



**Global Research &
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CONFERENCE PROCEEDINGS

**6th International Conference on Learning, Education and
Pedagogy(LEAP), 18-19 October 2016, Hong Kong**

18-19 October 2016

Conference Venue

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KEYNOTE SPEAKER



Sharita Bharuthram

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<p>Tito M. Endrina GICA16076051</p>	<p>Culturally Responsive Teaching and Learning Engagement of Students</p> <p>Tito M. Endrina Master Teacher Department of Education tito.endrina@deped.gov.ph</p> <p>ABSTRACT</p> <p>The purpose of this study was to determine the significant influence of culturally responsive teaching to learning engagement of students. This study also aimed to determine which domains of culturally responsive teaching significantly influence learning engagement of students. This study utilized quantitative non-experimental using correlational technique which included 148 grade six students from 3 elementary schools of Digos City Division, which have indigenous people students. Research instruments on culturally relevant pedagogical strategies of teachers and learning engagement of students of the students were used as sources of data. Utilizing Pearson-r, this study found out that the indicators of culturally relevant pedagogical strategies of teachers and learning engagement of students are significantly correlated. Using regression, the analysis shows that when learning engagement of students were regressed on the culturally relevant pedagogical strategies of teachers, the culturally relevant pedagogical strategies of teachers significantly influence on learning engagement of students. The following indicators of culturally relevant pedagogical strategies of teachers have the highest influence on school engagement of students: diverse teaching practice, cultural engagement, and diverse language affirmation. Keywords: culturally responsive teaching, school engagement of students, diversity education, educational management, correlational technique, Philippines</p>
<p>Yu Sing Ong GICA16076052</p>	<p>Reculturing: The Key To Sustainability of Private Universities</p> <p>Yu Sing Ong Southern University College, Malaysia ysong@sc.edu.my</p> <p>ABSTRACT</p> <p>This article explores the key issues and challenges facing private university leaders today. Universities are reculturing their operational processes, academic content and interactions with stakeholders. Much challenges centred around the need for university leaders to reculture the institutions and the redesigning of the teaching profession. It recommends a framework for university leaders to deal with the challenges they face. Only through reculturing, private universities are able to maintain sustainability of its workforce and student population. The article has both theoretical and practical significance for private university leaders to follow, Keywords: university leadership, reculturing, improvement</p>

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 <p>Wanda Nugroho Yanuarto GICLEAP1607054</p>	<p style="text-align: center;">Daily Math: From Concepts To Habits</p> <p style="text-align: center;">Wanda Nugroho Yanuarto Department of Mathematics, Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, Indonesia wandanugroho86@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Math expresses itself everywhere, in almost every face of life, in nature all around, and in the technologies in hands. Mathematics is the language for the universe. The purpose of this study are introducing math in concept and deliver it into application life for students. The situational problem as the starting point helps students to relate what they learn to problems in daily life , and construct that are related to real situations. It is take place in math education subject in Teacher Training and Education Faculty at The University of Muhammadiyah Purwokerto, Indonesia. Authors start with projects that have applications of math and continue with the closely related topic of concept math. Then go on to the timely topic of concepts of math (exponents, multiplying & dividing integers, multiplying decimals, and percent), the application of which are immediately felt when the students face in cooking by numbers, home decorating, populating growth, saving & credit, and playing to win. It presents four projects in home, restaurant, school or college, and bank. In the section on society it touches upon topics like cooking recipe, decorating a house, populating, account saving, and probability issues.</p> <p>Keywords : Math, concepts of math, habits of math</p>
 <p>Aulia Nisa Khusnia GICLEAP1607056</p>	<p style="text-align: center;">Students? Perspectives on Speaking Anxiety in The English Foreign Language Classroom</p> <p style="text-align: center;">Aulia Nisa Khusnia Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, Indonesia aulianisakhusnia.ma@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Anxious students are often concerned about the impressions that others form of them. When such students are confronted in a classroom with a learning situation that makes them uncomfortable, they may choose to withdraw from the activity. Some learners believe they cannot perform in English and consequently form negative expectations, which in turn lead to decreased effort and the avoidance of opportunities to enhance their communication skills. The goal of this study was to identify those factors, as perceived by students, that may contribute to anxiety, and those factors that may reduce anxiety in an attempt to understand more fully the role that anxiety may play in learning a foreign language.</p> <p>Keywords: students' perspective, speaking anxiety, english foreign language classroom</p>
<p>Netshifhefhe Lufuno GICLEAP1607057</p>	<p style="text-align: center;">Examining the Significance of Service Learning In Driving the Purpose of a Rural-Based University in South Africa</p>

