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Keynote Speaker



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Abridged Curriculum Vitae

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ABSTRACT

Micheal van Wyk is a full Professor in the Department of Curriculum and Instruction in the School of Teacher Education at the College of Education, University of South Africa (Unisa). He has more than thirty two years of teaching experience both at primary, secondary and tertiary levels. He was a primary and high school principal from 1999-2003. He received an awarded for outstanding school leadership in 2000 in the Northern Cape Department of Education. He was a subject advisor for Economics, Accounting and Business Economics. He is currently a National Research Foundation C-rated researcher in Economics education. He has been published more than 52 research articles in accredited international and South African journals in the last eight years, reading 49 papers at educational conferences, written four academic books and six chapters in research books. He delivered several keynote addresses at various teacher education conferences. He has been awarded on 6 March 2014, the Chancellors' 2013 Award for Excellence in Research at the University of South Africa. He also received an award for Outstanding Education Research Paper (International conference, Dublin-Ireland, 2010). Prof van Wyk is an international reviewer for several international journals as well for South African journals. He served on several academic boards of educational science journals and several committees in the College of Education, University of South Africa. He serves on various International Academic Boards of journals. He co-published in 2014 a textbook entitled: Schooling, Society and Inclusive Education with Oxford University Press. He is currently working on two academic textbook projects which will be published in 2015. He is the founder and Editor-in-chief for African Journal of Pedagogy and Curriculum. He owns a company, Mimosa Education Services. Prof Micheal van Wyk research interests are technology-integrated teaching and learning strategies, social media tools for the classroom, Afrocentric-Indigenous pedagogy and research methodology, cooperative learning, social entrepreneurship and economics education.

Sanaa Ali Al Ghafri
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Assessing Students'Improvement in Reading through IELTS Reading Test

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ABSTRACT

The study aims to measure students' reading level after a 15 weeks course. Students are IT major and they study four English courses as part of their study plan. This study focuses on students who are in their fourth and final reading course. They are in a class of twenty students. To achieve the purpose of this study, students will be assessed through IELTS reading practice test. They will be given a reading test at the beginning of the semester. After intensive reading course along with articles similar to the

	<p>IELTS level of difficulty, students will be given another IELTS reading practice test. Comparison will be made between their scores at the beginning and the end of the semester. Accordingly, students will be interviewed to elaborate on the effectiveness of the reading course as well as the other three previous courses in terms of the efficiency of reading curriculums and methods of teaching. They will also clarify their strengths and weaknesses in reading.</p>
 <p>Abdullah Alqarni GIC1584053</p>	<p>Saudi Arabia Educational Map: From Sand Dunes towards Western Skyscrapers platforms</p> <p>Abdullah Alqarni School of Education, University of New South Wales, Sydney, Australia aalqrni@hotmail.com</p> <p>ABSTRACT</p> <p>This paper explores the emergence of the concept of education and its ideological roots vis-s-vis Islamic principles and pedagogy in the Kingdom of Saudi Arabia (KSA). Hence, a general description of the Saudi Arabian educational system and a general account of how and when education was first introduced into the KSA is a necessary step to provide a complete picture the system of education and its rapid developments towards E-learning and/or distance learning status. In fact, all legal decisions within the Kingdom; however, are based on the Sharia Law-Islamic law as set forth by the Holy Qur'an, as stated in the Education Policy document. Therefore, according to Islamic studies constitute a major portion of the curriculum at the educational levels, and even science textbooks emphasize Islamic notions. This, in turn, may propose some obstacles in learning and teaching distance education from a Western ideological perspective. Therefore, the paper will lay out some of these hindrances and pedagogical implication in how to transition from traditional towards a more modern pedagogical education paradigm within the KSA.</p> <p>Keywords: Ideology, Pedagogy, Education, E-learning, Distance Learning, Policy Documents, Islamic, Western, Saudi Arabia.</p>
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ABSTRACT

Self-assessment and the reliability of students' judgements are the concerns of this paper. The main aim of this study is to investigate the accuracy of students' with different educational levels in terms of assessing their own writing abilities. Another aim of the study is to ascertain whether gender also plays an important role in the accuracy of students' rating of their ability. The course chosen for the study is (state the name of the course) which is offered every semester to both diploma and degree students at UniKL British Malaysian Institute. The students in the course were given the chance to evaluate their own writing abilities in the tasks given. A total of 137 diploma and 120 bachelor students of both gender participated in this study. The methods employed in this study were mainly text analysis and semi structured interviews. The findings of the study have indicated that there are differences in how students of different educational levels evaluate their own writing abilities. It was also found that gender is also an important factor in determining how students assess themselves. In short, educational levels and gender are important variables that need to be considered when instructors utilize self-assessment in their classrooms.

Keywords: Self-assessment, gender, educational level, self- confidence



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Students' Performance And Satisfaction With Blended Learning: The Case Of Public Administration Programmes

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ABSTRACT

The use of e-learning techniques in higher education is becoming ever more frequent. In some institutions, e-learning has completely replaced the traditional teaching methods, while in others it supplements classical courses. The paper presents a study conducted in a member institution of the University of Ljubljana that provides public administration programmes. We analysed the relationship between the proportion of the course implemented in the Moodle e-learning platform and students' performance on one hand and their satisfaction on the other. The empirical findings reveal a positive correlation for both elements. The results can help decision-makers learn more about how to enhance students' success and satisfaction using an e-learning platform.

Keywords: blended learning, e-learning, learning effectiveness, Moodle learning management system, public administration higher education, students' performance, students' satisfaction



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The Place of Instructional Materials in Quality Education at Primary School Level in Nigeria

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ABSTRACT

The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials in primary schools in the North western part of Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in the zone for effective teaching and learning process.



Yuko TOMOTO
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How are bilingual speakers of Japanese and English affected by the language they use?

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ABSTRACT

The purpose of this research was to explore the assumption that bilingual speakers of Japanese and English change the way they talk and show their emotions, or sometimes what they say depending on the language they use.

The author collected data through questionnaires on 241 bilingual speakers. Also, in-depth interviews were conducted with 13 J/E bilingual speakers whose native language is Japanese and 15 J/E bilingual speakers whose native language is English. The results indicate that the bilingual speakers are influenced both consciously and unconsciously by the language they use, as well as by the background cultural values of each language. At the same time, it was found that speakers are also highly affected by the interlocutors they are talking to. Through conversations, speakers are not only conveying a message but also attempting to express who they are, and what they want to be like. In other words, they are constantly building up and updating their own identities by choosing the most appropriate language and descriptions to express themselves in the dialogues.

It has been claimed that the images of ideal L2 self could strongly motivate learners. The author hopes that we can make the best use of the fact

that bilingual speakers change their presence depending on the language they use, in order to guide Japanese learners of English in enjoying their studies from the viewpoint of finding their new selves in English.



Al Ryanne G. Gatcho
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Virtual Realias as Supplements in Teaching Maritime Vocabulary

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ABSTRACT

Utilizing realia is a typical scenario in the ESL learning environment and is popularly known to have an immense contribution in cultivating a vigorous teaching-learning atmosphere. The authenticity of realia transports the students into exposure with language which kindles their mind, and makes vocabulary learning more unforgettable. This paper presents an empirical assessment of how digitized realias act as supplementary materials in teaching Marine vocabulary. The participants are sophomore Marine Transportation students enrolled in “Marine Vocabulary and Terms.” The controlled group was exposed on the conventional approach in which the teacher discussed vocabulary lessons. However, the experimental group experienced the use of virtual realias in learning vocabulary for their field. The result of the study shows that virtual realia is an effective supplement for teaching vocabulary as the experimental group remembered well the vocabulary terms as seen in their class performance. Given favorable response, the use of virtual realias will facilitate a better teaching of vocabulary for Marine students as it helps them enter the concept of vocabulary needed in their profession.

Keywords: virtual, realias, supplements, teaching, vocabulary

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**Investigating the Extent to Which Mentor Selection in Zimbabwe's
2-5-2 Teaching Practice Enhances Continuous Improvement of
Student Teachers' Teaching Skills and Competences**

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ABSTRACT

The study sought to establish the experiences and perceptions held by mentors and student teachers on the extent to which mentor selection enhanced continuous improvement in Zimbabwe's 2-5-2 teaching practice. The mixed methods design was used to collect data in two phases. The first phase used questionnaires to collect survey quantitative data while the second phase collected qualitative data through interviews, focus group discussions and document analysis. The researchers sampled one hundred mentors and one hundred final year student teachers from the ten national primary teacher education institutions that participated in the first phase. Three mentors and three focus groups of six students each were conveniently selected for interviews. The research findings revealed that mentor selection in Zimbabwe's 2-5-2 teaching practice was the responsibility of the school head who knew their teachers best. The study revealed overwhelming evidence that most student teachers in Zimbabwe's 2-5-2 teaching practice were mentored by qualified and experienced classroom practitioners with high teaching experience and expertise. The study also revealed that in some instances student teachers were being mentored by junior teachers and temporary teachers while others were on their own without mentors. The existence of junior teachers and temporary teachers as mentors and students operating on their own calls for strict adherence to the college policy of attaching student teacher to experienced classroom practitioners by the school heads. The study therefore recommends that teacher education institutions support school heads by providing them with workshops and providing guidelines on mentor selection to ensure that only qualified experienced and expert mentors without additional responsibilities were always selected to mentor students.

KEYWORDS student teachers, continuous improvement, teaching practice, mentors, classroom practitioners.



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Writing scientific texts by university language teachers in Mexico

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ABSTRACT

The paper touches on the issue of producing scientific texts in a foreign language by university scholars. It reports the preliminary results of a study that was carried out among those university language teachers who dedicate a significant part of their professional work to academic theoretical and empirical inquiry and, consequently, to communicating their findings to other researchers in the field of their common interest as well as to the general public. The main objective of this study was to determine and analyze different communicative and linguistic difficulties of linguistic character that the participants might have while writing conference papers, academic articles, book chapters, and books in the target language. The data that had been gathered through a survey showed that actually the language teachers faced certain problems as far as their use of a foreign language with academic purposes was concerned. So, there exists a need to provide extensive training for the teachers who participated in the study in order to help them develop their expertise in scientific writing in additional languages.

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Writing scientific texts by university language teachers in Mexico

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ABSTRACT

The paper touches on the issue of producing scientific texts in a foreign language by university scholars. It reports the preliminary results of a study that was carried out among those university language teachers who dedicate a significant part of their professional work to academic theoretical and empirical inquiry and, consequently, to communicating their findings to other researchers in the field of their common interest as well as to the general public. The main objective of this study was to determine and analyze different communicative and linguistic difficulties of linguistic character that the participants might have while writing conference papers, academic articles, book chapters, and books in the target language. The data that had been gathered through a survey showed that actually the language teachers faced certain problems as far as their use of a foreign language with academic purposes was concerned. So, there exists a need to provide extensive training for the teachers who participated in the study in order to help them develop their expertise in scientific writing in additional languages.

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ABSTRACT

For many learners of English memorizing meanings of the vocabulary is really hard after learning it in a text, from a dictionary or via any other way. Moreover, keeping those words in mind is not enough so at the same time you should learn their parts of speech in order to use them in written or oral texts correctly. Alternative ways of teaching and learning is also very fruitful for both the teacher and the learners. Therefore, when you create a meaningful context or an enjoyable game for the learners, recalling those vocabularies will be easier.

This study aims at reflecting and proving how it is enjoyable to practice and revise the vocabulary in terms of their meanings and parts of speech via a game called “Game of Speech”. In order to find out to what extent prep students are able to make use of it will be discussed during the poster presentation.

Key Words: English, game, vocabulary, parts of speech



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Multi-grade Teaching: A Daunting Challenge for Rural Teachers

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ABSTRACT

Multi-grade teaching schools form the most neglected sector of the education system around the globe. As an important policy option for providing access to education for learners in remote areas multi-grade teaching needs to be recognized as such and be given the attention it deserves. However, achieving excellence in teaching and learning in rural contexts remains a challenge for teachers and other sectors of the educational change endeavors. This article aims at investigating primary school teachers’ challenges of multi-grade teaching strategy in South African rural schools. A qualitative inquiry was used in the study. Multi-grade teachers were purposefully selected to participate in the study. Data were obtained through interviews. The data collected were consolidated and categorised into themes. The findings from the data reflect that teachers found teaching in a multi-grade context challenging and difficult. They report that they feel isolated and uncertain about what is expected of them in conducting lessons in their multi-grade classrooms. This paper attempts to suggest strategies that could be used in the multi-grade classrooms to ensure that classroom instruction and classroom management are improved in multi-grade contexts.

KEYWORDS mono-grade, paradigm, resource, curriculum, peer-instruction, professional development



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**Use of Internet Web Streaming in Open and Distance Learning:
a case study of India**

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ABSTRACT

As the world is moving into the Open Knowledge Platform (OKP), Open and Distance Learning (ODL) can play a big role to provide education to all through the use of Internet Web Streaming (IWS) i.e. Internet Web Radio (IWR). Maximum population of the world has gadget devices like computer, notebook, mobile etc. and 42.4% people of the world have the internet connection and connectivity. In connection with these data, if ODL system adopts the IWS i.e. IWR as its main technological tool to provide education to all, it will be big step towards the Open Knowledge Movement (OKM) and provide education to unreached.

National Institute of Open Schooling (NIOS), under the ministry of Human Recourse Development, Government of India (Republic of India) had started IWR named MuktaVidya Vani (MVV) in July 21, 2012 for live broadcast of Personal Contact Programme (PCP). Through MVV; NIOS broadcasts three live session for PCPs, one hours for secondary education, next one hour for senior secondary education and another next one hour for vocational education. After the use of MVV by NIOS, five types of success stories came out as the positive effect of MVV as increasing total enrolment, increasing success ratio of learners in final exams, increased female enrolment ratio, decrees the number of phone call on call center number and finally in last three years NIOS came out with its nice image as a brand of distance education, although NIOS is a largest open schooling system in the world.

This paper attempts to describe the use and challenge of IWS i.e. IWR in ODL system. Paper will give more focuses on the MVV of NIOS and its last three years success story with NIOS. Paper will also submit the role of IWS providing education to all.

