource recommender system helps self-directed learning collect information. However, the quality and quantity of crawled articles significantly affect the system's quality and quantity. These results can be used to reference the future development of text mining-based learning resource recommendation systems.</p> <p><b>Keywords:</b> Text Mining, Self-Directed Learning, Recommend System</p>
 <p><b>Laura Kildė</b> ERICTEL2201060</p>	<p><b>A Qualitative Study of Adult Learners' Self-Directed Learning Readiness in Non-Formal Esp Online Courses: Lithuanian Students' Perspective</b></p> <p>Laura Kildė Language School 'The Language Boutique', Vilnius, Lithuania</p> <p><b>Abstract</b></p> <p>The COVID-19 pandemic has caused major challenges for educational institutions, and one of them was a sudden switch to online learning. Learning online requires certain skills, including learners' independence and autonomy, which are directly linked with self-directedness. This study aims to explore Lithuanian students' approaches towards the factors related to self-directed learning readiness. A qualitative approach was adopted in this research. Seven adult respondents participated in structured in-depth interviews, where they answered questions according to the Self-Directed Learning Readiness Scale (Fisher et al., 2001). The findings revealed that despite the fact that adult learners faced some difficulties in setting learning goals by themselves, their approaches showed that they are competent and ready in terms of self-directedness while learning Business English online.</p> <p><b>Keywords:</b> Self-Directed Learning Readiness, Self-Directedness, Adult Learners, Online Learning, English for Specific Purposes, Business English</p>



**Holly Winter  
Huppert**  
ERICTEL2201076

### Teaching Young Learners in Poverty Literacy Readiness Skills

Holly Winter Huppert

Early Childhood Lecturer--Winuply Press Education, Winuply Press Education, Lake Katrine,  
New York, USA

#### Abstract

Background: Many children who come from homes below the poverty line have never heard a book read aloud, had access to drawing materials or had opportunities to hear adults tell stories meant for children. Children aged 3, 4 and 5 arrive at pre-schools and daycare centers—and eventually schools—without literacy readiness skills.

- They struggle with a short attention span.
- Their limited vocabulary makes it difficult for them to listen to a book read out loud.
- They cannot draw pictures that tell a story.
- They struggle to draw pictures that represent objects.
- They have a limited ability to tell about events from their lives.
- They don't know how to play independently for an extended period of time.

Lecture: Holly Winter Huppert will give steps schools can take to develop students' literacy skills—without spending money on curriculums or expensive materials.

In this lecture Huppert will explain the 10 levels of drawing that lead to writing acquisition, the parameters around children's play time to help young learners learn faster and ways to incorporate storytelling into the curriculum to maximize vocabulary development and integrate an understanding of story.

Huppert has lectured around the world about affordable teacher-led programs that cost pennies. She is well loved for her knowledge, her ability to answer questions about educating students of all ages and her understanding of the principles of education and how to best apply them to a variety of teaching opportunities.

Takeaways: Participants will leave with an understanding of child development and ways to teach children in poverty literacy readiness skills through drawing, play time and storytelling.

**Jenny Pange**  
ERICTEL2234063

### Learning Theories Used in Distance Education during Covid19

Jenny Pange

Department of Early Childhood Education, University of Ioannina, Greece

#### Abstract

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





**Paulo Cachim**  
ERICTEL2202051

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

Paulo Cachim

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

#### **Abstract**

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

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



**Nguyen Nhi**  
ERICTEL2202053

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

Nguyen Nhi

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#### **Abstract**

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





**Sheng-Yuan Chang**  
ERICTEL2202052

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

Sheng-Yuan Chang

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#### **Abstract**

The purpose of this study was to explore students' participation motive in High school sports club in a qualitative research manner. The research participants included 15 High school students who joined the sports club. The research was performed by means of conducting one-to-one deep interview through semi-structured questionnaires. The interview data was analyzed in combination with field notes and focus group interview data to construct a mental process of the High school students in joining the sports club by utilization of a grounded theory approach. The semi-structured questionnaire consists of three parts. First part had warm-up questions including the participants' information. Second part was to understand why the High school students joined the sports club. Third part focused on issues related to the participation in sports club, including the motive for the participation, what made competent sport clubs, and what kind of psychological feeling with the past or future. The results showed that: there were four high-order topics of the students for joining the sports clubs, namely Self-Demand, Social Support, Interpersonal Interaction and Self-Actualization. The Self-Demand contains four low-order topics; interest, pressure resistance promotion, physical fitness promotion and focus promotion. The Social Support contains three low-order topics; peer influence, family support and teacher support. The Interpersonal Interaction contains the two low-order topics; mutual cooperation and respect. Finally, the Self-Actualization contains the two low-order topics; inspiration of potency and sense of accomplishment. It was concluded that the High school students joined the sports club due to meeting the self-demand, being influenced by the social support, suffering from the interpersonal interaction with good learning students, and inspiring the possibility of self-actualization. Further research should explore the different sports club student's motivation.

**Keywords:** Motivation, Qualitative Research



**Sheng-Yuan Chang**  
ERICTEL2202052

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

Chang Sheng-Yuan

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Jan Shiun-Taung

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

#### **Abstract**

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

	<p>gameplay interesting, cognitive anxiety, epistemic value (attitude and behaviour), and the feeling of female are more than male.</p> <p><b>Keywords:</b> Cognitive Anxiety, Continuance Intention, Epistemic Value, Gameplay Anxiety, Gameplay Interesting Internet Cognitive Failure.</p>
<p><b>Jan Shiun-Taung</b> ERICTEL2202052</p>	<p><b>The Learning Effectiveness of Technical High School Students For Cutting Vegetables through Virtual Reality</b></p> <p>Jan Shiun-Taung Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei</p> <p>Chang Sheng-Yuan Department of Industrial Education, National Taiwan Normal University, Taiwan, Taipei</p> <p>Fang Tsai-Ru Department of Industrial Education, National Taiwan Normal University, Taipei, Taiwan</p> <p><b>Abstract</b></p> <p>This study explores whether students have the spatial ability, technology innovativeness, cognitive load, experiential value and learning effectiveness of cutting vegetables through virtual reality, and whether students with different backgrounds have differences in spatial ability, technology innovativeness, cognitive load, experiential value and learning outcomes. This study conducted a five-point questionnaire analysis based on the questionnaire survey method for science and technology innovativeness, cognitive load, experiential value-epistemic, utilitarian, hedonic. The main target is two private technical high school catering students, 196 and 171 respectively, and 367 valid questionnaires. This study used descriptive statistics, first-order confirmatory factor analysis, reliability and validity test, path analysis, structural equation model and independent sample T-test for data analysis. The results of this study found that: (1) Spatial ability is negatively correlated with cognitive load, (2) Technology innovativeness is not related to cognitive load, (3) Cognitive load is negatively related to epistemic, utilitarian and hedonic value, (4) Epistemic and hedonic value are positively related to learning outcomes. (5) Utilitarian value is not related to learning outcomes.</p> <p><b>Keywords:</b> Spatial Ability, Technology Innovativeness, Virtual Reality, Cognitive Load, Learning Effectiveness, Experiential Value</p>
<p><b>Hani Mustafa</b> ERICTEL2202054</p>	<p><b>Students' Perceptions of Using Wiki Technology to Enhance Language Learning.</b></p> <p>Hani Mustafa School of Humanities, Nanyang Technological University, Singapore</p> <p>Cristina Gonzalez Ruiz School of Humanities, Nanyang Technological University, Singapore</p> <p>Estelle Bech School of Humanities, Nanyang Technological University, Singapore</p> <p><b>Abstract</b></p> <p>The growing influence of digital technologies has made learning and interaction more accessible, resulting in effective collaboration if properly managed. Technology enabled learning has become an important conduit for learning, including collaborative learning. The</p>