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	<p style="text-align: center;">NetshifhefheLufuno University of Venda, Centre for Higher Education Teaching and Learning, Thohoyandou, South Africa juzisto@gmail.com Lufuno.Netshifhefhe@univen.ac.za</p> <p style="text-align: center;">ABSTRACT</p> <p>In line with established mission and vision, a university articulates its focus and purpose of existence. The conduct of business in a university should be for the furtherance of the mission and vision. Teaching and learning should play a pivotal role in driving the purpose of a university. In this paper the researchers examine how service learning could be significance in driving the purpose of a rural-based university whose focus is to promote rural development. The importance of institutions' vision and mission statement is explored and the vision and mission of the said university examined closely. The concept rural development and the contribution of a university in its promotion is discussed. Service learning as a teaching and learning approach is examined and its significance in driving the purpose of a rural-based university explained.</p>
<p style="text-align: center;">Xiaoyan Zhou GICLEAP1607058</p>	<p style="text-align: center;">Can The 2017 Shanghai Model Break Stalemate In Chinese Education Reform? -- A Discussion of China's Scheduled Experiment in Access to Higher Education</p> <p style="text-align: center;">Xiaoyan Zhou Shanghai University of International Business and Economics, Shanghai,China mlhlvdou@163.com Aliciadoudou@outlook.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Based on the notion of equal opportunity after gaokao (the national entrance examination for colleges and universities), the Chinese admission system can probably claim to be the most transparent and fair in the world: the test-score has, since the economic reform started in the 1980s, evolved to be the sole criterion in ranking a student's access for higher education. In some extreme cases, a difference as small as one point in test scores could determine if a student was to be admitted or rejected. Expectedly, it is incomprehensible for Chinese parents why Michael Wang, an Asian-American with an ACT score of 2230, was rejected by Ivy League schools and his complaint filed with the U.S. Department of Education would not be considered as frivolous had his case happened in China. However, this marriage between test-score and admission transparency has caused serious problems in Chinese schools, resulting in widely criticized "test-oriented education."</p> <p>As early as in 1988 an editorial entitled "Inner-quality Education Should Be the New Goal in Junior High Schools" was published in Shanghai Education (K-12 Version, Vol. 1, 1988), advocating well-rounded development of students rather than learning and teaching only for exams, which was followed by heated discussions in various journals. On February 13, 1993 the Chinese State Council released "An Outline for Chinese Education Reform and Development," confirming "inner-quality education" as a solution for test-oriented pedagogical aberration. Moreover, in 1999 the State Council issued a document specifically</p>