Keywords: Open Knowledge Platform, Internet Web Streaming, Internet Web Radio, Personal Contact Programme



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**Lecturers' Perceptions In Fostering Entrepreneurial Culture At
Unikl: Issues And Challenges**

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ABSTRACT

	<p>Entrepreneurship is said as a key driver of economic growth and development. The need to produce more graduates with entrepreneurial mindset from higher learning institutions is becoming vital. To ensure that this happens, it is critical for the institutions to have a correct infrastructure is in place to facilitate the developing of entrepreneurship culture. As an engineering technology university, fostering entrepreneurship culture at University Kuala Lumpur (UniKL) is a challenge and it is especially hard to change these students' mindsets and attitudes towards entrepreneurship. This paper aims to present and discuss the issues and challenges in fostering the entrepreneurship activities at UniKL from entrepreneurship lecturers' perceptions. Data and information are gathered through observations, interviews, experiences and readings. The findings of the study would be useful for the university to enhance and improve the current approach in embedding entrepreneurship culture in the university.</p> <p>Keywords: entrepreneurship, entrepreneurial culture, lecturers' perceptions</p>
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 <p>RosnizzaRamlan GIC1584066</p>	<p style="text-align: center;">Student Perception On The Importance Of Soft Skills For Education And Employment</p> <p style="text-align: center;">RosnizzaRamlan General Studies Section Universiti Kuala Lumpur – Malaysia France Institute rosnizza@unikl.edu.my</p> <p style="text-align: center;">SuhaizaNgah General Studies Section Universiti Kuala Lumpur – British Malaysian Institute suhaiza@unikl.edu.my</p> <p style="text-align: center;">ABSTRACT</p> <p>Student acquisition on soft skill is becoming more important in today highly global market. Most of the companies now are prefer to hire graduates that posses both skills; hard and soft. In certain cases, some companies are even emphasizing more on soft skills instead of hard skills. For non technical student, most of the subjects by nature are embedded with soft skills. But for technical students the scenario might be different. The subject offered in their courses mostly focuses on hard skills. This somehow makes students having less awareness on the importance of soft skills. The purpose of this study is to discover student awareness and perception towards the importance of soft skills among engineering student. A total of 150 engineering students from three different campuses in Universiti Kuala Lumpur are chosen as a respondent. A set of questionnaires consist of both close and open ended questions are given to respondent. The data is then analyzed by using descriptive analysis. Based on the finding some method is recommended to the University for improving students' acquisition on soft skill.</p>
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	Keywords: Student awareness, soft skills, hard skills
<p style="text-align: center;">NirMadjar GIC1584067</p>	<p style="text-align: center;">The moderating role of teacher goals emphasis in the relationship between academic and social motivational orientations: A multilevel approach</p> <p style="text-align: center;">NirMadjar School of Education, Faculty of Human Sciences, Bar-Ilan University, Israel nir.madjar@biu.ac.il</p> <p style="text-align: center;">ABSTRACT</p> <p>Background. Students' academic and social motivation aspects have a significant impact on their engagement and adjustment in school. Therefore, researchers endeavored to identify personal and contextual factors that can explain these aspects of motivation. Based on achievement goal orientation theory, which posits that motivation is defined as general goals students strive to achieve within a learning situation, three goal orientations have been mostly studied: (a) mastery, in which the purpose is to learn new knowledge or a skill; (b) performance-approach, in which the purpose is to demonstrate superior abilities relative to others; (c) performance-avoidance, in which the purpose is to avoid demonstrating lack of abilities. These three goal orientations were also found relevant within the social domain - labeled as development, demonstration-approach and demonstration-avoidance (respectively).</p> <p>Each of these three goal orientations within social and academic domains were found to be highly associated. The current study aimed to explore whether teacher perceived practices moderate the relationships between these goals. We hypothesized that both mastery goal structure, defined as teacher emphasis on personal improvement and deep learning, and performance goal structure, defined as teacher emphasis on relative abilities and competition, can play an important role in the way students link their academic goal with their social purposes.</p> <p>Methods. The sample included 760 elementary and middle-school students nested within 28 different classes (55% females; 64% sixth grade, 36% seventh grade). Using the Patterns of Adaptive Learning Scales (PALS) student reported their academic goal orientations and perceived teacher practices, social goal orientations were measured using a previously validated scale. Confirmatory Factor Analysis (CFA) supported the structure validity (CMIN/DF = 1.78, CFI = .98, NFI = .97, RMSEA = .04), and internal reliabilities were satisfactory for all scales.</p> <p>Results. The primary method of analysis was Hierarchical Linear Modelling (HLM). For each academic goal the level-1 predictors were gender, self-reported grade-point average (GPA), social development goal, social demonstration-approach, and social demonstration-avoidance goal. Level-2 predictors were grade level (sixth grade coded 0; seventh grade coded 1), mastery goals structure, and performance goals structure.</p> <p>The findings indicated that level-2 mastery goals structure was significantly associated with level-1 personal mastery goal ($Y = 0.57, p < .01$). Furthermore, level-2 mastery goals structure moderated the</p>

	<p>relationships between academic mastery and social development goals ($Y = 0.27, p < .05$); when mastery goal structure was high, the relationships became stronger. A reverse pattern was revealed performance-avoidance goal, meaning that when mastery goals structure was high there was weaker relationship between academic performance-avoidance and social demonstration-approach goal ($Y = -0.32, p < .01$). All results were robust when controlling for gender, grade-level and self-reported GPA.</p> <p>Conclusion. Teachers should be advised to emphasis mastery goal within their classes by encouraging self-improvement and reduce competitive climate. These practices has the potential to enhance the positive effects of adaptive social motivation (i.e., development goal), and hinder the negative effects of maladaptive social motivation (i.e., demonstration-approach and -avoidance goals), on students motivation within the academic domain.</p>
 <p>Shira Amit GIC1584067</p>	<p>The moderating role of teacher goals emphasis in the relationship between academic and social motivational orientations: A multilevel approach</p> <p>NirMadjar, Shira Amit School of Education, Faculty of Human Sciences, Bar-Ilan University, Israel Shiraamit27@gmail.com</p> <p>ABSTRACT</p> <p>Background. Students' academic and social motivation aspects have a significant impact on their engagement and adjustment in school. Therefore, researchers endeavored to identify personal and contextual factors that can explain these aspects of motivation. Based on achievement goal orientation theory, which posits that motivation is defined as general goals students strive to achieve within a learning situation, three goal orientations have been mostly studied: (a) mastery, in which the purpose is to learn new knowledge or a skill; (b) performance-approach, in which the purpose is to demonstrate superior abilities relative to others; (c) performance-avoidance, in which the purpose is to avoid demonstrating lack of abilities. These three goal orientations were also found relevant within the social domain - labeled as development, demonstration-approach and demonstration-avoidance (respectively).</p> <p>Each of these three goal orientations within social and academic domains were found to be highly associated. The current study aimed to explore whether teacher perceived practices moderate the relationships between these goals. We hypothesized that both mastery goal structure, defined as teacher emphasis on personal improvement and deep learning, and performance goal structure, defined as teacher emphasis on relative abilities and competition, can play an important role in the way students link their academic goal with their social purposes.</p> <p>Methods. The sample included 760 elementary and middle-school students nested within 28 different classes (55% females; 64% sixth grade, 36% seventh grade). Using the Patterns of Adaptive Learning Scales (PALS) student reported their academic goal orientations and</p>

perceived teacher practices, social goal orientations were measured using a previously validated scale. Confirmatory Factor Analysis (CFA) supported the structure validity (CMIN/DF = 1.78, CFI = .98, NFI = .97, RMSEA = .04), and internal reliabilities were satisfactory for all scales.

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The findings indicated that level-2 mastery goals structure was significantly associated with level-1 personal mastery goal ($\gamma = 0.57, p < .01$). Furthermore, level-2 mastery goals structure moderated the relationships between academic mastery and social development goals ($\gamma = 0.27, p < .05$); when mastery goal structure was high, the relationships became stronger. A reverse pattern was revealed performance-avoidance goal, meaning that when mastery goals structure was high there was weaker relationship between academic performance-avoidance and social demonstration-approach goal ($\gamma = -0.32, p < .01$). All results were robust when controlling for gender, grade-level and self-reported GPA.

Conclusion. Teachers should be advised to emphasis mastery goal within their classes by encouraging self-improvement and reduce competitive climate. These practices has the potential to enhance the positive effects of adaptive social motivation (i.e., development goal), and hinder the negative effects of maladaptive social motivation (i.e., demonstration-approach and -avoidance goals), on students motivation within the academic domain.



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**An Online journey using Moodle for assessment of large groups:
Mathematics Students Experiences**

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ABSTRACT

Higher education is experiencing rapid growth in South Africa and student numbers have grown considerably in many undergraduate courses. Teaching and learning in large groups seems to have become the norm at many higher education institutions. Teaching, learning and assessments of these large groups remain challenges facing many educators. To enhance student learning consideration should be given to effective teaching and learning and efficient assessment and effective feedback of these assessments. In response, many educators are considering online teaching, learning and assessment within a blended learning environment.

This three year action research study describes the experiences of three cohorts of students taking the mathematics for accounting course at the

	<p>Nelson Mandela Metropolitan University in the Eastern Cape of South Africa. This course was redesigned for delivery in a blended learning environment and in addition to face to face learning incorporated Moodle technology. In particular online assessment was developed to be used as learning. Through this practice, it is hoped that, to some degree the question of students' learning with regard to mathematics could be successfully addressed.</p> <p>Preliminary analysis of the data revealed that students maintained that Moodle provided a supportive learning environment in which to learn mathematics. Students indicated that assessments were more effective and efficient, providing immediate feedback and that this approach to assessment impacted favourably on their mathematics learning.</p> <p>Knowledge gained from this study may contribute to an improvement of the course delivery of the MACC101 course by presenting its pitfalls and successes.</p>
 <p>Hjalmar P. Hernandez GIC1584069</p>	<p>Employing Blogs in Teaching and Learning Academic Writing Hjalmar P. Hernandez</p> <p>Hjalmar P. Hernandez Institute: Malayan Colleges Laguna hernandezhjalmar@yahoo.com</p> <p>ABSTRACT</p> <p>The study employed blogs as synchronous computer-mediated communication (SCMC) tool in academic writing. Using the descriptive and narrative designs of research, the study determined the students' weaknesses in and attitudes towards writing, explored the functions of blogs in academic writing, and presented how blogs were employed in teaching academic writing. Out of forty (40) freshmen college students, eleven (11) participants were selected through purposeful sampling – i.e. reviewing and assessing students' previous essays, needs analysis questionnaire, and interview. Students' text-based interactions and their reflections – produced through online writing process, were used as primary sources of data. Results were the following: First, most of the students had weaknesses in the five elements of academic writing namely content, organization, vocabulary, language use, and mechanics, and that almost all of them had negative attitude towards writing. Second, functions of blogs were found meritorious in terms of learning academic writing, developing writing skills, negotiating meaning and feedbacking, and being a novel and convenient platform for writing. Third, blogs can be employed in teaching academic writing in terms of their features such as media accessibility and textual environment, writing platform, collaboration space, flag, quote and reply, and reverse chronology. In conclusion, specific functions of blogs were observed to have positively influenced the students' weaknesses in and negative attitudes towards writing. Moreover, blogs became useful for the students and the teacher. Using computer-mediated communication (CMC) tools like blogs is recommended to be assimilated in academic writing courses by academic writing teachers and curriculum makers.</p> <p>Keywords: Academic Writing, Computer-Mediated</p>

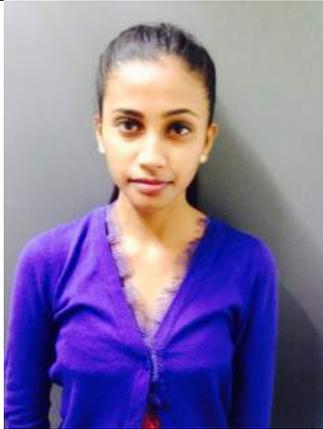
	<p>Communication, Weblogs, Synchronous Computer-Mediated Communication</p>
<p>Hsu, Chien-Hui GIC1584070</p>	<p>Creative Opportunity Master –“Inquiry Program in the Field of Cultural and Creative Technology” Based at Yitong Street, Taipei City, Taiwan – Study on R&D Activities in the Creative City Opportunity Master Development Program</p> <p>Hsu, Chien-Hui National Taipei University of Education</p> <p>ABSTRACT</p> <p>This study was the cooperation project of Department of Cultural and Creative Industries Management and Graduate School of Curriculum and Instructional Communications Technology, and Taipei Municipal Datong High School. It was designed to condense the program modules developed over the course of four years from 23 teaching cases in 8 disciplines down to 6 program modules. The core of the programs was to combine school curriculum and community feature creation under the general concept of “creative city” and to experiment a preparatory cultivating program of “creative community consciousness and urban planning ability” in a real-life community scenario. New technology and techniques such as 3D, Sketch Up and image editing were introduced to hopefully prepare students for future leadership.</p> <p>This study was intended to investigate high school courses in the discipline of arts as innovative concepts of new technology and</p>