	<p>use of wiki technology, for example, has opened a new learning platform that enables the integration of social, linguistic, and cognitive processes of language learning. It encourages students to collaborate in the construction, analysis and understanding of knowledge. But to what extent is the use of wikis effective in promoting collaborative learning among students. In addition, how do students perceive this technology in enhancing their language learning? In this study, students were be given a wiki project to complete collaboratively with their group members. Students had to write collaboratively to produce and present a seven-day travel plan in which they had to describe places to visit and things to do to explore the best historical and cultural aspects of the country. The study involves students learning French, Malay, and Spanish as a foreign language. In completing this wiki project, students will move from passive learning of language to real engagement with classmates, requiring them to collaborate and negotiate effectively with one another. The objective of the study is to ascertain to what extent does wiki technology helped in promoting collaborative learning and improving language skills from students' perception. It is found that while there was improvement in student's language skills, the overall experience was less positive due to unfamiliarity with a new learning tool.</p> <p><b>Keywords:</b> Collaborative Learning, Wiki, Foreign Language, And Teaching</p>
<p><b>Pei Yu Wang</b> ERICTEL2202057</p>	<p><b>A Preliminary Study on the Construction of Natural Science Resource Recommender System for High School Students</b></p> <p>Pei Yu Wang Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p>Kuo-Liang Ou Institute of Learning Sciences and Technologies, National Tsing Hua University, Hsinchu 30013, Taiwan</p> <p><b>Abstract</b></p> <p>This research aims to establish a recommendation system for autonomous learning resources. The research objects are high school students and teachers, and the scope is in natural sciences. Compared with general search engines, this system can search by word to find terms in the scientific field and excerpts of related articles. High school students can enhance learning and manage learning progress through the Kanban system interface for knowledge integration during SDL. The teacher's scoring results show that the recommended resource system helps learners collect learning information. In addition to the teacher questionnaire, the search results compared with commonly used search engines and the range of search results are comprehensive. However, the quality and quantity of the system training set can significantly affect query results. The results of this study can provide a reference for the development of future learning resource recommendation systems.</p> <p><b>Keywords:</b> Text Mining, Self-Directed Learning, Recommend System</p>
<p><b>Miulescu Miruna - Luana</b> ERICTEL2235053</p>	<p><b>Understanding The Risks To Early Leaving: Exploring The Risk And Support Factors In Romania</b></p> <p>Miulescu Miruna - Luana Department of Educational Sciences, Faculty of Psychology and Educational Sciences, University of Bucharest, Romania</p> <p><b>Abstract</b></p>



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

	<p>differentiated teaching have been shown to have a favourable influence on gifted and talented students in mathematics.</p> <p><b>Keywords:</b> Characteristics, Gifted and Talented Students, Differentiated Instruction, Learning Profile, Motivation, Achievement</p>
<p><b>Honeylee Grace Cruz Mallari</b> <b>ERICTEL2235060</b></p>	<p><b>Effectiveness of Phonics Intervention on the Fountas and Pinnell Reading Accuracy Rate</b></p> <p>Honeylee Grace Cruz Mallari Faculty of Elementary, American United School, Kuwait</p> <p><b>Abstract</b></p> <p>This presentation is about the study that focusing on the significance of providing targeted phonics intervention to improve students' reading accuracy. Phonics is important for beginning readers but that does mean that students in grades 3-5 doesn't need it? In Phonics, students are taught to identify letters and the sounds that goes with each letter. It also talks about how adding letters can change the meaning of a word. How can we expect students to understand a text if they can't read accurately? Providing intervention in the classroom can help students succeed. This presentation will include suggested Phonics activities to help you plan your classroom intervention. The study contends that Phonics promotes a better development of reading skills for students thus preparing them for success in the 21st century. Being able to read is the starting point for comprehension. The presentation concludes that being fluid and adaptive is significant in executing the different roles a teacher in the developing educational system</p>
<p><b>Farkhanda Tabassum</b> <b>ERICTEL2236053</b></p>	<p><b>Practitioners' Perception about Professional Learning Practices at Higher Secondary Level in Public and Private Sector</b></p> <p>Farkhanda Tabassum Faculty of Social Sciences, National University of Modern Languages, Islamabad, Pakistan</p> <p><b>Abstract</b></p> <p>The study analyzed practitioners' perceptions about professional learning practices at higher secondary level in public and private sector. The components of professional learning practices were teaching learning process, students' development, teachers' professional relationship and service, institutional development and personal and professional growth. The objectives of this paper focused on checking practitioners' insights regarding above given components. The sample of the study were 633 practitioners. Major findings were that there was no major difference in perceptions of both sector teachers about teaching learning and students' development. The practitioners of private schools showed more interest in professional relationship, institutional development, personal and professional growth. It is recommended that institutional administration may make it mandatory for practitioners to prepare professional teaching portfolio and may design professional development courses about building their competency in classroom management. The administration of public schools may plan professional learning communities and knowledge sharing societies through launching collaborative campaigns</p>
<p><b>Hanin Alsahli</b> <b>ERICTEL2236057</b></p>	<p><b>The Effect of Task-Based Language Teaching in Developing Speaking Skills Among Saudi Female EFL Learners at University Level</b></p> <p>Hanin Alsahli Applied Linguistics , University College Cork, Cork, Ireland</p> <p><b>Abstract</b></p>



	<p>The aims of this research are to examine the impact of the task-based language teaching approach on improving female EFL learners' speaking abilities and to explore learners' and EFL teacher's attitudes toward this approach. The study conducted mixed-method research based on a quasi-experimental design—the data was collected through a pre-and post-speaking test, a questionnaire, and semi-structured interviews. The research participants are 32 EFL learners at university who share a similar level of English. TBLT, particularly some approaches to TBLT, encourages EFL teachers to introduce language form after learner's complete tasks meaningfully (Willis &amp; Willis 2013). This is believed to increase learners' speaking abilities. Previous research showed significant effects of this approach in developing learners speaking skills; however, researcher argues that TBLT is more time consuming (Houghton, 2018). This has increased the researcher's interest in investigating the effect of TBLT in developing learners' speaking skills and to find out learners' and teacher's attitudes toward this approach. The main findings of the research are as follows: firstly, after engagement with the TBLT approach, experimental group learners have significantly increased some components of speaking skills in comparison to the control group; at the same time, the control group learners have increased syntactic complexity, unlike the experimental group learners. Secondly, the study reveals that learners have a positive attitude toward the use of TBLT. These findings should increase the awareness of EFL teachers on the importance of learners' role in the EFL classroom, on the student-centered environment, and on the experience of the language in real-life interaction, which, as the study suggests, assists learners in improving their speaking skills.</p>
<p><b>Huda Alazmi</b> ERICTEL2236056</p>	<p><b>The Benefits of Geographic Information Systems on Students' Learning in Social Studies Classrooms: A Systematic Literature Review</b></p> <p>Huda Alazmi Curriculum and Teaching Methods Department, Kuwait University, Kuwait</p> <p><b>Abstract</b></p> <p>Increasing attention is being paid to the value of GIS use in social studies curricula. Many studies have indicated that GIS helps students increase their spatial awareness and reasoning skills through the use of multi-layered maps. Despite the demonstrated value of GIS in social studies classrooms, very few schools have adopted it. One of the major reasons for this is the lack of awareness of the power of GIS in the classroom. This work sought to shed light on the power of GIS to influence students' learning and to increase awareness among educational stakeholders. To achieve this goal, a systematic literature review was conducted to identify the benefits of GIS on students' learning. The author analyzed 11 empirical studies that focused on GIS and learning in social studies classrooms. The findings indicated that there are five major benefits to using GIS in social studies classrooms: using GIS leads to enhance students' (1) critical thinking and problem-solving skills; (2) motivation, (3) performance, and achievement; (4) positive attitudes and (5) cultural awareness and empathy.</p>
<p><b>Dana Dobrovská</b> ERICTEL2203052</p>	<p><b>Students' Academic Cheating</b></p> <p>Dana Dobrovská Dpt. of Pedagogical and Psychological Studies, Masaryk Institute of Advanced Studies, Czech Technical University, Prague, Czech Republic</p> <p>David Vaněček</p>