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	<p>entitled “Decision about Deepening Education Reform with Comprehensive Promotion of Inner-quality Education,” offering guidelines for educational development in the 21st century. More than a decade elapsed, and yet the situation has not ameliorated while “inner-quality education” has grown into an umbrella term for almost anything that can make a student well-rounded, including literature, science literacy, personal finance, aesthetics etc., virtually adding up to a pedagogical impossibility.</p>
<p>David Dalton GICLEAP1607059</p>	<p>An Innovative Approach to Teaching the Production of A Literature Review For A Student Research Report.</p> <p>David Dalton Department of Communications, College of arts and Sciences, Petroleum Institute, Abu Dhabi, UAE ddalton@pi.ac.ae notlab3@gmail.com</p> <p>ABSTRACT</p> <p>This paper describes an approach to teaching the production of a basic literature review (LR) for an undergraduate student-generated research project. The students are freshmen in the second level of a two-part communications programme in the Petroleum Institute in Abu Dhabi. The programme has a team-based, project-based learning dynamic. Average class size is usually 20 students. All students are native Arabic speakers.</p> <p>The programme focuses on the development of a primary research project culminating in a written recommendations report and a multi-media presentation. Students have already produced a source summary as part of their work on the first level of the course and are now building on that knowledge to produce a basic and simple literature review for their report. The LR is a challenge for students anywhere and ours are no exception. An additional hurdle for them of, course, is that they are not native speakers of English (Hidalgo and Razo 2014).</p> <p>All tasks on our programme have a written task description (TD). Students are expected to read, discuss and annotate these to develop an understanding of the task before the class. As teachers are aware that not all students may do this (Benassi and Busket 2012, p108), the TDs are sometimes used as a teaching/learning tool. The paper explains how the author uses the TD as part of a learner-centered and innovative approach to teaching the LR. Exit interviews with students indicated a high level of satisfaction with the approach.</p> <p>Key words: literature review, task description, learner-centered, teaching, learning.</p>
<p>Dr. FilomachiSpathopoulou GICLEAP1607060</p>	<p>Promoting Learner Autonomy in EAP Courses for Arab Students</p> <p>Dr. FilomachiSpathopoulou Liberal Arts, American University of the Middle East, Kuwait filomachi.spathopoulou@aum.edu.kw</p> <p>ABSTRACT</p> <p>Learner autonomy has been a matter of interest among educators in a variety of</p>

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teaching contexts; however, providing autonomy in the context of EAP can be rather daunting especially when it involves accommodating cultural particularities. This presentation will look into the challenge of promoting learner autonomy on EAP courses for Arab students. It will analyze learning habits, preconceived learner and instructor roles, as well as cultural and societal limitations. It will also suggest the use of authentic/real life projects and explain how they can help ensure learner autonomy while at the same time turning cultural limitations into useful learning and teaching tools. The presentation will also focus on motivational patterns and will highlight their correlation with learner confidence and ownership of learning. The presentation will include a brief review of the existing literature but will mainly focus on the practical aspects and will discuss real problems.



Joanna Marie A. de Borja
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Teacher Action Research (Tar): Its Difficulties and Implications

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ABSTRACT

This study generally aimed to (1) identify the most difficult part of the action research process as evaluated by the teachers; (2) find out implications of conducting action research in teaching-learning process; and (3) identify the impact on teachers' current and future instructional practices in conducting action research. Descriptive research design was used. High school teachers in Colegio de San Juan de LetranCalamba who conducted action researches were the respondents of the study. Based on the results, writing the Conceptual Framework of the Study is the most difficult part. All teachers agreed that action research is valuable to the teaching-learning process for both teachers and students. On the other hand, almost of the teachers said that action research project positively impacted both students' learning and teaching. This proves that action research as viewed and assessed by teachers has a major role in improving the teaching-learning process. Likewise, teachers proved that involving oneself in action research leads to professional growth of their career through promotions and ranking. School setting and curriculum have been improved through the positive results gained in action researches. Knowledge of statistics or data analyses was one of the hindrances encountered by teachers in conducting action research. Seemingly, time spent in conducting action research is one big factor that makes this activity difficult for teachers.

Keywords: Teacher Action Research, Descriptive Research, Teaching-Learning Process

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Bridging the Gap - Effective Use of Online English Language Exercises (ICOSA) to Enhance Student Learning

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ABSTRACT

This project, known as Inter-Institutional Collaborative Online Self-Access (ICOSA) project was a four-year inter-institutional project for the language centres of five tertiary institutions in Hong Kong (HK Polytechnic University, Lingnan University, Baptist University, City University and the Institute of Education) to create and share a range of English language self-access learning materials online via an online repository.