	<p>techniques, creative city, inquiry learning, design thinking and cultural creativity were brought in to refine the innovative program modules developed. An inventory of courses was performed based on action research. Ongoing study (進行型探究) was conducted by teachers and students based on community consciousness, new technology and teamwork and then refined using course evaluation research methods. 5 program goals were reached after series of modification and discussion.</p> <p>Keywords: Creative City, Inquiry Learning, Design Thinking</p>
<p>Mary Angela S. Barlongay GIC1584071</p>	<p>Analyzing the Nonverbal Communication of De La Salle University- Dasmariñas Professors in the Classroom</p> <p>Mary Angela S. Barlongay College of Liberal Arts and Communication, De La Salle University-Dasmariñas, Philippines</p> <p>ABSTRACT</p> <p>Actions, hand movements, facial expressions and gestures are all part of the learning techniques that most teachers use to better explain the lesson in class. Nonverbal communication sends wordless cues and these cues can be found in the classrooms. The researchers would want to know the meaning of the commonly used nonverbal cues, the student’s perspective about the professor’s nonverbal cues and what are the common nonverbal cues that the professor’s use. The researchers can help the professors by telling them the perception and thoughts of their students regarding the nonverbal communication that they use in the classroom.</p> <p>The paper is a descriptive type of paper. The researchers would observe classes from De La Salle University-Dasmariñas and using cameras to serve as proof, the researchers would record the nonverbal communication that the professors use in the classroom. The researchers would also interview the students in the professor’s class regarding their perspective and understanding of the nonverbal cues of their professors.</p>
<p>Mantsose Jane Sethusha GIC1584072</p>	<p>Early Childhood Teaching and Learning in rural South African schools: Practitioners’ experiences and knowledge.</p> <p>Mantsose Jane Sethusha</p> <p>ABSTRACT</p> <p>This paper explores practitioners’ knowledge and perceptions of early childhood teaching and learning and how these perceptions influence their classroom practices. A qualitative research design and instrumental case study approach were employed. Semi-structured interviews, observations and field notes were utilized. The theoretical underpinning of this research is that of Constructivism theory of knowledge (Good & Brophy; 1994) which emphasizes that individuals generate knowledge and meaning from an interaction between their experiences and their ideas. Practitioners from four different centres in Mpumalanga were interviewed and observed. The data collected through the observations and interviews assisted to map out patterns</p>

	<p>between practitioners' knowledge and perceptions of early childhood teaching and learning and their classroom practices. Field notes were used to triangulate the data obtained through observations and interviews. Textual data was analysed using content analysis, as outlined by Neuendorf (2010). The practitioners' narratives varied according to their teaching experience and background within the diverse context of their environment. Major findings revealed that practitioners' perceptions of early childhood teaching are influenced by the social and education context in which they find themselves. Their personal experiences of early childhood teaching and learning influenced their perceptions of assessment. Overall, practitioners viewed Early Childhood Education as important in laying a good foundation of later learning and displayed passion about their roles, irrespective of the challenges they experienced on a daily basis.</p>
<p>Laphatrada O'Donnell GIC1584073</p>	<p>An Error Analysis of Thai EFL Learners in Controlled Writing</p> <p>Laphatrada O'Donnell Burapha University Language Institute Laphatradadonnell@hotmail.com</p> <p>ABSTRACT</p> <p>This research is an investigation to find out the linguistic errors of freshmen enrolled in English 1 as a foundation course at Burapha University, Thailand. There were 212 subjects in this study and they were assigned to do a controlled writing dialogue as pair work. The data consisted of 106 first draft dialogues of approximately 150 words per dialogue. The errors were recorded and classified. The findings of this research reported that the most frequent errors in order of number were capitalization, full stop, subject-verb agreement, adjective, verb tense and prepositional verb phrase. The results may be used for pedagogical purposes to improve student writing. Keywords:—Errors, EFL, Controlled Writing</p>
 <p>Irshad Ali, Anil Narayan GIC1584074</p>	<p>The lived experiences of students from a particular minority community studying at a western university.</p> <p>Irshad Ali, Anil Narayan Burapha Accounting Department, Faculty of Business, AUT University</p> <p>ABSTRACT</p> <p>Globally, there is growing focus by governments and tertiary education institutions to increase the participation, retention and success rates of students from disadvantaged communities. Concerted efforts are being made to enable students from minority communities gain tertiary qualifications and join various professions where they are under-represented. However, despite various government and university initiatives, students from disadvantaged communities are still facing numerous barriers that are impacting on their participation and completion of a university qualification. This study investigates</p>

	<p>learning and achievement barriers through the lived experiences of students from a particular minority group to help identify strategies that will enhance these students' success in completing university qualifications. Data for the study was collected via a survey questionnaire and focus group meetings and analysed using various statistical techniques. This study recognises that student perceptions through their lived experiences are beneficial in informing policy makers and educators. The research findings have the potential to influence government tertiary education policy for the benefit of the wider community. It will also make a significant contribution to the design and implementation of actionable strategies to help achieve better outcomes for students from minority groups struggling to complete a university qualification.</p>
 <p>Khan Eric Mbuh GIC1584075</p>	<p>The Importance of English language for Career Opportunities in the ASEAN.</p> <p>Khan Eric Mbuh Department of English Language, Faculty of Basic sciences, Kanchanaburi Vocational College, Thailand Khaneric11@gmail.com</p> <p>ABSTRACT</p> <p>This article presents the reasons why students must study English Language in order to be better placed in the forthcoming ASEAN job market. Another preoccupation of the article is to define and understand what the words career and English for career means. The article also includes a proposed syllabus for career English. That is the various topics that teachers should teach students in order to prepare them for the ASEAN job market. In order words, the proposed syllabus is based on English for communication at the workplace. However, no matter how intelligent and knowledgeable a teacher is, if he or she has no grasp of good teaching techniques or methods, it will be difficult to transmit knowledge to the students. As a result, this article also examines some teaching method that ESL (English as Second Language) teachers should adopt in order for students to be able to grasp the four language skills which are listening, speaking, reading and writing.</p> <p>Key words: English language, Importance, Career, ASEAN, Teaching methods</p>
<p>Patrica Ouma Nomsa Moshaba GIC1584076</p>	<p>The role of the educator in caring for human immunodeficiency virus (HIV) infected and affected learners in township primary schools: South Africa</p> <p>PatricaOumaNomsaMoshaba University of South Africa</p> <p>ABSTRACT</p> <p>Recent changes in the curriculum and new roles and competencies permeating the education system brought new requirements for practicing teachers. One of the new roles that educators have to undertake is supporting learners affected and infected with HIV. The</p>

	<p>central thesis of this study is that educators are not able to provide adequate care to learners for a variety of reasons. The aim of the investigation was to investigate the role played by the school in providing care for the HIV/AIDS infected and affected. in South African township primary schools: The role of the educator. Data was collected through the use of qualitative approaches. Interviews were mainly used to collect rich data from informants who were selected purposively. The findings reveal that educators experience multiple challenges in providing care to the infected and affected learners. It is concluded that educators are not successful in providing care for infected and affected learners. Finally, the researcher recommended context based solutions to the challenges of providing care to infected and affected learners.</p>
 <p>Jacqueline Prasad GIC1584077</p>	<p>Gender inequality in Education: Cause and Effect: Case Study in Fiji</p> <p>Jacqueline Prasad, Priyanka Lal, Dr.R.K.Prajapati, Sean sagarnair Fiji National University, Lautoka Campus, Lautoka , Fiji jackie_cutegal@yahoo.com</p> <p>ABSTRACT</p> <p>Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over. (Sharma G. , 2012) Gender inequality is very common in Fiji universities, student’s specially girl are victim of gender inequality in Fiji. As researcher we interviewed and it was found that the major issue is that a girl’s intelligence was measured by her sense of dressing. During a series of tutorial sessions their opinion and ideas were not taken into consideration due to their dressing whereas the “professionally” dressed student’s opinion was widely accepted. The girls lost faith in her and what they could have achieved.</p> <p>The stereotype was that girls in short clothes had no sense of intelligence and were tagged as “bubble heads”. Since in our society full body clothes are deemed as professional, many females face the problem of not being taken seriously. This leads to many problems such as low self-esteem, depression and a reduction in individual creativity and imagination, thus the reduction in the development of a nation.</p> <p>Key Words: Gender inequality, Stereotype, Intelligence, Self –esteem, Depression and Professional Development.</p>



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Gender inequality in Education: Cause and Effect: Case Study in Fiji

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ABSTRACT

Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over. (Sharma G. , 2012) Gender inequality is very common in Fiji universities, student's specially girl are victim of gender inequality in Fiji. As researcher we interviewed and it was found that the major issue is that a girl's intelligence was measured by her sense of dressing. During a series of tutorial sessions their opinion and ideas were not taken into consideration due to their dressing whereas the "professionally" dressed student's opinion was widely accepted. The girls lost faith in her and what they could have achieved.

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Gender inequality in Education: Cause and Effect: Case Study in Fiji

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ABSTRACT

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 <p>Dr. R.K.Prajapati GIC1584077</p>	<p>Gender inequality in Education: Cause and Effect: Case Study in Fiji</p> <p>Jacqueline Prasad, Priyanka Lal, Dr.R.K.Prajapati, Sean sagarnair Fiji National University, Lautoka Campus, Lautoka , Fiji jackie_cutegal@yahoo.com</p> <p>ABSTRACT</p> <p>Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over. (Sharma G. , 2012)</p> <p>Gender inequality is very common in Fiji universities, student’s specially girl are victim of gender inequality in Fiji. As researcher we interviewed and it was found that the major issue is that a girl’s intelligence was measured by her sense of dressing. During a series of tutorial sessions their opinion and ideas were not taken into consideration due to their dressing whereas the “professionally” dressed student’s opinion was widely accepted. The girls lost faith in her and what they could have achieved.</p> <p>The stereotype was that girls in short clothes had no sense of intelligence and were tagged as “bubble heads”. Since in our society full body clothes are deemed as professional, many females face the problem of not being taken seriously. This leads to many problems such as low self-esteem, depression and a reduction in individual creativity and imagination, thus the reduction in the development of a nation.</p> <p>Key Words: Gender inequality, Stereotype, Intelligence, Self –esteem, Depression and Professional Development.</p>



Pragashni Padayachee
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**An Online journey using Moodle for assessment of large groups:
Mathematics Students Experiences**

**Pragashni Padayachee
Department of mathematics**

ABSTRACT

Higher education is experiencing rapid growth in South Africa and student numbers have grown considerably in many undergraduate courses. Teaching and learning in large groups seems to have become the norm at many higher education institutions. Teaching, learning and assessments of these large groups remain challenges facing many educators. To enhance student learning consideration should be given to effective teaching and learning and efficient assessment and effective feedback of these assessments. In response, many educators are considering online teaching, learning and assessment within a blended learning environment.

This three year action research study describes the experiences of three cohorts of students taking the mathematics for accounting course at the Nelson Mandela Metropolitan University in the Eastern Cape of South Africa. This course was redesigned for delivery in a blended learning environment and in addition to face to face learning incorporated Moodle technology. In particular online assessment was developed to be used as learning. Through this practice, it is hoped that, to some degree the question of students' learning with regard to mathematics could be successfully addressed.

Preliminary analysis of the data revealed that students maintained that Moodle provided a supportive learning environment in which to learn mathematics. Students indicated that assessments were more effective and efficient, providing immediate feedback and that this approach to assessment impacted favourably on their mathematics learning.

Knowledge gained from this study may contribute to an improvement of the course delivery of the MACC101 course by presenting its pitfalls and successes.



Maura Mbunyuzade Heer Menlah
GIC1584079

**Teacher development as a weapon in Whole school improvement: a
case study**

**Maura Mbunyuzade Heer Menlah
Department of Curriculum & instructional Studies**

ABSTRACT

The South African fiscal allocates the highest percentage of its budget to education. This amounted to R2.5 billion for the 2015/2016 financial year. With this type of environment it is natural and proper that the country expects growth and proper functioning of the schools, centres and recipients of the budget. This paper reports on the initial stages of an on-going research undertaking in a school which in the last seven years has fallen from glory to take the last position in the region. The school has a new principal who has been recruited from a different area

of the region. Together with the principal, two heads of department form the school management team, a legal entity in the school management pyramid of South Africa. The school management team is incomplete as it is short of a deputy principal and a departmental head. All the teachers, the school management team, the school governing body, the administration staff, the factotums, those who prepare food and those who sell meals to learners and learners themselves are included in the research in a bid to understand the situation at the school. Interactions among university staff members as participants in the research deal with exercises from the emancipatory paradigm. They look through the lens of critical theory to support the school community in taking responsibility for their school and making it what they need it to be.

Key words: Confidence, commitment, change through joint effort, identity and belonging



Sue Dean
GIC1584080

Mindful Empathy

Sue Dean

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ABSTRACT

There is increasing evidence to suggest that undergraduate university students experience high levels of stress and anxiety. Therefore increasing the resilience of tertiary students by strategies such as mindfulness may mitigate against this.

The first step towards mindfulness is empathically acknowledging one's own experience. If we are able to encourage students to acknowledge their own experience in a non-judgmental and accepting way, it follows that when students, such as those aiming to work as health care practitioners, work with clients, they can be more authentic with those with whom they work.

This paper will report on a project where mindfulness-based practices were incorporated in the delivery of a communication subject in the first year of a degree program in Traditional Chinese Medicine. The first week of semester students participated in a two hour mindfulness based workshop. This was followed each week, for a period of 12 weeks during the first half hour of the two hour lecture period, by a mindfulness based exercise and feedback to discuss how students might utilise the exercise in their personal and professional lives as practitioners of Traditional Chinese Medicine.

Students were asked pre and post subject, to complete a validated Empathy Construct Scale to see if there had been an increase on overall empathy levels following the mindfulness-based experiences. The scale was developed to evaluate the effectiveness of educational interventions aimed at promoting empathy in health professional students. The results indicated that introducing a structured mindfulness program into curricula could engender higher levels of empathy.