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### Abstract

Student academic misconduct has been a fertile topic for educational research. Estimates of the number of students who engage in academic dishonesty vary in different research results. This variation is partly due to the fact that researchers generally focus on different types of academic cheating and use different methods for assessing its frequency of it. However, findings strongly suggest that cheating has increased over the course of the past several decades especially due to the development of ICT.

### Objectives

The aim of our study was to investigate the overall frequency and motivation to different forms of cheating (or not cheating) among students. In order to get a better understanding of the problem, the objective was also to relate the outcome to subjects' backgrounds in terms of sex, age, academic experience (number of study years), etc.

### Methods

We used a quantitative method - a questionnaire with 11 items: three items examining the forms of student academic dishonesty, two items evaluating the motivation to cheat, two items researched preventive measures encouraging honesty (to motivate to act honestly), other items were used for personal identification (faculty, major, year level). A Facebook student group platform was used to gain the answers of technical university respondents. Data collection was carried out in January 2021 during Covid-19 era, when fully distant education occurred at all universities of the country. 646 students participated in the survey and their responses are represented in the circle graphs or pie charts.

### Results

More than 50 % of students cheated at least once during their studies (83, 3 % of cheaters declared they have been cheating repeatedly), 7, 3% answered they have never cheated. Our assumption considered plagiarism to be the most common form of cheating, but this hypothesis was not confirmed as informal search for information on tests was the most frequent student answer. There were no statistically significant differences between sexes. Lack of time was the most frequent „ excuse “for cheating, followed by criticism that test items were of an inappropriate standard for inclusion in assessment. Students tended to cheat more when they saw other students cheating. We also examined the students view on teacher attitudes and behavior: some teachers seemed to ignore student cheating, some imposed strict measures in order to reduce the student dishonesty. There were small differences in cheating frequency among 9 faculties of technical university.

### Conclusions

Academic dishonesty and cheating have been conducted by the students as a common behavior in the educational context. The greater effort needs to be used to minimize it. Results indicated that students took motives into account when evaluating the acceptability of academic cheating. Cheating behavior was more common among those who evaluated cheating leniently, and among high schoolers. Teacher behavior played an important role in regulating student moral integrity.

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### Understanding the Barriers and Opportunities for Effective Teaching and Learning in Post Pandemic Situations

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	<p style="text-align: center;"><b>Abstract</b></p> <p>Education in Ghana is heavily dependent on effective teaching and learning. This makes the education sector most vulnerable to technology impacts. With keen government interest to invest in this sector to ensure teaching and learning continuity in this post pandemic situations, it is imperative that, the challenges and issues in teaching and learning in post pandemic situations are well understood. The COVID-19 pandemic has created unprecedented challenges economically, socially, politically, and health across the globe. Not only has the aforementioned crisis, the pandemic also resulted in a massive educational crisis. One emerging reality is the migration to online learning modalities to mitigate the risk of face-to-face interaction. This sudden shift resulted in problems for learners without access to technology, creating a huge gap between learners. However, one key component in migrating to convenient modality is to consider how flexibility is integrated into the key dimensions of teaching and learning. In Ghana, the educational curriculum encompasses the recommended, written, taught or implemented, assessed, and learned curriculum. Adjustment on curricular programs, teaching and learning design, resources, and environment are essential amid the pandemic. This study seeks to provide better understanding of the existing barriers and opportunities for effective teaching and learning in the post pandemic situations. To achieve these goals, I use exploratory mixed-method, focus group discussions and in-depth interviews with major stakeholders in the Ghanaian Education System (i.e., Students, school administrators, teachers, and parents) to assess the barriers and opportunities for effective teaching and learning. In recent times, the proposed method has been proving as an effective model and scenario analysis and serve as a basis for the analysis and planning perspective of the study. Therefore, in my proposed presentation, I will discuss the challenges, issues and opportunities in teaching and learning in post pandemic situations. The outcomes of this study are expected to influence the Ministry of Education and other stakeholders in education to initiate plans to curb the emerging challenges and issues in teaching and learning in post pandemic situations.</p> <p><b>Keywords:</b> Flexible Learning, Post Pandemic, Scenario –Analysis, Teaching and Learning Continuity</p>
<p><b>Pr. Fatima Zohra Kroum</b> <b>ERCICTEL2203065</b></p>	<p style="text-align: center;"><b>The Implementation of Civic Skills in ELT Classrooms a Descriptive Content Analysis of ELT High School Textbooks as a Case Study</b></p> <p style="text-align: center;">Pr. Fatima Zohra Kroum Hassan II Higher Institute of Agronomy and Veterinary Medicine Rabat Morocco</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Citizenship Education Is an Evidence-Based Pedagogy That Includes Civic Learning and Emphasizes Building Civic Skills, Knowledge, Experience and A Sense of Efficacy to Develop Citizens Who Regularly and Productively Participate in Their Communities Throughout Their Lives. Citizenship Education, Therefore, Is-Or Should Be-A Prime Concern. There Is No More Important Task Than the Development of An Informed, Effective and Responsible Citizenry. This Paper Attempts to Investigate Whether High School English Textbooks Indicate Approaches to Communicative Language Teaching and To What Extent English Language Teaching Classrooms Are Civically Oriented. This Research Uses a Descriptive Content Analysis of High School English Textbooks Using Richard's Communicative Approach. The Results Show That Common Core Speaking Activities Demonstrate a Communicative Learning Approach. In Other Words, Most Speaking Tasks Introduce Real-World Exercises,</p>