In the first phase the emphasis was on English language proficiency materials, while in the second phase there has been more emphasis on materials for language to support students' discipline-specific studies.

To date over 500 authentic and unique exercise packages were created over the project term and all participating institutions have utilised the materials in a variety of ways:

1. Independent learning via dedicated website
2. Course supplementary materials via LMS
3. Class tasks to help students develop L2 skills
4. Assigned via instructor/tutor to help scaffold weak skill sets

This presentation will focus on how these resources can play an effective role in student development either independently or within an existing course setting.

For a look at some of the material the team developed, please visit here: <http://icosa.hkbu.edu.hk/>



Nuraini Yusuf
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Analysis of Students' Misconception in Class X.1 and X.7 SMA Negeri 11 Makassar on Electrolyte Solution and Reduction-Oxydation Concept by Using Three Tier Test

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ABSTRACT

This research is a descriptive analysis research that aims to determine the percentage of X.1 and X.7 class students who have misconceptions on electrolyte solution and reduction-oxidation reaction concept in SMA Negeri 11 Makassar and describe the factors that cause these misconceptions. The data of research was obtained by diagnostic tests which is Three Tier Test and supported by observation data and clinical interviews. Subjects in this research were students of class X.1 and X.7 SMA Negeri 11 Makassar in the academic year 2015/2016 who has been studying electrolyte solution and reduction-oxidation reaction

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	<p>concepts as many as 65 people. Based on the research that has been done can be concluded that the percentage of students in the class X.1 and X.7 SMA Negeri 11 Makassar who have misconceptions on electrolyte solution and reduction-oxidation reaction concept was 35.7%. A total of 4.5% students experienced false positive and experienced 31.2% false negative. The factors that lead to misconceptions in students are lack of students concentration in the class, the teacher is less emphasis in presenting the material, and learning resources that are not fixed.</p> <p>Keywords: Misconception, three tier test, electrolyte solution, reduction-oxidation</p>
 <p style="text-align: center;">Petervir A. Paz GICLEAP1607066</p>	<p style="text-align: center;">E-learning for Stress Management Among Catholic Youth Adults of San Antonio Padua Parish in Los Baños, laguna, Philippines</p> <p style="text-align: center;">Petervir A. Paz Languages and Social Science Department, College of Arts and Sciences, Caraga State University, Mindanao, Philippines Petervirpaz40@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Adult stress embodied to everyday experiences, worries and challenges at school, home, work, and church community. Young adults have experienced greater stress as exposed to different communities for work, for studies, for home activities, and for religious tasks. This stress if not managed causes physical and/or mental wear and tear on the body and mind (Cohen, S. & Wills, T.A., 1985). The unresolved stress can lead to feelings of anxiety, depression, irritability, poor concentration, aggression, fatigue, and sleep disturbance which disrupt study activities, work performance, and relationship among peers (Simon, 2013). The integration of E-learning, as potential strategy, encompasses technological tools and media to facilitate communication of knowledge for e-learners (Robinson, et al, 2015). At this, young adults in Youth Communities under Parish Pastoral Council were selected for this stress management education through e-learning strategy. Most of them were students who directly experience stress at school, at work, and at their religious community. The study aimed to know their learning needs, and provide module information to them about teen stress and healthy ways to mitigate it. It made used of ICT tools like cellphone and laptop computer for Key Informant Interview (KII) through preferred facebook website for Learning Needs Analysis (LNA) and appropriate stress management modules. As a result, most participants got satisfied de-stressing and managing their worry, tensions, and anxiety at school, work, and church activities.</p>
<p style="text-align: center;">John Sproule GICLEAP1607068</p>	<p style="text-align: center;">Physical Education in Taiwan: When Students Take Control</p> <p style="text-align: center;">John Sproule University of Edinburgh, United Kingdom</p> <p style="text-align: center;">ABSTRACT</p> <p>The aim of this study was to investigate the effect on self-regulated learning (SRL) of a physical education (PE) pedagogy based on Zimmerman's (2000) model of SRL. Constructs from the Intrinsic Motivation Inventory, the Motivated</p>