The development of the health professional as a reflective, self-directed, empathic, therapeutic communicator and life-long learner should be fundamental to any education program and it is proposed that

	<p>incorporating mindfulness into curricula results in a more compassionate pedagogy with positive benefits to students in the area of empathy development.</p>
<div data-bbox="245 327 597 596" data-label="Image"> </div> <div data-bbox="305 596 540 653" data-label="Caption"> <p>Aleksander Aristovnik GIC1584082</p> </div>	<p>Evaluating effectiveness of e-learning for public administration courses using the Moodle platform</p> <p>Damijana Keržič, Aleksander Aristovnik, Nina Tomažević and Lan Umek University of Ljubljana, Faculty of Administration Gosarjeva ulica 5, SI-1000 Slovenia damijana.kerzic@fu.uni-lj.si</p> <p>ABSTRACT</p> <p>The purpose of the paper is to analyse how introduction of the e-learning system Moodle as part of the teaching process is related with students' performance, i.e., the average grade and the average number of admissions to the exams. We also examined the same relationship among different groups of students (based on selected individual socio-demographic factors). The study included a member of the University of Ljubljana (Faculty of Administration) with public administration programmes as our sample in the period from 2008 till 2014. The results of the analysis (using a t-test) show a significant improvement in performance (a higher average grade and lower average number of admissions) at the different (faculty-, student- and course-) levels after introducing the Moodle e-learning platform. The data show that the greatest improvement is seen among students with lower high school grades. The results can serve as important guidelines for university management when further investigating how to enhance students' performance on different levels when employing modern ICT solutions in the teaching process.</p> <p>Keywords: blended learning, e-learning, learning effectiveness, Moodle learning management system, public administration higher education, students' performance</p>
<div data-bbox="354 1304 492 1360" data-label="Caption"> <p>Debjani Ray GIC1584083</p> </div>	<p>What are They Doing Now? Student Voices on Sustainable Learning</p> <p>Debjani Ray Dept. of Electrical Engineering, Faculty of Engineering, Tokyo University of Science, Japan</p> <p>ABSTRACT</p> <p>This paper investigates student-directed contact with English after the completion of compulsory English classes at a Japanese university. In order to do so, the author obtained students' views on this matter through structured interviews of third- and fourth-year university students, who do not need to take English classes anymore. The interview results showed that the students tried to maintain their English ability after completing mandatory. Furthermore, the study reveals what the students did to sustain their English ability</p>

 <p>AlifahFawzia GIC1584084</p>	<p>A correlation between openness to change and self-efficacy for technology integration among elementary teacher in Indonesia</p> <p>AlifahFawzia Faculty of Psychology, University of Indonesia</p> <p>ABSTRACT</p> <p>Implementation of the technology integration especially in the field of education in Indonesia is important to be implemented, but still found the teachers were not yet open to change and are not confident in their ability to integrate technology in the classroom. This correlational study aims to seek the relationship between openness to change and self-efficacy for technology integration among elementary teacher. Computer Technology Integration Survey (CTIS) was used to assess self-efficacy for technology integration (Wang, Ertmer, & Newby, 2004) and The Innovativeness Scale (TIS) was used to assess openness to change that consists of technological innovativeness factor and general innovativeness factor (Van Braak, 2001). 88 elementary teachers from four public elementary schools in Jakarta and four public elementary schools in Bogor participated in this study. The result of this study showed a positive and significant correlation between technological innovativeness and self-efficacy for technology integration ($r = 0,366$, $p < 0,01$) and also between general innovativeness and self-efficacy for technology integration ($0,406$, $p < 0,01$) among elementary teacher in Jakarta and Bogor area. Based on this result, it is suggested for school and government to provide technology training for elementary teacher in order to improve their openness to change and self efficacy to integrate technology.</p> <p>Keywords: Elementary Teacher; Innovativeness; Openness to Change; Self-efficacy; Self-efficacy for Technology Integration; School; Technology Integration.</p>
<p>Dr Maphetla Machaba GIC1584085</p>	<p>Mathematical barriers experienced by grade 3 children when learning mathematics computation</p> <p>DrMaphetlaMachaba Department of Early Childhood development machabmm@unisa.ac.za</p> <p>ABSTRACT</p> <p>The purpose of this research is to outline the mathematical barriers that grade 3 children encounters when learning mathematics computation. A sample of five professionally qualified Grade 3 in five schools in Tshwane South District was used. The aim of the research was to establish barriers that grade 3 children encounters when learning mathematics computation. The research employed a qualitative research approach using a case research design. Data was collected through lesson observation; semi structured interviews and document analysis. The data was analysed by reading through the transcript to identify patterns that emerged from the data which were developed into categories. The categories were developed into themes which were interpreted for meaning. The findings revealed that language is the</p>

	<p>major problem in teaching mathematics. Another obstacle that prohibited learners for performing mathematics computation was learner confuses addition sign with multiplication sign. Key words: Mathematics; Mathematical barriers; grade 3; Learning disabilities (LD); Foundation Phase (FP), Teacher A: (TA)</p>
<p>Masello Phajane GIC1584086</p>	<p>Challenges Affecting Early Childhood Teachers With Regard To Play As A Route To Learning</p> <p>MaselloPhajane University Of South Africa</p> <p>ABSTRACT</p> <p>This paper explores practitioners’ knowledge and perceptions of early childhood teaching and learning and how these perceptions influence their classroom practices. A qualitative research design and instrumental case study approach were employed. Semi-structured interviews, observations and field notes were utilized. The theoretical underpinning of this research is that of Constructivism theory of knowledge (Good & Brophy; 1994) which emphasizes that individuals generate knowledge and meaning from an interaction between their experiences and their ideas. Practitioners from four different centres in Mpumalanga were interviewed and observed. The data collected through the observations and interviews assisted to map out patterns between practitioners’ knowledge and perceptions of early childhood teaching and learning and their classroom practices. Field notes were used to triangulate the data obtained through observations and interviews. Textual data was analysed using content analysis, as outlined by Neuendorf (2010). The practitioners’ narratives varied according to their teaching experience and background within the diverse context of their environment. Major findings revealed that practitioners’ perceptions of early childhood teaching are influenced by the social and education context in which they find themselves. Their personal experiences of early childhood teaching and learning influenced their perceptions of assessment. Overall, practitioners viewed Early Childhood Education as important in laying a good foundation of later learning and displayed passion about their roles, irrespective of the challenges they experienced on a daily basis.</p>
<p>Angelica Pacat GIC1584087</p>	<p>Effect of and Educational Unit on the Knowledge of Nurses on Aging</p> <p>Raymund F. Mamayson, MN, RN, CCBP, Jowaher D. Bauag, Don Jason C. Capalungan, Abby Joyce G. de Guzman, Paulene G. Guinto, Katherine Keith F. Manaois, Angelica E. Pacat, Nazreen B. Tindungan, Ronzl L. Valera Saint Louis University</p> <p>ABSTRACT</p> <p>Background: People 60 years and older grow in number. This increase causes the number of people with multi - morbidity to rise too. While nurses care for these patients, knowledge impacts the delivery of quality gerontic care. Unfortunately, nurses don’t always have the</p>

	<p>knowledge necessary to address this priority, affecting the totality of gerontic nursing care. Educational units are used to manipulate aging knowledge. However, it is not much used in the Philippine academe, resulting to less dissemination of information on aging and gerontic care.</p> <p>Purposes: This study intended to examine the effect of an educational unit on the knowledge of nurses on aging, and compare the results between programs.</p> <p>Methods: A quasi - experimental, pretest - post - test design was used using 80 nurses (40/program) from 2 hospitals in Baguio City, chosen through purposive sampling. The educational unit and Audio - Video Presentation (AVP) on aging were used to teach nurses, and knowledge scores were measured using the Modified Palmore Facts on Aging Quiz (PFAQ). Statistical tools used were the paired and independent t - tests.</p> <p>Results: The post - intervention mean score of nurses in both programs were significantly higher than their baseline. The educational unit and AVP were effective in increasing knowledge on aging. Additionally, there was a significant difference in knowledge on aging between groups.</p> <p>Conclusion and Recommendations: The teaching materials showed proof of effectiveness in increasing knowledge on aging. However, the use of an educational unit with AVP leads to greater increase in knowledge. The results provide insight on increasing aging knowledge through evidence - based educational units. The researchers recommend that educators incorporate the results in their practice in the academe; and for future researchers to consider an expanded study examining the possible relationship of aging knowledge to attitudes, interest and motivations toward gerontic nursing.</p> <p>Keywords: educational unit, knowledge, nurses, aging</p>
<p>Zahra Karimian GIC1584088</p>	<p>The Realization of Self-praise Speech Act in Persian and English: a Socio-cognitive Linguistic Analysis</p> <p>Zahra Karimian, Reza Khany Department of English Language and Literature, Ilam University, Iran zahrakarimian98@yahoo.com</p> <p>ABSTRACT</p> <p>Speech act studies in different societies have been carried out with the aim of clarifying the cultural correctness and standards of a given speech act in a given culture and likewise increasing awareness of the cross-cultural similarities and differences. Therefore, study of speech acts in general; and self-presentation and self-praise in particular are worthwhile endeavors since a more inclusive image of speech act theory is understood when more speech acts are studied and such studies are carried out cross linguistically. However, in spite of abundant studies which have been carried out on speech acts in Iran, the range of self-presentation speech acts, particularly self-praise have</p>

	<p>been left unnoticed. Accordingly the incentive behind the present study was investigating comparatively the realization of speech act of ‘self-praise’ in Persian and English. The findings of Chi-Square tests showed that in spite of observing meaningful differences between the strategies used in different situations in both languages, the differences were not in general significant. The findings of this study might be useful for language teachers and learners both in Iran and outside Iran. EFL teachers can attend more to cultural differences in their teaching and help their students learn appropriate use of self-praise expressions in English and so avoid transferring negatively the self-praise rules, structures and norms when they try to communicate in English. EFL students might also find the results of this study helpful and keep the cultural differences in self-praise in their minds.</p> <p>Keywords: speech act, self-praise, self-presentation, Persian, English</p>
<p>Johan Severinus Tati GIC1584089</p>	<p>Cross-Linguistic Influence In Malaysian Esl Learners Writing: A Case Study</p> <p>Johan Severinus Tati Kolej Komuniti Tambunan, Sabah Malaysia johanst@hotmail.com</p> <p>Annie Gedion Politeknik Kota Kinabalu, Sabah Malaysia annie@polikk.edu.my</p> <p>Helen Yong Kolej Komuniti Tawau, Sabah Malaysia hyghelen@gmail.com</p> <p>ABSTRACT</p> <p>Studies on cross-linguistic influence have shed some lights on the general view of the processes involved when learning a second language which is different from the first language. This study aims to identify and describe aspects of cross-linguistic influence in the writings of Malaysian ESL. The subjects in this study were five students from the Kadazandusun ethnic who mostly speak their mother tongue and Malay language in their daily communication. They learned English as a second language from pre-school until form five at secondary school level. They have attended fully-funded government schools that use Malay language as a medium of teaching and learning. Thus, the students’ knowledge of and contact with English was mostly restricted to formal instruction at school. Data were collected from given written tasks. Besides that, a set of questionnaire were administered to elicit information on their language dominance and linguistic knowledge. The focus of data analysis was twofold; syntactic level (word order, subject use and present continuous tense) and lexical level (misspelling, borrowing and coinages). The findings of this study to suggest that forms and the meaning in the second language are expressed and formed by the learners’ language knowledge and use of the second language as well as by the influence of the first language.</p> <p>Keywords: first language influence, L1 transfer, English as a second language, writing</p>



Nur Syazwanie Mansor, Sharina Saad
GIC1584090

Does Role-play enhance ESL learners speaking skills? An investigation of tertiary level students

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ABSTRACT

English language is known to be a lingua franca for international communication. Students all over the world learned English to survive in the global world. Students learn to speak in the second language faster and better by interacting and communicating in the target language directly. It means that by practising the language, ESL learners will be able to speak fluently. As ESL undergraduates are expected to have excellent communicative performance and competence in the target language, the implementation of role-play in speaking classes seems to be relevant and significant. Thus this study investigated whether there is enhancement in learners' speaking skills through role-playing in groups. This study also examines the teacher's assessment of students for further development of their speaking skills. About one hundred ELC 120 English proficiency level students of UniversitiTeknologi MARA Kedah were involved in this investigation process from November 2014 until March 2015. Both quantitative and qualitative data were collected using questionnaires, group interviews, classroom observation, and students' performance evaluations result. The result of the study proved that role-play was an effective teaching approach and well-received by the students. Other implications were also discussed.

Keywords: Role-play, target language, role-play technique, communicative performance



Dr. Mladen Milicevic
GIC1584091

Need for Virtual Learning Communities

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ABSTRACT

It is untenable to hold any more onto a notion that in four years university can turn a freshman student into an educated and refined person. That idea belongs to the past, when in 16th-Century one could learn everything known at that time about the universe by studying for four years at the university. This outdated vision of education, which happens at a single institution, single place, and at a particular time—is becoming increasingly obsolete.

The introduction of new digital media and Internet are profoundly redesigning our living and learning. The portion of society that commonly first adapts to the "new" is the young, as they incline to be most open to new experiences. Education has to shift to learning, which occurs anywhere and anytime, that is what most students are now doing on their own. Digital media allow students to learn from each other in informal situations, making learning in and out of school "increasingly porous," therefore the educational institutions have a

	<p>problem, because the learning in recreational space and is fluid. With this constantly changing landscape education should become less institutionalized and more personalized. Today students learn in ways that are self-directed, and involve both peers and adults. This type of education appears more like home schooling or apprenticeship, in which students decide the terms and conditions of their learning rather than following a prescribed route. This will encourage a higher level of specialization, and "just-in-case" learning would not be much significant any more. Since students would be aiming toward their personal interests, they would be far more motivated to learn. Though the new technology creates far-reaching opportunities but it also brings substantial challenges. For example the universities provide a common physical space for a diversity of students to interact in real world while being educated about prejudice, tolerance, and social justice. This would be hard to attain though online type of instruction alone. For that reason it is imperative to create the "virtual learning communities", which is the topic of my paper and presentation.</p> <p>Keywords: online learning, virtual communities, informal education, obsolete education</p>
<p>Zubaedah Wiji Lestari GIC1584093</p>	<p style="text-align: center;">The Teaching of Critical Reading in an EFL Classroom</p> <p style="text-align: center;">ZubaedahWiji Lestari Department of English Education, Faculty of Teachers' Training and Educational Sciences, Universitas Islam Nusantara zzz_wijilestari76@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper entitled The Teaching of Critical Reading in an EFL Classroom. This study exposes the process of teaching critical reading in an EFL classroom in one public senior high school in Bandung, Jawa Barat, Indonesia. This study was conducted as an effort to help students develop their critical reading. The teaching of critical reading in senior high school level is considered very potential in that the students face a lot of choices of sources of information and that they will face a lot of more reading material at the higher level college. Therefore, this research attempts to examine the process of teaching critical reading and how the material given may increase students' critical reading skills. This study used a qualitative method in the form of case study design. The data were obtained from several sources, those are field notes, classroom observations, students journal, group interview, and questionnaire in the end of teaching program. The finding reveals that the teaching of critical reading to some extent may increase students' critical reading skills. With the reference to the finding, it is recommended that critical reading be taught in the senior high school level with some modification to the material used in the classroom and better classroom management. Further, research on critical reading is widely open in other content subjects, and in other language skills.</p> <p>Keywords: critical reading, EFL classroom, senior high school level</p>



Yayu Laila Sulastri
GIC1584094

The Development of Calculus II Learning Model Using e-Mobile

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ABSTRACT

Calculus II is a course containing basic concepts of mathematics which is required to follow the following courses: Calculus III and Differential Equations, Vector Analysis, Real Analysis, and Numerical Methods. The researchers examine that many students found difficulties in this subject and for whom it is hard to understand it resulted in low learning outcomes. Therefore, this research aims to solve the problem on low student learning outcomes through a mobile-based learning model. In addition, this study is expected to identify the students' response among low, moderate, and high subgroups with the use of a mobile-based learning model in learning Calculus. Furthermore, this study tries to examine the barriers in implementing e-mobile based learning as an effective learning medium for Calculus II and to produce teaching materials presented in the form of a mobile-based e-learning. This study uses research and development design, with the participation of 20 mathematics students. The research instruments are tests and questionnaires. The analysis of the data using analysis of variance (ANOVA).