	<p>And Are Directed Toward Fluency-Oriented Approach. Nevertheless, First Year and Second Year Baccalaureate Speaking Activities Highlight on Instructional and Information Tasks. In Addition, Most Speaking Activities Are Accuracy Oriented That Mainly Concentrate on Language Construction and Sentence Structure.</p> <p><b>Keywords:</b> Civic Education, Content Analysis; Secondary Education Communicative Learning Approach, Language Teaching</p>
<p><b>Hasana Lebbe Mohamed Fawzan ERICTEL2203071</b></p>	<p><b>The Challenges Faced in Learning English as a Second Language in Sri Lanka: A Case Study in Kurunegala District</b></p> <p>Hasana Lebbe Mohamed Fawzan MBA (UK), Sabaragamuwa University of Sri Lanka, Kurunegala, Sri Lanka</p> <p><b>Abstract</b></p> <p>Undoubtedly, Learning English as A Second Language (ESL) Is Considered a Challenging Task. It Is More Difficult in Undeveloped Rural Areas in Any District When Compared with The Urban Counterparts. Learners Encounter Many Challenges When Learning English in These Urban Areas. Thus, This Study Is an Analysis of The Challenges Faced by Learners in Learning English as The Second Language. It Is No Secret That English Language Education Is Hampered in Sri Lanka. The Researcher Based This Study to Find Out the Major Educational Challenges That Students Face in Learning English in The Kurunegala District. Kurunegala Is Far Away from The Capital City Colombo and Is Densely Populated Too. In the Year 2020, The University Admission Was 45.87% From the Kurunegala District (Statistics: Department of Examinations 2020). In Sri Lanka, It Is the Secondary Schools That Produce Candidates for The Higher Institutions. Therefore, Any Deficiency in Teaching and Learning in The Secondary Schools Continues Over to The Higher Institutions. Thus, It Is of Foremost Importance That the Teaching of English Takes Firm Roots During the Early Part of The Studies. The Researcher Strived to Examine Some of The Likely Challenges Facing the Teaching of English in Secondary Schools in Kurunegala with The Aim of Highlighting the Areas That Require Attention. The Researcher Based His Study by Interviewing Several Principals, Parents and Existing Students of Schools as Well As The Old Boys to Ascertain the True State of Facts Before Deriving at The Results. The Use of Primary Data Viz the Exam Performances, Student's Participation, And Exam Performances Aided in The Conclusion of This Research.</p>
<p><b>Dr. Sujeet Kumar Dubey ERICTEL2203073</b></p>	<p><b>A Study of Stress Among Female Street Vendors of Patna</b></p> <p>Dr. Sujeet Kumar Dubey Deptt. of Psychology, A.N. College, Patliputra University, Patna, Bihar, India</p> <p><b>Abstract</b></p> <p><b>Background:</b> - Over the past two decades, there has been an increasing belief that the experience of stress necessarily has undesirable consequences for health. it has become a common assumption that it is associated with the impairment of health. feng (1992) and volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. stress can be caused by environmental factors, psychological factors, biological factors, and social factors. it can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress, and social support. young people become stressed for many reasons. the minnesota study presented students with a list of 47 common life events and asked them to identify those they had experienced in the last six months that</p>



	<p>they considered to be bad. patna has emerged as a big town in last some years. there are so many colonies here with so much population. it has become a big market for small businessmen. here, there are so many street vendors who are selling daily necessities like vegetables, fruits, eggs, breads, clothing Stuffs, Utensils Etc. Females Are Also Doing Job of Street Vendors To Upgrade The Financial Status Of Their Families.</p> <p><b>Objectives of the Study:</b> The Main Objectives of The Present Research Were as Follows-</p> <ol style="list-style-type: none"> <li>1. To explore the level of stress among female street vendors.</li> <li>2. To examine the role of family structure of female Street Vendors in Determining the Level of Stress Among Them.</li> <li>3. To Suggest Policy recommendations to the government and other stake-Holders.</li> </ol> <p><b>Research Questions:</b> With the available literature and the objectives of the study In Perspective, The Following Questions Have Been Raised:</p> <ol style="list-style-type: none"> <li>1. Are Female Street Vendors Facing Stress?</li> <li>2. What are the factors of Stress Among Female Street vendors in bihar?</li> <li>3. How Their family and social lives Could Be Improved?</li> </ol> <p><b>Method:</b> - The Present Study Was planned to examine The level of stress Among The Female Street Vendors Of Patna District With An Intervening Variable I.E. Family Structure. The Subjects Were 50 female volunteers residing in slum areas of patna district. Incidental cum purposive sampling method will be applied for determining the sample. stress scale developed by vijaya laxmi and shruti narain has been used in this study. it has 40 items, each item has two alternatives- yes and no. scoring has been done with the help of scoring key. positive items are scored as 1 and 0 while negative items are scored as 0 and 1. variation of scores on this scale is from 0 to 40. higher score indicates high level of stress. the between group design has been used in the present study. here, the family structure (nuclear and joint) of the female vendors has been studied as independent variable while stress has been considered as the Dependent Variable.</p> <p><b>Result:</b> - results indicated that the female street vendors have been suffering from stress frequently. they are in surge of negative psychological state. this stress was more frequent in female vendors belonging to joint families than that of nuclear families.</p> <p><b>conclusion:</b> - conclusively, it can be stated that the female street vendors of patna face stress in high frequency. also, family structure is a prominent factor in determining The Stress Among Them.</p> <p><b>Keywords:</b> Stress; Female; Stress Vendors; Patna</p>
<p><b>Victoria Tamban</b> ERICTEL2203131</p>	<p><b>Learners' Attitudes, Values and Social Behavior: An Input to Values Formation Program</b></p> <p>Victoria Tamban College of Teacher Education, Laguna State Polytechnic University, Los Banos, Philippines</p> <p><b>Abstract</b> This study aimed in assessing the learners' attitudes, values and their social behavior as an input to values formation program. descriptive evaluative research design was employed in this study. the respondents of the study were the selected 230 learners from grade 3 and 4 level of malaban elementary school, school year 2019-2020. the researchers concluded that the findings showed that in terms of learners' level of acceptability on attitude and values were acceptable, while in terms of social behavior there are indicators shown slightly acceptable, and some are acceptable, and in terms of negative social behavior it was slightly unacceptable which revealed that the learners under this study have acceptable attitude and values and some acceptable social behavior. it was also depicted that there is significant</p>

difference on the level of attitudes and values as well as the positive and negative social behavior when they were grouped according to their grade level based on the results of this study that even the learners' have acceptable attitudes and values, and social behavior, the researchers recommended the needs to conduct values formation program to the learners because this study only covered a small group of learners and the evidence that no one from the learner shows highly acceptable on their attitude and values as well as their social behavior. they also recommended the needs to integrate values education in all discipline.

**Keyword:** Moral Values, Social Behavior, Values Formation

### Introduction

Human ideals play a vital role in culture as it is the basis for a better life for human beings. Both holy books of all religions are claimed to have the ideals of good life. The importance of values is usually expressed in relation to international or national issues, indebtedness or conventions, in studies opposing "value-free" approaches to science, or in discussion of quality of life and personal fulfillment. It is inferred, therefore, that values are important for the development of cultural development and for the conservation of cultural heritage. From a person's childhood, the importance of human values is seen. Preschool is the first phase or time that lays the basis of human values knowledge and learning about life values is a continuous process found in society. First data, however, is not static, but is still evolving. Such principles that change from now on, but fundamental values have been established.

Changing the wrong behavior of the child is easier than trying to develop a new behavior. Developing the personality of the child in a planned and systematic process is critical in order to prevent the wrong development of education in values, (Sharma, 2015).

#### Input

Assessment of  
Learners' Level  
of  
>Attitude and  
Values

### Theoretical/Conceptual Framework

This study is anchored from the philosophy of Kohlberg, it is based on six stages of moral reasoning, where children can move up or level up through behavior conversation. Kids are motivated by rewards and punishment in the first stage. When they progress to the second stage, reciprocity is prevalent and if they get something in exchange, kids will do something for others. A t-stage three, adult peer approval controls the

behavior of the child. Behavior is based on respect for authority at the fourth stage of moral reasoning. Moving to the fifth stage, the personal values and opinions of the child determine what is right. Eventually, the conscience of the infant decides what is right and wrong at the highest stage.