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	<p>Strategies for Learning Questionnaire, and the Five Component Scale for Self-Regulation were used on an online survey platform pre and post an 8-week PE curriculum intervention in Taiwan. Participants were 632 Taiwanese students (aged 12-15 years; 28 PE classes) and a wait list control class (n = 21; aged 14-15 years). Multiple repeated measures ANOVAs were used to determine if there were significant differences pre to post intervention period and interaction effects between the intervention and the control class. Over time the intervention classes showed relatively small mean increases in enjoyment, perceived competence, intrinsic value, self-efficacy, cognitive strategy use, goal setting, strategy implementation and strategy monitoring. In contrast, eight out of the eleven factors for the control class showed relatively larger negative changes in scores. This data indicates that the benefits of adopting a self-regulated learning approach in PE lessons in Taiwan over an 8-week period appear to be more about the stability of these personal characteristics rather than the enhancement of them.</p> <p>Keywords: Taiwan; Self-regulated Learning; Physical Education; Pedagogy.</p>
 <p>Ramirez, Hannah R GICLEAP1607069</p>	<p>Exploring Smartphone Application 'English Grammar'</p> <p>Ramirez, Hannah R Researcher, Polytechnic University of the Philippines, Philippines puphannah@gmail.com</p> <p>ABSTRACT</p> <p>The Problem: This study aims to explore the smartphone application 'English Grammar' in terms of its effectiveness in assisting students to learn the basic parts of speech.</p> <p>Research Methodology: To identify the proficiency of the students in the eight (8) parts of speech the researchers utilized pre-test, during and post-test strategy. The study is a quantitative research. As defined by Burns and Grove (1994) quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information. Frequency and percentage counts were utilized in the analysis.</p> <p>Findings: All in all, after the study was conducted the researchers found out that the majority of the participants excelled in the following parts of speech with the help of the English Grammar app: Nouns, Pronouns, Adjectives, Conjunctions and Prepositions.</p> <p>Conclusions: The use of the smartphone inside the classroom can create new environment whereas the learners will be seen as 21st century learners. According to Oxford (1990), it is important to emphasize that individual students' style and strategies can work together with or conflict with a given instructional methodology.</p> <p>Recommendations: The researchers recommended to the developer of the English Grammar app to consider the length of the content for each of the lectures. Moreover, since students have different learning styles the researchers suggest to ZAYAN InfoTech India (P) Ltd. the developer of the app to consider collaborative learning by creating the opportunity and activities to the learners by connecting through Bluetooth, Hotspot, Infrared and any other form of connection.</p>



Marissa Rodriguez
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Students' Views of A Mixed Hybrid Ecology Course

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ABSTRACT

This exploratory study examined students' views of hybrid learning in an undergraduate Ecology course, which incorporated Modular Object Oriented Dynamic Learning Environment (MOODLE) into the online portion of the coursework. Quantitative data were obtained by administering the Constructivist On-Line Learning Environment Survey (COLLES) to an intact class. Additionally, qualitative data were collected by interviewing five randomly selected class members. The interview data was converged with the quantitative survey data to supplement key findings in the study. Results revealed that a majority of students had positive views and experiences with hybrid learning, despite some challenges. Implications were discussed in terms of how to better utilize this instructional format in general education courses to foster active learning.

Keywords: Hybrid learning, Moodle, Online learning, Reflective thinking, Students' views, Tutor support



Rocha, Danica Anna C.
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This Study Aims to Explore the Smartphone Application 'English Grammar' in Terms of its Effectiveness in Assisting Students to Learn the Basic Parts of Speech

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ABSTRACT

The Problem: This study aims to explore the smartphone application 'English Grammar' in terms of its effectiveness in assisting students to learn the basic parts of speech.