Keywords: m-calculus, on-line learning, technology



Luki Luqmanul Hakim
GIC1584095

The Application EQ and SQ in Learning Mathematics with Brain-Based Learning Approach to Improve Students' Mathematical Connection and Self-Efficacy in Senior High

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ABSTRACT

In this study, placing EQ and SQ in addition to IQ as learning objectives is based on current situation, that previously IQ is considered as the intelligence that strongly support students' success in learning. Nowadays, it was realized that there are other intelligences that equally important which can support the success of learning process, those are EQ and SQ. Implementing EQ and SQ in learning hopefully influence students' cognitive and psychology. Therefore, this study aims to identify the improvement of students' mathematical communication skills and self-efficacy that experience Brain-Based Learning approach that apply EQ and SQ compare with students who experience conventional learning, both in terms of overall students as well as initial mathematical ability. This study apply quasi-experimental research with Nonequivalent Control Group Design. The subjects in this research are 68 students of the 11th grade at senior high

school, which consists of 34 students as the experimental class and 34 as the control class. The experimental class experience Brain-Based Learning approach that apply EQ and SQ, whereas the control class experience conventional learning. In this research, to obtain the data the writer use instruments such as mathematical connection skills tests and self-efficacy scale. Based on the results of the data analysis it can be concluded that the increase of students' mathematical connection skills and self-efficacy who experience Brain-Based Learning approach that apply EQ and SQ are better than students who received conventional learning, both in terms of overall students as well as the initial mathematical ability.

Keywords: EQ, SQ, Brain-Based Learning, Mathematical Connection, Self-Efficacy.



Deti Ahmatika
GIC1584096

The Improvement of Students Mathematical Creative Thinking through Resources-Based Learning (RBL) with Scientific Approach

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ABSTRACT

The background of this research is the low ability of junior high school students in mathematical creative thinking. The objective of this research is to investigate the improvement of students' mathematical creative thinking by comparing the student who received Resources-Based Learning (RBL) with those who received Discovery Learning Model. The researcher analyzes the improvement based on class result and mathematical initial ability categories (high achiever, middle achiever, and low achiever). The research applied quasi experimental research with a pretest-posttest control group design. The population of this research is junior high school students in Bandung Indonesia, while the sample are two eight grader classes in one public junior high school in Bandung. In this research, both classes use scientific approach as characteristics of curriculum that implemented in the Indonesian context. The experimental class was taught using Resources-Based Learning (RBL) whereas the control class was taught using Discovery Learning Model. The instruments used in this research are designed to test students' mathematical creative thinking. The data were analyzed quantitatively using non parametric t-test. The results of the research were divided into two categories. First category was the students' improvement based on overall result of control and experimental class. Second category was students improvement based on mathematical initial ability. The results show that based on the first category the improvement of class taught using Resources-Based Learning (experiment class) was better than the class taught using Discovery Learning Model (control class). Whereas based on second category, mathematical initial ability, the result of high and middle achiever in experimental class were better compared to the control class, but for the low achiever the result in experimental and control class is similar.

	<p>Keywords: Resources-Based Learning (RBL), mathematical creative thinking, scientific approach</p>
 <p>Nde Emmanuel Nji GIC1584097</p>	<p>How To Motivate Students To Learn English As A Second Language</p> <p>Nde Emmanuel Nji Department of English, Sattahip School, Sattahip-Chonburi, Thailand ndemmanuel@gmail.com</p> <p>ABSTRACT</p> <p>Abstract</p> <p>The need for English as a medium of communication in our globalised world today cannot still be overemphasized. In Thailand, it is an important facet of the workforce and the main language of exchange when AEC (ASEAN Economic Community) finally kicks off. Most students know basic grammar rules but exhibit a high level of unwillingness to speak while others are shy to speak entirely; partly due to the fear of making mistakes. Others are completely uninterested in either aspect of the English skills (speaking, writing, reading and listening) attributed to the system; whereby all the students must have a passed grade; even after a number of unsuccessful trials of the exam. This article, therefore, looks at some of the ways students can be motivated; to be involved in learning English, taking an active role (in speaking) in a challenging yet fun-filled English classroom. These motivations range from challenging the students, classroom seating plan, thought-provoking (open-ended and closed) questions, maximization of anticipation, assignments, use of technology, students' self-development, building of communities within classrooms, the enthusiasm of the teacher, rapport, supportive environment, amongst others.</p>
 <p>Raymond Tham GIC1584098</p>	<p>Game-based Learning in Singapore Higher Education A Pilot Study</p> <p>Raymond Tham University of Newcastle</p> <p>ABSTRACT</p> <p>Today's IT-savvy students are accustomed to multi-tasking, graphics, fun, and fantasy. They are said to have short attention span. Educators are finding it challenging to engage and motivate students with the traditional mode of teaching. They are increasingly seeking to tap the potential of game-based learning to engage and motivate learners. Game-based learning is also catching on in schools and higher education in Asia. Universities in Singapore are beginning to explore new ways to engage students in learning. This paper examines whether game-based learning is an effective instructional strategy for engaging students in higher education in Singapore. It will examine how game-based learning motivates and engages students and whether game-based learning is an effective instructional strategy for engaging</p>

	<p>students in higher education in Singapore.</p> <p>Keywords Educational Technology; Game-based Learning; Learning; Pedagogy</p>
<p>Sandeep Singh Buttar GIC1584099</p>	<p style="text-align: center;">Ict In Higher Education</p> <p style="text-align: center;">Sandeep Singh Buttar Department of Education, Guru Nanak Dev University, India</p> <p style="text-align: center;">ABSTRACT</p> <p>Since time immemorial, education has been an important instrument for social and economic transformation. Presently higher education in India is experiencing a major transformation in terms of access, equity and quality. This transition is highly influenced by the swift developments in information and communication technologies (ICTs) all over the world. The introduction of ICTs in the higher education has profound implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. At the same time the optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents a profound challenge for higher educational institutions. In this backdrop, the paper addresses the opportunities and challenges posed by integration of ICTs in various aspects of higher education in the present scenario.</p>
 <p>Poomoney Govender GIC1584100</p>	<p style="text-align: center;">Supporting Foundation Phase Mathematics teachers to improve teaching and learning through formative assessment practices</p> <p style="text-align: center;">PoomoneyGovender Dept of Early Childhood Education, College of Education, UNISA</p> <p style="text-align: center;">ABSTRACT</p> <p>Both National (Annual National Assessment of 2014) and international studies (The Trends in International Mathematics and Science Study of 2011) reveal that a significant number of learners in South African schools do not reach expected levels of competency in mathematics. There is substantial research (Black and William, 1998; Hattie, 2009; Popham, 2013; Mathematics Advisory Panel, 2008) which shows that formative assessment has great potential in improving learning outcomes. Black and Wiliam (2008) argue that implementing formative assessment is no means straightforward due to institutional challenges. Having served as a Foundation Phase Subject advisor, I observed that many teachers covered content for the sake of “ticking the right boxes” as they were pressurised into mediating a prescribed curriculum with pre-approved milestones irrespective of contextual factors. I also observed that many teachers, spent far too much time and effort on preparing learners for the ANA which compromises the quality of teaching as it reduces the time for curriculum coverage and remediation. My observations are consistent with research findings indicating that classroom assessment practice still appears to be product-oriented (Earl and Katz, 2000; Lock and Munby, 2000) rather than outcome- and process oriented. Despite</p>

research based evidence that indicates the significant benefits of formative assessment in learning, there is a lack of a strong research base to support teachers on how to effectively implement formative assessment (Schneider and Randal, 2010 and Wiliam, 2010). Popham (2013) argues that there is a need for adequate preparation of new teachers and appropriate professional development for current teachers as formative assessment needs to be intentionally and systematically integrated into classroom instruction.

This study draws from a larger study towards a doctoral degree which investigates a range of objectives pertaining to Foundation phase teacher's implementation of Assessment for Learning (AfL) to enhance learning outcomes in mathematics.

For this paper, I have chosen to report on one of the objectives of the larger study, i.e. to investigate the needs of the teachers and the level of support offered to foundation phase teachers in implementing formative assessment in mathematics.

This study followed an interpretivist paradigm. The exploratory case study design involved an in-depth exploration of a single case (Yin, 2003) being a public school located in the Tshwane South School District administered by the Gauteng Department of Education. The school was selected through purposive sampling based on the Annual National Assessments results as the most improved school within the category of "underperforming schools" in Tshwane South District. The unit of analysis for this case study will be 3 grade two teachers.

Qualitative data was collected through observation of a grade two teacher's mathematics lessons over five consecutive days; in-depth individual interviews with three grade two teachers and document analysis. Observations were recorded (field notes) and an observation schedule was used to track the types and nature of support offered to teachers. Interviews were tape recorded and transcribed

Qualitative data analysis was conducted using the Constant Comparative method (CCM). This method involved the coding of data from the transcript of the individual in-depth interviews, the observation schedule and the field notes taken during classroom observations. The coded data was aggregated under categories. The related categories was grouped (Creswell, 2009) and synthesized into the themes pertaining to the research question.

Preliminary findings showed that little support relating to assessment was offered to teachers prior to 2014, and therefore they were unable to apply the principles of formative assessment. The findings highlighted that HoD's offered no support on formative assessment due to their work overload. However, since February 2015, teachers have undergone continuous professional learning initiatives offered to them by the Vaal University of Technology (VUT) which was contracted by GDE. Teachers welcomed this timely intervention as it is assisting them to some extent to review and revise their assessment practices, especially their ability to integrate Assessment for Learning (AfL) in mathematics teaching. The professional development programme motivated teachers to implement AfL strategies as they felt confident to do so.

The primary finding of this study was that there is a need for formal professional development of teachers with specific focus on content knowledge (i.e. increasing teacher knowledge of the content they teach, how to teach the content and how learners learn the content) and

assessment, especially AfL. Teachers felt that the VUT intervention was somewhat generic and would prefer training with specific focus on AfL in mathematics teaching. This finding is consistent with previous research which indicates that subject specificity is one of the five most important factors for professional development programs to be effective for students' learning (Schneider & Randel, 2010). The study also highlighted the fact that AfL is complex, demanding and difficult to implement in practice as the very nature of AfL expect teachers to be able to collect evidence of thinking and learning which will be used to modify their teaching to meet the needs of learners with different abilities. The study showed that teachers lacked these skills and knowledge which is needed to promote the learner's oral and written responses and the capacity to make appropriate and timely instructional decisions.

The study highlighted the need for formal intervention in capacity development of teachers regarding AfL. Capacity development and professional learning opportunities must be afforded to teachers on an on-going basis including communities of practice. This study is significant in providing sound research based evidence to teacher training institutions, policy makers, district offices and schools about specific content and design of programs as well as pre service and in service teacher education courses to capacitate teachers on AfL strategies.



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GIC1584101

From Challenge to Change

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ABSTRACT

Background:

The ever-widening gap of accessibility in education in all the forms and levels is undoubted and unfortunate challenge in Nepalese education. The gap is further extending only because of the geography and the families the children are belong to. Rural schools haven't been able to match the physical and human resource in par with their urban foils whereas children from low income families have no other option than to send their kids to poorly facilitated and managed community/government schools. The discrepancy is made worst due to the social divisions and class structure of Nepalese society where only handful children from the lower socio-cultural strata make their way out of the secondary education and the rest either leave the country or struggle under the vicious cycle. The issue of gender and the biasness on its basis have been inflicting more damage to the already ruined education with the least girls into the schools and many of them dropping out even before completing the secondary level in comparison to boys. It's also about the different physical and mental disabilities prevailing among the considerable children population that has been keeping a lot of them away from the school system partly due to the insufficient accessible schools and partly due to the low expectation and investment from their own families.