It was shown in Figure 1, the research paradigm of this study wherein the independent variables consist of the Grade Level of the learners from Grade 2-4, while the dependent variables are the level of attitude and values and social behavior of the learners.

It was shown in Figure 2, the IPO Model of this study wherein the input consist of assessment of the learners' level of attitude and values and social behavior of the learners, the process are data gathering, analysis, and interpretation of the findings, and the output is the proposed values formation program.



### Materials and Methods

Descriptive-evaluative research design and utilized questionnaire-checklist as the main tool to gather the needed data of the study. This design is to appraise carefully the worthiness of the current study. According to Padua (2006), the descriptive method is the best method of describing the status of events, people, or subjects as they exist. Furthermore, he said that this is useful in obtaining the prevailing status and conditions of the problems which are essential to understand the present and future conditions

The respondents of the study were the selected 230 learners with the low performance in values education which consist of 75 Grade 2, 76 Grade 3 and 79 Grade 4 learners during S.Y. 2018-2019 of Malaban Elementary School, Biñan City.

Table 1 shows the frequency distribution of the respondents.

**Table 1. Distribution of Respondents' Sample Size**

	<div> <div>Process</div> <div>Data Gathering, Analysis and Interpretation of the Findings</div> </div>		<div>Output</div> <div>Proposed Values Formation Program</div>
	Boys	Girls	Total
1. Grade 2	28	47	75
2. Grade 3	33	43	76
3. Grade 4	27	52	79
Total	88	142	230

The instrument of this study is the ACER Social-Emotional Wellbeing (SEW) Survey offers schools the opportunity to survey their students and generate a report on a wide variety of social, emotional and behavioral outcomes of their student population. Students' academic competence is frequently measured. However, many schools want to gauge if students are making progress on less tangible qualities such as social and emotional growth.

It is a confidential strength-based survey for students aged three to 18 years. The SEW Survey provides schools with information about their student population (whole school, specific year levels or targeted groups), which can be used to direct planning and problem-solving efforts.



During 2015, analysis was conducted on SEW data collected since 2003 to review and improve the survey for primary and secondary students. A new edition of the Primary and Secondary surveys was released in 2018. This empirical investigation ensures that the SEW is providing schools with valid and reliable results regarding the social and emotional outcomes of students.

Analysis of Variance (ANOVA) was used in determining the significant difference between the Grade 2, 3, and 4 learners' level of attitude and values, and their social behavior.

### Results and Discussion

Table 2 shows the learners' attitudes and values.

**Table 2. Level of Acceptability of Learners' Attitude and Values**

Attitudes and Values	Mean	SD	DI
1.Conscience	4.08	0.26	A
2.Compassion	4.20	0.64	A
3.Emotional Growth	3.89	0.84	A
4.Social Growth	4.24	0.83	A
5.Service of Others	4.11	0.86	A
6.Commitment to God	4.34	0.74	A
<b>Composite Mean</b>	4.14	0.70	A

*Legend : 4.50-5.00 Highly Acceptable (HA); 3.50-4.49 Acceptable (A); 2.50-3.49 Slightly Acceptable(SA);*

*1.50-2.49 Slightly Unacceptable (SU) & 1.00-1.49 Unacceptable (U)*

The attitudes and values of the learners like conscience (Mean=4.08; SD= 0.26) , compassion (Mean=4.20; SD= 0.64), emotional growth (Mean=3.89; SD= 0.84), social growth (Mean=4.24; SD= 0.83), service of others (Mean=4.11; SD= 0.86), and commitment to God(Mean=4.14; SD= 0.74) were acceptable.

The results revealed that the learners have acceptable learners' attitude and values with a composite mean of 4.14 and SD of 0.70.

The results in table 3 shows the learners' level of social behavior.

**Table 3. Level of Learners' Social Behaviour**

Statement	Mean	SD	DI
Positive Social Behaviour			A
1.Willing to help other people.	3.52	0.51	
2.Being considerate on the feelings of others.	3.10	0.43	SA
3.Respect other's opinion.	2.92	0.42	SA

4. Giving respect to older classmates.	2.57	0.42	SA
5. Being totally honest.	2.74	0.82	SA
<b>Composite Mean</b>	3.29	0.53	A
Negative Social Behaviour			
1. Thinking bad to other people.	2.02	0.89	SU
2. Do not respect and honor thy parents.	1.90	0.72	SU
3. Saying or doing things without thinking.	1.74	0.78	SU
4. Being liberated.	1.98	0.68	SU
<b>Composite Mean</b>	1.91	0.77	SU

Legend : 4.50-5.00 Highly Acceptable (HA); 3.50-4.49 Acceptable (A); 2.50-3.49 Slightly Acceptable (SA);

1.50-2.49 Slightly Unacceptable (SU) & 1.00-1.49 Unacceptable (U)

The positive social behavior of the learners like willing to help other people, being considerate on the feelings of others, respect other's opinion, giving respect to older classmates, and being totally honest which were more on positive side of social behavior were acceptable for the learners with mean ranges from 4.00 to 4.20. In terms of negative side of social behavior such as thinking bad to other people, do not respect and honor thy parents, saying or doing things without thinking, and being liberated with mean of 1.63 to 2.36 were slightly unacceptable, which shows that the learners have acceptable positive social behavior with a composite mean of 4.09 and slightly unacceptable in terms of negative social behavior.

Table 4 showed the test of significant differences among the learners' level of attitudes and values.

**Table 4. Test of Significant Differences Among Learners' Level of Attitudes and Values**

	Sum of Squares	df	Mean Square	F	Si
Between Groups	1.730	2	.865	4.884	.0
Within Groups	40.214	227	.177		
Total	41.944	229			

\*0.05 & \*\*0.01 Significance Level

The result depicts that there's highly significant differences among the learners' level of attitudes and values with computed F-value of 4.884 and .008 p-value which is less than .01

level of significance which mean that the level of attitudes and values of the learners varies differently according to their grade level.

This was somehow supported by the results of Tukey Post hoc test wherein there is highly significant difference between Grade 2 and Grade learners' level of attitude and values (p-values:  $0.009 < 0.01$  level of significance), while depicted non-significant difference between Grade 2 and Grade 4 ( $0.735 > 0.05$  level of significance) and also between Grade 3 and 4 (p-values:  $0.060 > 0.05$  level of significance).

**Table 5. Tukey Post Hoc Test for Significant Differences among Learners' Level of Attitudes and Values**

Dependent Variable	(I) Grade Level	(J) GradeLevel	Mean Difference (I-J)	Std. Error	Sig.
2.00		3.00	.20509*	.06851	.009
		4.00	.05080	.06786	.735
3.00		2.00	-.20509*	.06851	.009
		4.00	-.15429	.06763	.060
4.00		2.00	-.05080	.06786	.735
		3.00	.15429	.06763	.060

\*0.05 & \*\*0.01 Significance Level

Table 6, presents the test of significant differences among the learners' level of positive social behavior.

**Table 6. Test of Significant Differences Among the Learners' Level of Positive Social Beha**

	Sum of Squares	df	Mean Square	F
Between Groups	.076	2	.038	.276
Within Groups	31.471	227	.139	
Total	31.548	229		

\*0.05 & \*\*0.01 Significance Level

It was shown in table 7 that there is highly significant difference (computed F-value: 7.481; p-value:  $0.001 < 0.01$  level of significance) on the learners' level of negative social behavior when they were grouped according to their grade level. It is also supported with table 8 with Tukey Post hoc test



(p-value:  $0.000 < 0.01$  level of significance) that Grade 3 and Grade 4 learners depicted highly significant differences on their attitudes which mean that the level of negative social behavior of the learners diverged depends on their grade level.

**Table 7. Test of Significant Differences Among the Learners' Level of Negative Social Beh**

	Sum of Squares	df	Mean Square	F
Between Groups	4.120	2	2.060	7.481
Negative Behavior Within Groups	62.501	227	.275	
Total	66.621	229		

*\*0.05 & \*\*0.01 Significance Level*

**Table 8. Tukey Post Hoc Analysis for Table 7**

Dependent Variable	(I) GradeLevel	(J) GradeLevel	Mean Difference (I-J)	Std. Error	Sig.
Negative Behavior	2.00	3.00	-.16772	.08540	.124
		4.00	.15840	.08460	.149
	3.00	2.00	.16772	.08540	.124
		4.00	.32612*	.08431	.000
	4.00	2.00	-.15840	.08460	.149
		3.00	-.32612*	.08431	.000

*\*0.05 & \*\*0.01 Significance Level*

#### **Conclusion and Recommendation**

The researchers concluded that the findings showed that in terms of learners' level of acceptability on attitude and values were acceptable, while in terms of social behavior there are indicators shown slightly acceptable, and some are acceptable, and in terms of negative social behavior it was slightly unacceptable which revealed that the learners under this study have acceptable attitude and values and some acceptable social behavior.

Another conclusion was that there is highly significant difference between the level of attitudes and values as well as the positive and negative social behavior of the learners when they were grouped according to their grade level.

Based on the results of this study that even the learners' have acceptable attitudes and values, and social behavior, the researchers recommended the needs to conduct values formation program to the learners because this study only covered a small group of learners and the evidence that no one from the learner shows highly acceptable on their attitude and values as well as their social behavior. They also recommended the needs to integrate values education in all discipline.

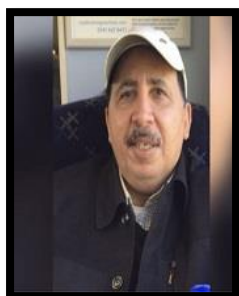
**ACTION PLAN FOR VALUES FORMATION**

OBJECTIVES	PROGRAMS/ ACTIVITIES	TIME FRAME	PERSON INVOLVED	EXPECTED OUTPUT
1. Encourage and help pupil in behavior modification, clarifying problems and identifying self-concept	Values orientation program	JUNE TO JULY 2020	Guidance  Teachers  Class Advisers  Pupils	75% of pupils with behavioral problems counseled
2. Upgrade knowledge and competencies of teachers on the different strategies and different mode of integrating values education on the subjects they handled	Teachers Seminars and Trainings	August 2020	School Head  Teachers  Guidance	100% of teachers reoriented on teaching techniques
3. To orient the parents on their participation on values formation seminar and trainings	Parents/Guardians Seminars and Trainings	September 2020	School Head  Guidance  Parents	75% of the parents/guardians participated
4. Improve attitudes and values as well as social behavior of the learners.	Home Visitation	June - September 2020	Principal Teachers Parents Pupils	75% of the pupils visited by the Teachers

	<p><b>Acknowledgement</b></p> <p>The authors would like to humbly thank the honorable Mayor of Biñan City, Mayor Arman R. Dimaguila, the President of Laguna State Polytechnic University, Dr. Mario R. Briones , the Vice President of R &amp; D, Dr. Robert C. Agatep, the Director of R &amp;D, Prof. Christian Paul dela Cruz , Associate Dean Karen A. Manaig of College of Teacher Education , and the student-participants for their support on the completion of this study.</p> <p><b>References:</b></p> <p>DO 39, S. 2017 – Operational Guidelines On The Implementation Of School-Based Feeding Program For School Years 2017-2022 <a href="http://www.deped.gov.ph/2017/08/07/do-39-s-2017-operational-guidelines-on-the-implementation-of-school-based-feeding-program-for-school-years-2017-2022/">http://www.deped.gov.ph/2017/08/07/do-39-s-2017-operational-guidelines-on-the-implementation-of-school-based-feeding-program-for-school-years-2017-2022/</a></p> <p>DO 15, S. 2018 – Supplemental Guidelines On The Implementation Of School-Based Feeding Program For Fiscal Year 2018 <a href="http://www.deped.gov.ph/2018/03/28/do-15-s-2018-supplemental-guidelines-on-the-implementation-of-school-based-feeding-program-for-fiscal-year-2018/">http://www.deped.gov.ph/2018/03/28/do-15-s-2018-supplemental-guidelines-on-the-implementation-of-school-based-feeding-program-for-fiscal-year-2018/</a></p> <p>Education in focus: impacts of school feeding program on school participation : a case study in Dara Woreda of Sidama Zone, Southern Ethiopia (2011) <a href="https://brage.bibsys.no/xmlui/handle/11250/187763">https://brage.bibsys.no/xmlui/handle/11250/187763</a></p> <p>Fletcher, A. and Carey E. (2011), Knowledge, attitudes and practices in the provision of nutritional care <a href="https://www.researchgate.net/publication/51197160_Knowledge_attitudes_and_practices_in_the_provision_of_nutritional_care">https://www.researchgate.net/publication/51197160_Knowledge_attitudes_and_practices_in_the_provision_of_nutritional_care</a></p> <p>Gavilan , Jodes Z.,( 2014),Gov't feeding program to benefit 4M 'wasted' children in 2015 <a href="https://www.rappler.com/move-ph/issues/hunger/75591-govt-feeding-program-wasted-children">https://www.rappler.com/move-ph/issues/hunger/75591-govt-feeding-program-wasted-children</a></p> <p>Horca Joefel S, Lucero, Arcely M.School Based Feeding Program: It's Impact on the Academic Performance of Severely Wasted Pupils of Southville Elementary School S. Y. 2015 – 2016 <a href="https://www.academia.edu/29404390/School_Based_Feeding_Program_It_s_Impact_on_the_Academic_Performance_of_Severely_Wasted_Pupils_of_Southville_Elementary_School_S_Y_2015_2016">https://www.academia.edu/29404390/School_Based_Feeding_Program_It_s_Impact_on_the_Academic_Performance_of_Severely_Wasted_Pupils_of_Southville_Elementary_School_S_Y_2015_2016</a></p> <p>Hurtado A, Merino C, Delgado E. 2012, Effect of a School Feeding Programme on Nutritional Status and Anaemia in an Urban Slum: A Preliminary Evaluation in Kenya <a href="https://academic.oup.com/tropej/article/59/3/165/1667282">https://academic.oup.com/tropej/article/59/3/165/1667282</a></p> <p>Maslow's Hierarchy of Needs Theory <a href="https://www.managementstudyguide.com/maslows-hierarchy-needs-theory.htm">https://www.managementstudyguide.com/maslows-hierarchy-needs-theory.htm</a></p>
<p><b>Esmeralda Neli</b> <b>ERCICTEL2203103</b></p>	<p><b>Classroom Communication and Its Importance in the Learning Process</b></p> <p>Esmeralda Neli Department of History, University of Tirana, Albania, Tirana</p> <p><b>Abstract</b></p> <p>This paper is a research study which aims to understand in depth, the communication between teachers and students and its effect on students' level of interest to learn at secondary school classrooms in Albania. The purpose of the study was to distinguish whether teacher-student communication had an influence on students' interest and enthusiasm for learning. The study was carried out in three classrooms at an Albanian public secondary school during my experience as a practice teacher there. I have realized that communication can be a step back or a step forward in every student. The teacher has an irreplaceable role</p>