Situation today:

Though the situation is horrid and grim, ample hopes and dreams of

	<p>quality and unbiased education have been raised and are being harnessed by the effort of the organization like Teach for Nepal and its fellows in dozens of rural communities in 3 districts of the country. The entire paradigm in the field of education has been changed in these communities just in the last 2 years where the school drop-out rates has not just reduced but the success rates in school education has escalated to an unbelievable rate. Rural schools in Lalitpur, Sindhupalchoak and Dhanusa districts have not just seen the educated and driven urban youths serving their communities but have also witnessed the gradual fading away of the boundary line of discrepancy in education. Among dozens of the fellows, nearly half are females that is striking hard on the gender stereotypes of rural communities. A significant number of the fellows are graduates from different reputed national and international universities that allows them to carry their experiences to their rural students which is believed to have widened their understanding of the world. We as the fellow teachers have given up the traditional method of teaching and spend most of our time to plan and execute to teach English, Math and Science in more effective and interactive ways than that had once been done. These endeavors undoubtedly have exposed our students to the modern teaching pedagogies that the private schools in cities have been employing and ultimately the modes of education that only children from well-off families have been getting. In personal fronts, working as a full-time teacher in a rural school as someone with impaired vision is both opportunity and obstacle at the same time, nonetheless the end to meet for the rural children help me to keep striving and thriving at the same time.</p> <p>Vision tomorrow: One day all children in Nepal will attend an excellent education. This is not a utopian statement but is a vision that we have set for ourselves and for our children. The dream that we have seen together sees it possible that the day will come in our own lifetime when all our young ones get access to quality education of the same type regardless of any difference they inherit. As a change maker, I see prospect of change in all the challenges and opportunity in every obstacle. Therefore, I'm toiling with all my flesh-and-bone with an unflinching hope to see my students ascending the ladder of success and breaking the cocoon of ignorance and poverty of the society they belong to. The sole vision that is driving the youths like me into this mission is to see every child attaining the excellent education without being limited by their social, cultural and economic circumstances that will ultimately allow them real opportunities to determine their own future.</p>
<p>Suleiman Naima Lawan GIC1584102</p>	<p>Need For Academic Manpower To Meet Up The Teacher - Student Ratio As Academic Quality Indicator In Jigawa State Polytechnic Dutse, North-West Nigeria</p> <p>Suleiman Naima Lawan Department of Science And Laboratory Technology, Jigawa State Polytechnic Dutse Nigeria ummuzarah@gmail.com</p> <p>ABSTRACT</p> <p>The research focused on the teaching staff adequacy in term of teacher</p>

–student ratio as one of the academic quality indicators. The article, however, revealed a mismatch between enrolment and available teachers, with huge staff shortfall over the years when students enrolment was matched with available teachers, using the ideal teacher - student ratio in Jigawa State Polytechnic, North-West Nigeria. Student and teacher projection were carried out on average teacher – student ratio of 1:11 so as to meet the Nigeria Board for Technical Education (NBTE) standard. The projection showed that the polytechnic would require a large additional number of teachers. Adequate funding approach for the polytechnic was recommended to increase its financial status which would allow for improved facilities, workshops, equipment and also improved condition of service for teachers to attract more qualified teachers.
 Key Words: teacher-student ration, quality indicator, academic manpower



Dr. Alex Parisky
 GIC1584103

Flipping math tutorials to support classroom instruction

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ABSTRACT

Mathematics instruction in a technology-enhanced learning environment differs widely from learning in a traditional mathematics courses. Many innovative educators are using technology to revolutionize teaching by inverting or flipping the homework so that students are able to interact with the content prior to meeting face-to-face with the instructor. In an inverted or flipped classroom, students review video-based lecture content through online tutorials before class, which frees up more class time for active learning. The discussion includes how current online technologies are being utilized in developmental math education. Although the use of computer-assisted instruction has rapidly increased, there is little discussion on the design and development of these types of online resources. The authors share their experiences with the design and development of the online tutorials using a specialized LED light board for demonstration of math techniques. The authors also discuss the appropriate application of the content and its subsequent delivery. The results demonstrate that utilizing specially designed online tutorials are an effective and efficient tool for supporting student learning prior to classroom instruction.



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 GIC1584105

The Practices and Challenges of Modular/Block Teaching at Public Higher Institutions in Amhara, Ethiopia

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ABSTRACT

The purpose of the study was to investigate the practices and challenges of modular/block teaching at public higher institutions in

	<p>Amhara, Ethiopia. To achieve this purpose, descriptive survey design was used. Instructors and students were the participants of the study. Closed and open-ended questionnaires and interview were used. The data collected were analyzed using content analysis, descriptive techniques and tested through chi-square, t-test and one-way ANOVA. The result suggested that variations are observed in practice and significant difference in attitude was observed across different colleges of the three universities regarding modular/block teaching. Instructors and students from the college of social sciences and humanities and health sciences have favourable attitude than natural and computational sciences, business and economics; and the variation was due to the nature of the courses. It also found that instructors teaching experience, educational status and pedagogical training taken have no relation with their attitude about the modular/block teaching. Moreover, it is found that modular/block teaching help students to concentrate on one subject at a time but do not give emphasis for practical skills, the theory and practice can't go hand-in-hand, it does not make learning credible/realistic and because of the limited time given for one course, it is difficult to implement active learning. And the assessment process is also a difficult task. With its difficulty, instructors use various types of assessment techniques but the system helps students to get better grade without knowledge. Generally, shortage of time, large class size, lack of resources, high work load and weak academic background and achievement of students were the major challenges that face in the practice of modular approach teaching. Finally, instructors suggested their idea improve the quality of modular/block teaching in higher instructions. On the basis of the findings, conclusions were drawn.</p> <p>Keywords: Modular/block teaching, attitude, practice, challenge</p>
 <p>Channarong Intahchomphoo GIC1584107</p>	<p>Usability and User Experience Testing on E-Learning: A Canadian Case Study</p> <p>Channarong Intahchomphoo Replacement Law Librarian, Brian Dickson Law Library, University of Ottawa cintahc@uOttawa.ca</p> <p>ABSTRACT</p> <p>The Principles of Legal Research Website of the University of Ottawa's Brian Dickson Law Library is a bilingual (English and French) online learning tool for all first year students in both Common Law and Civil Law. 1 Law librarians apply this e-learning website to facilitate teaching components such as student assignments, and assessments. This user experience study aims to investigate law students' real experience with the system. Their feedback will be used for future development planning as well as analysing user behaviour trends. The authors investigate these following aspects: accuracy of information, interface design, navigation system, Web 2.0, social media, and smartphone version.</p> <p>Keywords: User experience study, E-learning website, Human-Computer Interaction</p>

<p>Belle Louis Jinot GIC1584108</p>	<p>The role of principals in maintaining effective discipline among secondary school learners in Mauritius: An Education Management model</p> <p>Belle Louis Jinot Professional Experience and Development for teachers; Business Economics, Economic Environment, and The Teacher as a Lifelong Learner</p> <p>ABSTRACT</p> <p>The research examines the management role of the principals in maintaining discipline among learners in state secondary schools in Mauritius. The researcher identifies the factors that may encourage learners in state secondary schools to manifest a lack of discipline, determines the manifestations of a lack of learner discipline, and the positive behaviour strategies that the principal may adopt to restore or maintain discipline in schools. Research-based strategies are analysed in an attempt to determine the extent to which they may be applied in Mauritius, taking into consideration the existing barriers to the implementation of behaviour management strategies. The study uses the qualitative approach to collect data from four state secondary schools; focus group interviews are carried with educators, parents and learners, and individual interviews are carried with principals and the school superintendent. The observation method is also used for triangulation purpose. The Atlas.Ti is used as software for qualitative data analysis.</p>
 <p>Siphokwatubana GIC1584109</p>	<p>Supplementation Of Health Education Topics With Additional Cocurricular Activities: Challenges And Opportunities</p> <p>Siphokwatubana Senior Lecturer, North-West University Vaal Campus siphokwatubana@nwu.ac.za</p> <p>ABSTRACT</p> <p>Health education has always been an important subject especially in primary schools in South Africa where learners are taught at an early age about general hygiene, The importance of embarking on health education from early years of school children is well documented in the literature. Literature highlights the significance of HE in early prevention of health-damaging behaviours (Hacquist&Starrin, 1997), promotion of health values, development of self-esteem and self-empowerment (Lee, Tsang, Lee & To, 2003) thereby, increasing emotional well-being and reducing health risk behaviours in children at schools. It is mandated in South Africa that HE be taught from Grade R to Grade 12 as part of Life Orientation. The Life Skills program has to be supplemented with additional co-curricular/school-based activities especially in secondary schools. In that case school nurses have a mandate that of supplementing issues covered in Life Orientation classes, through co-curricular activities. A qualitative research method was employed to gather data from participants (school nurses and Life Orientation educators) in public</p>

	<p>schools in the Gauteng province. The findings in this research indicated that there were topics in Life Orientation and Life skills that were supplemented during visits by health nurses at schools, providing an opportunity to take health issues out of the classroom into the real world of the learner.</p>
<p style="text-align: center;">Tauheed Ramjaun GIC1584112</p>	<p style="text-align: center;">Experimenting with a real world brand consultancy assignment at undergraduate level</p> <p style="text-align: center;">TauheedRamjaun Bournemouth University</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper is an account of the design, implementation and evaluation of an innovative experiential learning activity at undergraduate level in a marketing-related course. Students were asked to act as a brand consultant to audit a charitable organisation of their choice using brand theory learnt in class and to provide appropriate recommendations in the form of a business report. The aim of this activity was to provide students with the opportunity to apply and test their comprehension of brand theory through one main ‘experiential learning’ assignment where they had the responsibility to choose their own organisation. Students were asked to evaluate the activity they undertook in their second year at the beginning of their fourth year, after they went on work placement for a year. There was generally a positive feedback about the activity where they commended the fact that such an assignment allowed them to apply theory in a challenging real-life context which also helped them during their placement when they were faced with similar situations. There were also some areas of improvement suggested such as the need to provide students with a good balance of theory explanation and practical coaching. This paper is likely to be of interest to instructors experimenting with similar experiential learning activities with marketing-related students at undergraduate level.</p>
<div style="text-align: center;">  <p>Fernando Nahampun GIC1584115</p> </div>	<p style="text-align: center;">Study of Sterilizing Process on the CPO (Cruide Palm Oil) Processing at PT. Perkebunan Nusantara IV Adolina, North Sumatera</p> <p style="text-align: center;">Fernando Nahampun Department of Mechanical and Biosystem Engineering, Faculty of Agricultural Technology, Bogor Agricultural University</p> <p style="text-align: center;">ABSTRACT</p> <p>Study of Sterilizing Process on the CPO (Cruide Palm Oil) Processing at PT. Perkebunan Nusantara IV Adolina, North Sumatera. Fresh fruit bunches have been harvested will be processed in the PKS (palm oil factory). Processing of fresh fruit bunches is intended to obtain palm oil from the fruit flesh (Crude Palm Oil) and kernel. Stages of the processing of palm oil from TBS to produce CPO and palm kernel involve several process stages, namely weighing station, loading ramp station, sterilizing station, pressing station, kernels factory station, clarification station. CPO processing is also supported by the engine</p>

room as the room station power plants, water purification station, boiler station as a source of steam. Palm oil processing factory of PTPN IV business unit Adolina primary produce CPO (cruide Palm Oil) which is taken from the flesh of the fruit with a capacity of 30 tons / hour, and palm kernels.

Sterilizer is a pressurized steam vessel used for boiling or cooking fresh fruit bunches (FFB) with steam. The purpose of the boiling process TBS is deactivate enzymes (lipase) which can cause an increase ALB, facilitate the process of releasing fruitlet of the bunch, soften palm fruit, conditioning the flesh so that oil cell can be detached to be extracted at the station press and purified at the station clarification , reducing the water content in the kernels, pressing losses, kill the microorganisms. TBS which are transported in sterilizer lori of the fruit reception station with the aid of a transfer carriage are moving on the rail network. This lori than as means of transport as well as containers for boiling the fruit. Sterilizer pressure is 2,5 - 3 kg / cm² at a temperature of 135 oC – 140 oC injected from the back pressure valve (BPV), to achieve a certain condition on fruits that available to the next process. Steam generated from burning fibers and shells in the boiler.

Sterilizing process is done by using a system of triple peaks to obtain optimal results. From the calculations, the steam needed to make the process of boiling is 3855 kg / hour. The steam generated from burning fuel and fiber shell is 18.188 kg / hour.

Keyword : Sterilizer, Triple peak, Cruide palm oil



Mujo Mesanovic
GIC1584116

Learning Mathematics in Online Class

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ABSTRACT

Many universities strive to invest in online education and online classes are becoming popular within higher education. Online class in mathematics usually is a challenge to students as well as educators. I will explain and demonstrate how mathematics educators can create online classes in mathematics with minimal effort. At the same time students (participants) would be provided with the tools that would minimize their challenge in learning mathematics. The presentation will include results from the pilot project (case study) conducted at American University of Sharjah where significant findings were obtained.

Key Words: online class, mathematics, significant findings



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GIC1584117

**Friending or Not: An Investigation of Secondary School Teacher's
Friending Decision on Facebook**

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ABSTRACT

Given the many benefits of Facebook to enhance the interaction, collaboration, and engagement of students, controversies and concerns remain regarding Facebook educational use due to their easy boundary crossing. Though little literature explored K-12 teacher-student friending practices, this study aims to bridge the gap by examining 435 in-service secondary school teachers' rules for friending decisions on Facebook with different requesters (e.g., unknown, in-class students and teaching colleagues). The study found that teachers' friending decisions differed by the contexts (i.e., gender and identity of the friend requester). That is, male teachers reported greater willingness to friend unknown, in-class students than female teachers did. In addition, teaching colleagues were found the most acceptable for teachers' friending, whereas unknown students were unfavorable requesters. The significant factors (i.e., privacy concerns, privacy protection strategy, ethical concerns and social intimacy) correlated with teachers' friending were also found varying in distinctive patterns when friending different requesters. The implications of these findings and suggestions for future research are discussed.

Keywords Friending Decision, Teacher-student Relationship, Privacy, Facebook Use, K-12 Education

William Angkasa
GIC1584118

**Taking Advantage of MOOCs' Flexibility to Depolarize The
Society's Advancement Potentials**

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ABSTRACT

For the sake of society's future survival in this rapid development of information and technology era, becoming lifelong learners aiming to be high-skilled individuals is a must. One tool that has gained mass popularity from learners over the past several years is distance learning classes, which are largely characterized by learners looking for a familiar electronic platform, cost-saving, and flexibility. We emphasize flexibility offered by distance learning platform, particularly Massive Open Online Courses (MOOCs), as a key factor to depolarize the advancement potentials of society through access to higher education materials and experiences, acquisition of potentiality necessary for

success in labour market, and connectivity with other learners across the globe. In order to avoid (possible) frailties of MOOCs and to optimize the depolarization of advancement potential of society, learners must utilize the flexibility element and fine tune their own pace and method with respect to their current capabilities, level of energy, and daily routines. We explore the idea that learning processes through the right utilization of MOOCs' flexibility would not only benefit lifelong learners in many ways but also contribute to the society advancement.