	<p>in the classroom and we must never doubt the incredibly strong impact that teachers have on their students. Based on this assumption, this research attempts to shed light on this impact, focusing on the communication part. The findings and the outcome of the observation, uncovered that the level of teacher-student communication and relationships have a great impact on the student's level of motivation in the classrooms. Based on the results, it can also be concluded that students feel the need of creating healthy communication with teachers even outside of the classroom. Good communication makes learning easier, encourages students to achieve their goals, increases opportunities for learning, strengthens the relationship between student and teacher, and creates an overall positive learning experience.</p> <p><b>Keywords:</b> Verbal, Non-Verbal Communication, Effective Methods, Teacher-Student Communication.</p>
<p><b>Dr Icarbord Tshabangu ERCICTEL2203116</b></p>	<p><b>Interculturalism in an Era of Globalization: Implications for Educational Leadership</b></p> <p>Icarbord Tshabangu Institute of Childhood and Education, Leeds Trinity University, United Kingdom</p> <p><b>Abstract</b></p> <p>The unprecedented increase in migration during the last fifteen years has brought enormous challenges, especially to countries within the European Union. According to the most recent figures from the International Migration Report, (United Nations 2016) the total number of migrants reached 244 million, up from 222 million in 2010 and 173 million in 2000. Nearly two thirds of international migrants live in Europe (76 million) or Asia (75 million). The often-negative reaction to this and the rise of Far Right and Neo-Nazi movements has brought deep divisions in its wake, especially in disadvantaged communities and in the UK these ideologies have gained more traction because of the Brexit vote. Furthermore, the issue of migrants who have been in a country long term, often feeling alienated and marginalized, is not being addressed satisfactorily. It is against this backdrop that the issue of interculturalism is being considered as a positive way forward by exploring intentional creative approaches promoting diversity as an advantage and working for positive societal change. The part that educational institutions play in this socio/economic climate in preparing for the future is becoming increasingly important. This paper will examine three aspects of interculturalism which will signpost more effective ways of exercising intercultural leadership, firstly explaining the emerging concept of interculturalism, followed by defining the characteristics and dimensions of cultural understanding. Finally, the practical implications of this will be considered in the application of intercultural competency and leadership within the educational context. It is noted that without appropriate policies, which place intercultural competence at the heart of all education, no sustainable societal change is possible (Neuner (2012).</p> <p><b>Keywords:</b> Antiracism, Anti-Discrimination, Higher Education Institutions, Policy, Canada</p>



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### **The Degree of Using Technological Techniques in Teaching Arabic Language Courses in Secondary Schools in The State of Kuwait**

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#### **Abstract**

The field of educational technology has passed through three stages of development, namely: the stage of the first parents (until 1700 AD), the stage of subsequent contributors (until 1900 AD), and the period of the twentieth century and the twenty-first century based on the scientific method of technical education (AL-MUSAWI, 1995), and some assert that this concept has deep historical roots, and perhaps the history of individuals goes back to the users of educational technologies, or the teachers who focused on what is known today as educational technology. To the era of the Sophists, that is, about 2420 years ago (Hakim, 1990), and "Hockerg" sees that the theories of educational technologies derive their roots from the ancient and modern principles of learning. , and from "Brunner and Janeh" and their theories about the structure and organization of knowledge, and from "Percy" and his machine his call for self-learning (Hashisho, 1983). The educational development movement has added an extra step towards instructional design, as the focus here is on the optimal design of the teaching and learning process, which consists of the following steps: identification of objectives, design of instruction, evaluation, and improvement (Al-Ghazawi, 1995; Al-Hela, 1998). It means art or skill, and the second word: (LOCOS) means science or knowledge of skills (Al-Hilia, 1998). What is meant by technology in its simple sense: tools that are used, methods of tracking work, and science or (knowledge) that works; To root its foundations and benefit from the experience gained, which leads to its development and development in an integrated manner (Al Balushi, 1988). As for educational technologies: EDUCATIONAL TECHNOLOGY, it is a comprehensive and integrated process that includes individuals, procedures, theories, devices and organization; To analyze problems, plan, implement and evaluate solutions to them. As for the educational technologies: INSTRUCTIONAL TECHNOLOGY, which is a branch of educational technology: it includes the process of managing ideas, methods, capital, machines, and human forces that enter the educational process (Ghazawi, 1999).

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### **Policy Efforts and Challenges to Address Racial Discrimination in Higher Education Institutions: A Case of Canada**

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#### **Abstract**

This paper reviews existing policies related to anti-racism and anti-discrimination of five major universities of Canada and assess the equity initiatives undertaken by the university authority to promote greater access and inclusion of different ethnic minority groups. This study used secondary sources of data; university policy documents, study reports, government policy, and academic journals were consulted to construct the paper. The study points out that the majority higher education institutions of Canada apply positive strategic approaches to address racial discrimination, includes developing curriculum, pedagogy, and academic atmosphere for gaining positive learning outcomes of indigenous and minority ethnic groups. Findings reveal that the anti-racism and anti-discrimination policies of those



	<p>universities face multiple challenges, including a lack of holistic and inclusive measures for the indigenous and diverse minority groups studied there. The study argued for promoting discussions and dialogue, promoting diversity, equity initiatives in the institutional and professional context to combat racism and discrimination. The findings may be helpful for academicians, policymakers, and administrators to develop their understanding of institutional racism, identify challenges, and adopt policy measures to address it.</p> <p><b>Keywords:</b> Antiracism, Anti-Discrimination, Higher Education Institutions, Policy, Canada</p>
<p><b>Gummadi Venkatesh Kumar</b> ERICTEL2203135</p>	<p><b>CBT Intervention on Enhancing Self –Efficacy and Academic Performance in School Children</b></p> <p>Gummadi Venkatesh Kumar Department of Studies in Psychology, University of Mysore, Manasagangotri, Mysore, India</p> <p><b>Abstract</b></p> <p>The present study focuses on the cbt as intervention program enhances self-efficacy and academic performance in school children. the sample consisted of 200 school children (100 experimental and 100 control group) attending English medium schools in Mysore who had scored low in general efficacy and low performance scores in their two terminal examinations. it was hypothesized that cbt will have positive impact in enhancing their self-efficacy and enhancing their performance level's scale was used to measure self-efficacy and two terminal examination scores were considered. the cbt intervention was given to experimental group over a span of 90 days in small groups. the posttest findings for both experimental and control groups were compared. the results or the findings revealed that the self-efficacy and the performance level of the school children improved. it was concluded that cbt has positive impact in enhancing self-efficacy and academic performance level.</p>
 <p><b>Sakunthala Yatigammana Ekanayake</b> ERICTEL2203051</p>	<p><b>Barriers to Integrate ICT in Mathematics Teaching in Junior Secondary Classroom</b></p> <p>Sakunthala Yatigammana Ekanayake Department of Education, University of Peradeniya, Peradeniya, Sri Lanka</p> <p><b>Abstract</b></p> <p>The Literature Postulates That the proper integration of information communication technology (ict) enhances the effectiveness of mathematics teaching learning. in this integration process, teacher, student and technology are identified as important factors where teacher has to play a key role in taking appropriate pedagogical decisions and actions to provide a meaningful mathematics learning experience. the unified model also highlights the important interaction and interconnection among teacher, student and technology in the process of ict integration into teaching and learning. the aim of this paper is to present the barriers identified by teachers in the integration of ict into mathematics teaching for seven graders in secondary level schools in one of the provinces in sri lanka. using convergent research design of mixed methods approach, in this study the data were collected through a survey questionnaire and semi structured interview schedule from randomly selected 50 mathematics teachers from 50 schools. the survey data were analyzed using spss 21 statistical analysis software and the thematic analysis techniques was used to analyses interview data. findings revealed that the integration of ict into mathematics teaching was very poor, only 8% of teachers had practiced. further in the process of ict integration in mathematics teaching, teachers had identified barriers related to them (teachers), students, and technologies. among barriers for teachers, lack of confidence, competence, and</p>