Keywords: Lifelong learners, flexibility, MOOCs, potentiality, advancement potentials



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GIC1584119

Nurturing Creative Thinkers with Competency-Based Training

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ABSTRACT

Creative Thinking is widely acknowledged as a key 21st century skill. However, not many educational institutions in Singapore have infused Creative Thinking as a module in their curriculum.

The findings from a global research, "State of Create" (2012), sponsored by Adobe Systems highlighted a "Creativity Gap" between an individual's creative thinking capability and creative thinking potential.

This paper posits that everyone can be creative and proposes a Competency-Based Training System to help individuals boost their creative capability and to narrow the "Creativity Gap". This paper will provide an overview of the Competency-Based Training by making references to the Singapore Workforce Skills Qualifications (WSQ) Framework which has been adopted by the Workforce Development Agency.

The core of the Competency-Based Training System is the PCAN Model© (a creative thinking methodology) and the 4 CreativeIdeas-On-Demand© Techniques. Both are time-tested step-by-step thinking processes that enable specific competency units to be developed. This paper will share the Formative and Summative Assessment Schemes that are critical in any Competency-Based Training System. The Mixed Methods Research methodology is being used.

This paper concludes that the adoption of the Competency-Based Training enables skills formation and helps to close the Creativity Gap.

Keywords: Competency-Based Training, Creative Thinking Training System, WDA WSQ Competency Framework, Creativity Gap



Saidu Ali Saje
GIC1584120

Impact Of Outdoor Laboratory Teaching Strategy On Academic Achievement And Gender Among Colleges Of Education Students Of Different Abilities In North-West Nigeria

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ABSTRACT

The paper investigated the impact of outdoor laboratory teaching strategy on the achievement of male and female students undergoing Nigeria Certificate in Education (NCE) Programme of different ability levels in Biology. The achievement of students in high, medium and low ability levels were compared after exposing them to teacher-directed outdoor instruction. It was found that there was no significant difference ($P \geq 0.05$) in the achievement of students in the different ability levels after treatment. Outdoor teaching strategy was found to influence the academic achievement of low achievers as found by long (1981) and Adesoji (2008). Also the outdoor laboratory exposure showed no significant difference in the academic achievement of male and female students, thus showing that it is gender friendly and that outdoor laboratory strategy was advocated in teaching Science. This would go a long way in improving the achievement of students no matter their ability level and gender.

KETWORDS: Outdoor laboratory; Achievement; NCE (Nigeria Certificate in Education); Ability levels.



Dwi Erlin Effendi
GIC1584123

The Speaking Ability taught by using Brainstorming

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ABSTRACT

Generally, people want to be able to speak their main and express their ideas fluently, but it's not an easy way to make it comes true. There were many times when they keep silent for knowing nothing what they want to speak. Through this research, the writer attempt to analyze brainstorming effectiveness in speaking to make them speak up.

This research is aimed to give us a brief experimental of the speaking ability of the first semester students of Economic and Business Faculty UNISNU Jepara overcome their form and express their ideas in speaking.

After the data were analyzed, it can be seen from the result that brain storming is should help the students, overcome their form and express their ideas in speaking that is 85% and average score 80,95 and without using brainstorming is 65% and average score 75,94. However, it's suggested that it is better for applying brainstorming at the earliest level.

Key words: speaking ability, brainstorming

 <p>Wanda Nugroho Yanuarto GIC1584124</p>	<p>How To Overcome Math and Speaking Anxiety in Math English Course</p> <p>Wanda Nugroho Yanuarto Department of Mathematics Education, Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, Indonesia wandanugroho86@gmail.com</p> <p>ABSTRACT</p> <p>Feeling of anxiety; apprehension and nervousness are commonly expressed by students in math english course because learning to speak in second/foreign language and how to use it in learning math. The use of modern communicative language teaching approaches in the language classrooms and the wide-spread use of English language have increased the demand to learn good communication skills but existence of such feelings in the students may prevent them from achieving the desired goal. Consideration of students' anxiety reactions in learning math english course is deemed highly important in order to assist them to achieve the intended performane goals in the target learning. The purpose of this study is to provide some ways to overcome students' math and speaking anxiety in Math English Course at The University of Muhammadiyah Purwokerto especially in Math Department, but before it has attempted to investigate the factors that math and speaking anxiety can possibly stem from, both within the classroom environment and out of classroom in the wilder social context.</p> <p>Key Words: Math anxiety, speaking anxiety, math english course</p>
 <p>Nina Sofiana GIC1584126</p>	<p>English Language Needs for Business Communication</p> <p>Nina Sofiana Department of Management, Economics and Business Faculty, Islamic University of Nahdlatul Ulama, Indonesia ninasofiana86@gmail.com</p> <p>ABSTRACT</p> <p>In the market globalization, improving English Communication skills is much demanded especially for business communication. However, general English courses are sometimes inadequate to meet its needs. Therefore, one of the challenges to educators is providing the English materials of teaching that are needed by the students. It is essential to match between what is taught and what is needed for work. The respondents included students, lecturers, chiefs of the department, employers and employees. Through interview and questionnaire, this study aimed to identify the students' difficulty in learning English and the English skills that are most frequently used in work setting. By analyzing the quantitative and qualitative data from the need analysis procedures, the findings lead to teaching innovations to meet the English language needs of business communication.</p> <p>Key words: English for Specific Purposes, English for business communication, needs analysis</p>

<div data-bbox="337 237 505 457" data-label="Image"> </div> <div data-bbox="212 457 630 546" data-label="Caption"> <p>Laesa Nuriah, Faliqul Jannah Firdausi, Bonita Chindiani N GIC1584127</p> </div>	<div data-bbox="708 237 1424 298" data-label="Section-Header"> <p>Analysis Of Learning Design On The Subject Of Pythagorean Theorem</p> </div> <div data-bbox="695 327 1438 422" data-label="Text"> <p>LaesaNuriah, Faliqul Jannah Firdausi, Bonita Chindiani N Department of Mathematics Education, Faculty of Mathematics Education, Indonesia University of Education</p> </div> <div data-bbox="979 451 1136 480" data-label="Section-Header"> <p>ABSTRACT</p> </div> <div data-bbox="673 512 1461 999" data-label="Text"> <p>In the learning process, there is what so called as learning level (learning trajectory) that students must go through. The levels should compatible with their way of thinking so the knowledge would be well-understood and conceived. The strategic and process that used by eight grade students in the effort of understanding Pythagorean Theorem concepts are varies. This is become the motivation of the researchers doing further analysis. The focus of this research is to examine the Pythagorean Theorem subject with Learning Trajectory perspective. The data sources are lesson plans, material textbook, and learning videos. The explanation will be further nullified in following structure: (1) The pattern of learning trajectory in Pythagorean Theorem; (2) The factors of the learning trajectory pattern; (3) The problem within learning trajectory pattern; (4) Hypothetical Learning Trajectory of The Pythagorean Theorem based on its pattern and factor. This research uses the qualitative method in examining the learning trajectory phenomenon through the data collected.</p> </div> <div data-bbox="673 999 1461 1333" data-label="Text"> <p>The results of the research are: (1) In general there is 1 learning trajectory that existed in the textbook as well as in lesson plan (made by teacher), while 2 learning trajectories in learning videos; (2) There are 3 factors: the prerequisite knowledge of student before conducting math learning process about Pythagorean Theorem material, learning design that plan by the teacher using scaffolding approach, along with the media and toolkit that is used during the Pythagorean Theorem learning process; (3) The material (learning design) used doesn't provide the space for student to think critically; (4) Hypothetical Learning trajectory Pythagorean Theorem use the strategy of problem solving and take care of learning level of students.</p> </div> <div data-bbox="673 1333 1461 1577" data-label="Text"> <p>According to the result, it found that the using material doesn't lead students to think critically. The student learning process relatively closed and pointed to the design that not exercising the thinking space. Thus, it needed further research regarding learning design that might cause students which think critically. Therefore, several learning trajectory that fit student experience could be accommodated in the learning process, for instance the development of material with Didactical Design Research (DDR).</p> </div> <div data-bbox="673 1606 1443 1640" data-label="Text"> <p>Keywords: learning design, Pythagorean Theorem, learning trajectory.</p> </div>
<div data-bbox="285 1669 553 1730" data-label="Caption"> <p>Kobra Hajimohammadi GIC1584128</p> </div>	<div data-bbox="708 1669 1424 1730" data-label="Section-Header"> <p>The effects of online violent computer games in cell phones on children</p> </div> <div data-bbox="786 1759 1341 1822" data-label="Text"> <p>KobraHajimohammadi Enghelab Ave, Tehran University, Iran, Tehran</p> </div> <div data-bbox="979 1852 1136 1881" data-label="Section-Header"> <p>ABSTRACT</p> </div>

	<p>The aim of this paper are ; learning about the features of computer's violent games users , knowing about children motivations for playing , and finding about the cultural , social , and body effects on children to provide safe solutions .The contents of violent computer's game and interviews whit children who play were analyzed , and experts in sociology , training , psychology areas , and club owners , parents ideas were helped us to analyze and including their worlds experiences in this paper .The way of searching include: Observe interviews, surveys, documentary studying and content's analysis .The conclusions are understanding about; disorders in children's behaviors friendly relationship whit violent children, decreasing in social sufferings and to weaken sensitive aspects.</p>
<p>Jelena Djermanov GIC1584129</p>	<p>New Forms Of Communication As Constituents Of Literacy: Implications For Education</p> <p>JelenaDjermanov, Svetlana Kostović, MarijanaKosanović, JelenaVukičević University of Novi Sad, Faculty of Philosophy,Department of Pedagogy, Serbia</p> <p>ABSTRACT</p> <p>New technologies, combining aspects of communication through mass media and direct “face to face” interaction, have brought new challenges to the theory of communication (and to human existence in general). The attempts to synthesize and classify visions of many theorists according to the dominant principles of their paradigms result in two respectable groups of claims, which could also be expressed by the two perspectives: utopian and dystopic. One of the most relevant issues in the discourse of these perspectives and different scientific disciplines is how the potential of new technologies is used for the development of abilities, knowledge and skills necessary for full participation in contemporary society. Following this question, the paper first analyzes the impact of developments in technology and communication on the transformation of social practices, which, in addition to undoubted high advantages, has its weaknesses. They are, among other things, reflected in the epistemological and ethical problems of the technological mediation of information.</p> <p>In the second part of the paper, the implications of new information and communication practices for the existing education concept are derived. As literacy is one of the key outcomes of the educational process and as it can be defined as generic communicative competence, the need to expand the concept of literacy in a time of expansion of ICT is understandable. The authors conclude that, for a successful and quality life in today's global and digital society, we need a wide range of skills - the new forms of literacy that enable effective communication and participation in the new e-culture.</p> <p>Keywords: communication, new forms of literacy, education</p>



Achmad Farid
GIC1584131

The Acquisition of English Morphology by L1 Arabic and L1 Indonesian Speakers Learning English as a Second Language

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ABSTRACT

This study investigates the acquisition of 8 English morphemes for L1 Arabic and L1 Indonesian learners speaking English as a second language. The 8 morphemes are: pronoun case, articles (the/a), progressive -ing, copula, plural, auxiliary, past regular, and past irregular. The hypothesis were made in accordance with Krashen's Natural Order Hypothesis (1982), predicting that speakers from different L1 backgrounds learning L2 English would show similar acquisition orders for grammatical morphemes as suggested by the NOH. Speech data were gathered from participants from two different language backgrounds, Arabic and Indonesian, through informal interviews. The data analysis reveals that the participants performed virtually similarly within the groups. Regardless of some variations in the acquisition sequence of the morphemes, the statistical tests proved that there was no significant different in the performance of the two language groups. However, the sequence yielded from the two groups was only partially similar to that of NOH proposal. The deviations then provide strong support for the existence of L1 transfer. This finding leads us to a proposal of a weaker form of the NOH, which suggests that the Natural Order only affects particular morphemes. This also further indicates that L1 transfer in L2 acquisition is inevitable.

Keywords: acquisition order, language transfer, English morphemes, Arabic, Indonesian

Amirhossein Hajiazizi
GIC1584132

The Relationship Between Self-Compassion And Academic Procrastination Being Mediated By Shame And Anxiety

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ABSTRACT

This study was conducted to investigate the direct and indirect influences of self-compassion on procrastination among Assumption University students in Thailand. The sample consisted of 200 respondents (male: n=74, 37%; female: n=126, 63%) who voluntarily filled in the study's survey questionnaire consisting of the State-Trait Anxiety Inventory (STAI- Form Y) to measure anxiety; the Procrastination Assessment Scale for Students (PASS) to measure the level of academic procrastination; the Self-Compassion Scale (SCS) to measure the level of self-compassion, and the Test of Self-Conscious

	<p>Affect-3 (TOSCA-3) to measure the level of shame. Results from the path analysis indicated that the participants' reported level of self-compassion was negatively associated with their level of academic procrastination; that is, the higher their level of self-compassion, the lower their reported level of academic procrastination. It was also found that self-compassion had a negative influence on the participants' reported level of anxiety. Their reported level of self-compassion was not found to have any significant influence on their reported level of shame. Finally, neither shame nor anxiety had a significant influence on academic procrastination. The theoretical and practical implications of these findings are discussed. Keywords Procrastination, Academic Procrastination, Self-compassion, Shame, Anxiety, Graduate Students</p>
<p style="text-align: center;">Bishnu Khanal GIC1584133</p>	<p style="text-align: center;">Preferred Learning Strategies by Gender</p> <p style="text-align: center;">BishnuKhanal Department of Mathematics Education, Faculty of Education, Tribhuvan University, Kathmandu, Nepal</p> <p style="text-align: center;">ABSTRACT</p> <p>Students studying mathematics have difficulties in understanding investigating, generalizing and adopting the mathematical situation in secondary school in Nepal. The reason behind this may be because of the ineffectiveness of the learning strategies used by the students. The paper attempts to find out the difference in preferred learning strategies between boys and girls. The study was conducted in 1394 students through multistage sampling procedure throughout the country. Among them 652 were boys and 742 were girls. The researcher adopted both quantitative and qualitative design. The study was based on taxonomy of learning strategies developed by Pintrich, Smith and McKeachie (1989). The tools for the data collection were Motivated Strategies for Learning Questionnaire (MSLQ), observation and interview. The study shows that there is significant difference in preferred learning strategies of boys and girls. Boys preferred elaboration, effort management and critical thinking strategies whereas girls preferred peer learning, help seeking and rehearsal strategies</p>
<div style="text-align: center;">  <p>Louie Dasas Institute YRA1584052</p> </div>	<p style="text-align: center;">Use Of Web-Tools To Improve Student Conceptions On Life Energy And Processes</p> <p style="text-align: center;">Louie B. Dasas 1Biological Science Department, College of Education, University of Santo Tomas, Manila Philippines dasaslouie@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Learners of today significantly differ from the past generations in terms of communication, clothes, preferences, styles, etc. (Prensky, 2001). Different brandings such as N-gen or D-gen have been given to the 21st century generation because of their attitudes towards using technology not just as a means but as a necessity. Educators are challenged to look for means to utilize technology in the classroom. It</p>

	<p>is found that student engagement in the learning process can be achieved through technology tools and resources (Kezema, 2011; Laru, 2012). This study explores on the effectiveness of using web-based tools in improving student conceptions in Biology specifically in the topic Life Energy and Processes. An intact class of First Year college students taking up a General Biology course served as the participants of this study. The participants were engaged to utilize readily available, free web-based tools as means of understanding the topics presented in class. Online web-based tools are used as means to reinforce understanding from class discussions. Results of the pre-test and post-test as well as the Life Energy and Processes Concepts Checklist are compared to find out how students conceptions on the topic compare before and after exposure to web-based tools. In addition, reflection papers and structured interviews are used to provide qualitative descriptions pertaining to change in student conceptions pertinent to the topic on Life Energy and Processes. Results of this study are deemed significant in understanding better the role of technology in the academe</p>
<div style="text-align: center;">  <p>Alifah Fawzia YRA1584053</p> </div>	<p style="text-align: center;">The Relationship between Openness to Change and Self-efficacy for Technology Integration among Elementary Teacher</p> <p style="text-align: center;">AlifahFawzia, DyahTriariniIndirasari, danPratiwiWidyasari FakultasPsikologi, Universitas Indonesia alifahfawzia@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Implementation of the technology integration especially in the field of education in Indonesia is important to be implemented, but still found the teachers were not yet open to change and are not confident in their ability to integrate technology in the classroom. This correlational study aims to seek the relationship between openness to change and self-efficacy for technology integration among elementary teacher. Computer Technology Integration Survey (CTIS) was used to assess self-efficacy for technology integration (Wang, Ertmer, & Newby, 2004) and The Innovativeness Scale (TIS) was used to assess openness to change that consists of technological innovativeness factor and general innovativeness factor (Van Braak, 2001). 88 elementary teachers from four public elementary schools in Jakarta and four public elementary schools in Bogor participated in this study. The result of this study showed a positive and significant correlation between technological innovativeness and self-efficacy for technology integration ($r = 0,366$, $p < 0,01$) and also between general innovativeness and self-efficacy for technology integration ($0,406$, $p < 0,01$) among elementary teacher in Jakarta and Bogor area. Based on this result, it is suggested for school and government to provide technology training for elementary teacher in order to improve their openness to change and self efficacy to integrate technology. Keywords: Elementary Teacher; Innovativeness; Openness to Change; Self-efficacy; Self-efficacy for Technology Integration; School; Technology Integration.</p>
<p style="text-align: center;">Nailil Muna Yusak YRA1584054</p>	<p style="text-align: center;">Deformalization of Muslim Intellectual through the Liberal Arts; Problem and Prospect in Indonesian Islamic Higher Education</p>

	<p style="text-align: center;">Context</p> <p style="text-align: center;">NaililMunaYusak Doshisha University</p> <p style="text-align: center;">ABSTRACT</p> <p>The growing number of formalist Muslim elite in Indonesia who advocates violence and religious intolerance practices has left Indonesian policy on religious education in question. Islamic universities play a decisive role in educating Indonesian Muslim elites. Many graduates are Muslim thinkers of national and international standing. By exploring the original purpose of the liberal arts, this paper aims to present elaborative discussion on prospects and problems it might bring amidst the continuous effort to further Indonesian Islamic higher education. This paper will emphasis on issues of religious formalism currently faced by Indonesian higher education and take into consideration several discourses proposed by Indonesian thinkers with a particular focus on the proposal offered by the Indonesian Liberal Studies Initiative task force early in this year.</p> <p>Keywords: Islamic Formalism, Indonesian Higher Education, Liberal Arts</p>
 <p style="text-align: center;">B.A.Ajantha Niroshani YRA1584055</p>	<p style="text-align: center;">The Effects of Learning Environment When Learning English as a Second Language :A case study based on Faculty of Visual Arts,University of the Visual and Performing Arts.</p> <p style="text-align: center;">B.A.AjanthaNiroshani University of the Visual and Performing Arts</p> <p style="text-align: center;">ABSTRACT</p> <p>Learning environment simply defines the environment or the surrounding where learning takes place. Learning environment could take many different forms. It can be ranged from a classroom which consists of a teacher and students doing their lesson under a tree as mentioned above referring to more natural environment somewhere in the school or else in a highly sophisticated (computerized) classroom, where we see advanced technology is used for language learning process. This study seeks to identify the effects of learning environment when English is learnt as a second language at the faculty of Visual Arts of the University of the Visual and Performing Arts. The present study mainly focuses on the effects of learning environment when English is learnt as a second language with the aim of identifying the nature of the learning environment. The sample of this research is the first year students of the Faculty of Visual Arts, University of the Visual and Performing Arts. The Collection of data will be done by administering a questionnaire to the student sample. The teachers engaged in teaching English as a second language in four national universities will be interviewed individually to collect data. In addition, the sources such as documents revealing English examination results at the university will also be investigated. Further, an examination has been carried out to find out the concept of learning environment and second language learning along with the theoretical underpinnings in</p>

order to identify the scope of the present study with a logical and a realistic background. One of the prominent targets of the present study is to find out whether the environment during students' life i.e. during their schooling and University period and also learn at home was conducive to learn English. This fact is proved with the findings of the present study where the participants were questioned with an array of queries. When the respondents were asked about the availability of the teachers in their schools 20% of them said that they didn't have teachers in their schools. Thus it can be said that the scarcity of teachers negatively influences the learning process because the teachers provide clarity and support in their Zone of Proximal Development (ZPD) as said by Lev Vygotsky's. The next interesting feature is that a majority of the respondents (80%) came under the study admitted that the lesson materials supplied by the University are interesting and relevant for them. In this sense it is clear that the majority of the lesson materials provide knowledge they needed. Since English language plays the role of lingua franca in the modern world, one gets utmost benefits by learning English. Therefore, the Undergraduates in the University cannot avoid the potential opportunities in the future and should arm oneself with the knowledge needed.

Key Words: Learning Environment, English as a second language, Lingua franca, Tertiary level education



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From Challenge to Change

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ABSTRACT

Background:

The ever-widening gap of accessibility in education in all the forms and levels is undoubted and unfortunate challenge in Nepalese education. The gap is further extending only because of the geography and the families the children are belong to. Rural schools haven't been able to match the physical and human resource in par with their urban foils whereas children from low income families have no other option than to send their kids to poorly facilitated and managed community/government schools. The discrepancy is made worst due to the social divisions and class structure of Nepalese society where only handful children from the lower socio-cultural strata make their way out of the secondary education and the rest either leave the country or struggle under the vicious cycle. The issue of gender and the biasness on its basis have been inflicting more damage to the already ruined education with the least girls into the schools and many of them dropping out even before completing the secondary level in comparison to boys. It's also about the different physical and mental disabilities prevailing among the considerable children population that has been keeping a lot of them away from the school system partly due to the insufficient accessible schools and partly due to the low expectation and investment from their own families.

Situation today:

Though the situation is horrid and grim, ample hopes and dreams of

quality and unbiased education have been raised and are being harnessed by the effort of the organization like Teach for Nepal and its fellows in dozens of rural communities in 3 districts of the country. The entire paradigm in the field of education has been changed in these communities just in the last 2 years where the school drop-out rates has not just reduced but the success rates in school education has escalated to an unbelievable rate. Rural schools in Lalitpur, Sindhupalchoak and Dhanusa districts have not just seen the educated and driven urban youths serving their communities but have also witnessed the gradual fading away of the boundary line of discrepancy in education. Among dozens of the fellows, nearly half are females that is striking hard on the gender stereotypes of rural communities. A significant number of the fellows are graduates from different reputed national and international universities that allows them to carry their experiences to their rural students which is believed to have widened their understanding of the world. We as the fellow teachers have given up the traditional method of teaching and spend most of our time to plan and execute to teach English, Math and Science in more effective and interactive ways than that had once been done. These endeavors undoubtedly have exposed our students to the modern teaching pedagogies that the private schools in cities have been employing and ultimately the modes of education that only children from well-off families have been getting. In personal fronts, working as a full-time teacher in a rural school as someone with impaired vision is both opportunity and obstacle at the same time, nonetheless the end to meet for the rural children help me to keep striving and thriving at the same time.

Vision tomorrow:

One day all children in Nepal will attend an excellent education. This is not a utopian statement but is a vision that we have set for ourselves and for our children. The dream that we have seen together sees it possible that the day will come in our own lifetime when all our young ones get access to quality education of the same type regardless of any difference they inherit. As a change maker, I see prospect of change in all the challenges and opportunity in every obstacle. Therefore, I'm toiling with all my flesh-and-bone with an unflinching hope to see my students ascending the ladder of success and breaking the cocoon of ignorance and poverty of the society they belong to. The sole vision that is driving the youths like me into this mission is to see every child attaining the excellent education without being limited by their social, cultural and economic circumstances that will ultimately allow them real opportunities to determine their own future.



Arlene Balio Patac
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“KLASE” For MC: The Teaching-Learning Process In The Public School Sped Centers In Cebu, Philippines

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ABSTRACT

For a student, the classroom is an important aspect of learning for it is where most of their learning takes place. The classroom for special children—the mentally challenged—is equally important to look into

as to a general education classroom. This study explores the teaching-learning process that takes place in the classroom or “klase” for mentally challenged children of three public school sped centers in Cebu, Philippines: the organization of the classroom, the classroom management, teaching strategies, and problems encountered by the SPED teachers. This is anchored on the dimensions of classroom organization and classroom management theories of B.F. Skinner and Jacob Kounin. Employing the qualitative-descriptive research method through video documentations, it shows that teaching-learning process takes place in the class or “klase” for mentally challenged in the three sped centers, thus revealing the commonalities and differences in the classroom organization. Classroom management includes rules and procedures that need to be followed by the children, and also takes into account positive reinforcement, reward style, and punishment used by the SPED teachers. Teaching strategies embrace motivations, use of Individual Instruction Plan or IIP for each child and the utilization of an eclectic teaching strategy. Problems encountered in teaching these mentally challenged students involve short time period considering the number of pupils handled, nature of disabilities, tantrums and financial status of these children. This brought to light that classroom organization and classroom management pose a great impact on the learning of these mentally challenged students.

Keywords special education, teaching-learning process, mentally challenged, classroom organization, classroom management, SPED teachers



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Impact of outdoor laboratory teaching strategy on academic achievement and gender among colleges of education students of different abilities in north-west nigeria.

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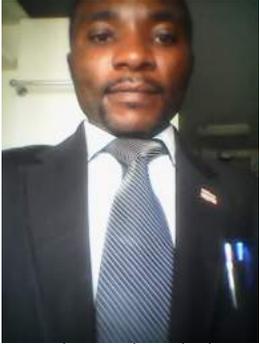
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ABSTRACT

The paper investigated the impact of outdoor laboratory teaching strategy on the achievement of male and female students undergoing Nigeria Certificate in Education (NCE) Programme of different ability levels in Biology. The achievement of students in high, medium and low ability levels were compared after exposing them to teacher-directed outdoor instruction. It was found that there was no significant difference ($P \geq 0.05$) in the achievement of students in the different ability levels after treatment. Outdoor teaching strategy was found to influence the academic achievement of low achievers as found by long (1981) and Adesoji (2008). Also the outdoor laboratory exposure showed no significant difference in the academic achievement of male and female students, thus showing that it is gender friendly and that outdoor laboratory strategy was advocated in teaching Science. This

	<p>would go a long way in improving the achievement of students no matter their ability level and gender. KETWORDS: Outdoor laboratory; Achievement; NCE (Nigeria Certificate in Education); Ability levels</p>
 <p>Khan Eric Mbuh YRA1584059</p>	<p>The importance of English Language for Career Opportunities in the ASEAN</p> <p>Khan Eric Mbuh Kanchanaburi Vocational College, Department of Basic Sciences , Kanchanaburi/Thailand Khaneric11@gmail.com</p> <p>ABSTRACT</p> <p>This article presents the reasons why students must study English Language in order to be better placed in the forthcoming ASEAN job market. Another preoccupation of the article is to define and understand what the words career and English for career means. The article also includes a proposed syllabus for career English. That is the various topics that teachers should teach students in order to prepare them for the ASEAN job market. In order words, the proposed syllabus is based on English for communication at the workplace. However, no matter how intelligent and knowledgeable a teacher is, if he or she has no grasp of good teaching techniques or methods, it will be difficult to transmit knowledge to the students. As a result, this article also examines some teaching method that ESL (English as Second Language) teachers should adopt in order for students to be able to grasp the four language skills which are listening, speaking, reading and writing. Key words: English language, Importance, Career, ASEAN, Teaching methods</p>

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