	<p>accessibility has been found to be the critical when integrating technology in school. further, teachers also emphasized the lack of own devices (96% of respondents), inadequate digital competence and less support from home environment as barriers for students. the accessibility of available ict resources (including software and Hardware) In School and Lack of Required Technical Support to Handle ICT tools emerged from data as barriers related to technology. therefore, when considering the barriers identified, a holistic approach to overcoming the barriers related to teacher, student and technology while effectively interconnecting them is vital for the integration of ict into mathematics teaching.</p> <p><b>Keywords:</b> Mathematics Teaching, Information Communication Technology, Integration, Barriers</p>
 <p><b>Jakub Mróz</b> ERICTEL2203082</p>  <p><b>Julia Pawelec</b> ERICTEL2203082</p>	<p><b>To B(Ully)E or Not to B(Ully)E</b></p> <p>Jakub Mróz Psychology Department, SWPS University, Warszawa, Poland</p> <p>Julia Pawelec SWPS University, Psychology Department, SWPS University, Warszawa, Poland</p> <p><b>Abstract</b></p> <p>According to research, peer harassment affects about 35% of primary and secondary school students. peer bullying is a complex process involving not only students and teachers, but also parents and families. bullying can affect both victims and witnesses and can lead to consequences such as increased anxiety, withdrawal, distrust, and can have a significant impact on physical and mental health. research on bullying covers the severity of the phenomenon, perception of support, consequences, school activities, attributions, causes, and peer group norms. the literature lacks the perspective of parents and their experiences related to peer violence including the definition of bullying and therefore we decided to focus on it. we believe that it is crucial for the fact that parents have a direct impact on a child's wellbeing and social functioning. "bullying and parenting" is a qualitative research project. a grounded theory approach was used to gather and analyze the data. individual in-depth, semi-structured interviews with 20 parents were conducted, recorded, then transcribed and analyzed using the maxqda software. parents specify the following manifestations as peer violence: physical violence, exclusion, harm and mockery. respondents define bullying as something negative that can result in physical and mental problems. parents define the reasons for bullying by filtering the situation through their own child's perspective and experiences related to him/her, ignoring the perpetrator's guilt. they use behavioral or characterological attribution when explaining child's victimization suggesting that it is for the fact that the child is for example shy or different in some way (appearance, different interests, or illness). bullying doesn't end at school or in the yard but it is also present in the internet, expanding its audience and exposing the victim to even greater stigma, therefore, comprehensive assistance is needed, in which both the school community and parents should be involved.</p>
<p><b>Artur Cisło</b> ERICTEL2203083</p>	<p><b>Lost in Relations+</b></p> <p>Artur Cisło Psychology Department, SWPS University, Wrocław, Poland</p> <p><b>Abstract</b></p>

	<p>Bullying is considered as a set of interdependent, multi-stage domino-effect, psychosocial processes. a prior meta-analysis found that intervention programs are effective in reducing school-bullying perpetration by approximately 19–20% and school-bullying victimization by approximately 15–16%. there is a lack of studies investigating parents' perspectives on bullying, particularly when their own children are involved as victims or witnesses. agreeing that parents are a crucial link in preventing peer violence and a very important intervention component, we conducted a qualitative semi-structured idi's with 20 parents and sampled and recruited via an online questionnaire and using the snowball effect. data analysis using a grounded theory approach was facilitated by maxqda qualitative data analysis software. we explored how parents/guardians perceive and interpret the reasons for the situation and their perceptions of efficiency of school actions. Results of our study show certain actions parents/guardians tend to take in order to countermeasure the bullying/victimization problem. they try to engage school staff or other students' parents. They also seek help in external institutions or personally engage in conflict. the effectiveness of interventions varies but the key issue seems to be the understanding of the complexity of bullying behaviors and psychological mechanisms responsible for its prevalence. we shed a light on the significance of the relationship between parents and teachers to interrupt the downward spiral of Bullying. We Suggest That It Is Necessary to Support and Educate Both Parents/Guardians and Teachers within the Scope of Bullying Prevention and Intervention. This Study Identifies Some Research Gaps That Require Further Investigations, To Provide Comprehensive Anti-Bullying Intervention.</p>
 <p><b>Murtala Mohammed</b> ERICTEL2203108</p>	<p><b>The Era of Education in Promoting the Development of The Youth is A Way of Sustaining the Development and Growth of Nation</b></p> <p>Murtala Mohammed Centre for Research, Education and Advocacy Forum, Centre for Research, Education and Advocacy Forum, Kumasi, Ghana</p> <p><b>Abstract</b></p> <p>The era of education in promoting the development of the youth is a way of sustaining the development and growth of nation. Youth are seen as the generation of the world and they must be given the needed treatment which will encourage them to be able to suit themselves in the field of education. This is because education is seen as the engine to start the development of life of man in the society. Many are the methods and approaches needed to adopt to prevent the school dropouts and plan to encourage the dropouts to re-integrate themselves in the educational sector. As the advocate of education, the course or the conference will go a long way to help to adopt a diverse methods and techniques in promoting the interest of the youth in schools and also able to guide the students to know the risk associate with dropping out of the school in the society</p>
<p><b>Ali Ikrou</b> ERICTEL220344</p>	<p><b>Assessment of Educational Environment Among Undergraduate Nursing Students', A Moroccan Multicenter Study</b></p> <p>Ali Ikrou Administrative and economic department of health delegation of Tiznit, Laboratory of Biostatistics, Clinical and Epidemiological Research Faculty of Medicine and Pharmacy of Rabat, Morocco</p> <p>Khadija Guejda</p>

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#### Abstract

This study aimed to assess nursing students' perceptions of their educational environment in Morocco. This multicenter cross-sectional study was conducted during the academic year 2018/2019. At the public nurse education institutes in Morocco. The sample included 1460 nursing undergraduate students. A set of socio-demographic criteria were collected, and the version of Dundee Ready Educational Environment Measure (DREEM) questionnaire was used to assess the educational environment in the institutes. The overall mean DREEM score was 108.1 (21,2). The DREEM scores for the five subscales: The score for students' perceptions of learning 26,16 (6,3); students' perceptions of teachers 23,5 (6,0); students' academic self-perceptions 20,3(5.0); students' perceptions of atmosphere 23,9 (6,2); students' social self-perceptions 14,2(3,8). The associate factors with significant higher DREEM scores were the international students, the students of the first- year level.

**Keywords:** Educational Environment, DREEM Scores, Students, Perception.





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