Research Methodology: To identify the proficiency of the students in the eight (8) parts of speech the researchers utilized pre-test, during and post-test strategy. The study is a quantitative research. As defined by Burns and Grove (1994) quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information. Frequency and percentage counts were utilized in the analysis.

Findings: All in all, after the study was conducted the researchers found out that the majority of the participants excelled in the following parts of speech with the help of the English Grammar app: Nouns, Pronouns, Adjectives, Conjunctions and Prepositions.

Conclusions: The use of the smartphone inside the classroom can create new environment whereas the learners will be seen as 21st century learners. According to Oxford (1990), it is important to emphasize that individual students' style and strategies can work together with or conflict with a given instructional

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	<p>methodology. Recommendations:The researchers recommended to the developer of the English Grammar app to consider the length of the content for each of the lectures. Moreover, since students have different learning styles the researchers suggest to ZAYAN InfoTech India (P) Ltd. the developer of the app to consider collaborative learning by creating the opportunity and activities to the learners by connecting through Bluetooth, Hotspot, Infrared and any other form of connection.</p>
 <p>Bianca Nicole M. Trinidad GICLEAP1607075</p>	<p style="text-align: center;">Exploring Smartphone Application 'English Grammar'</p> <p style="text-align: center;">Bianca Nicole M. Trinidad Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Philippines biancanicoletrinidad@yahoo.com.ph</p> <p style="text-align: center;">ABSTRACT</p> <p>The Problem:This study aims to explore the smartphone application 'English Grammar' in terms of its effectiveness in assisting students to learn the basic parts of speech.</p> <p>Research Methodology:To identify the proficiency of the students in the eight (8) parts of speech the researchers utilized pre-test, during and post-test strategy. The study is a quantitative research. As defined by Burns and Grove (1994) quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information. Frequency and percentage counts were utilized in the analysis.</p> <p>Findings:All in all, after the study was conducted the researchers found out that the majority of the participants excelled in the following parts of speech with the help of the English Grammar app: Nouns, Pronouns, Adjectives, Conjunctions and Prepositions.</p> <p>Conclusions :The use of the smartphone inside the classroom can create new environment whereas the learners will be seen as 21st century learners. According to Oxford (1990), it is important to emphasize that individual students' style and strategies can work together with or conflict with a given instructional methodology.</p> <p>Recommendations:The researchers recommended to the developer of the English Grammar app to consider the length of the content for each of the lectures. Moreover, since students have different learning styles the researchers suggest to ZAYAN InfoTech India (P) Ltd. the developer of the app to consider collaborative learning by creating the opportunity and activities to the learners by connecting through Bluetooth, Hotspot, Infrared and any other form of connection.</p>



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Exploring Smartphone Application 'English Grammar'

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ABSTRACT

The Problem: This study aims to explore the smartphone application 'English Grammar' in terms of its effectiveness in assisting students to learn the basic parts of speech.

Research Methodology: To identify the proficiency of the students in the eight (8) parts of speech the researchers utilized pre-test, during and post-test strategy. The study is a quantitative research. As defined by Burns and Grove (1994) quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information. Frequency and percentage counts were utilized in the analysis.

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Discerning Changes in Teachers' Beliefs and Practices about Vocabulary Teaching and Learning

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ABSTRACT

Discerning Changes in Teachers' Beliefs and Practices about Vocabulary Teaching and Learning

The significant role played by beliefs in different educational contexts has frequently been emphasised in the past few decades. While research projects have been conducted to examine what language teachers believe, how such beliefs are related to classroom practices, and the extent to which changes in beliefs can be fostered, three major issues in the field of teacher beliefs merit further attention: (1) A considerable number of studies have relied solely on Likert-scale questionnaires to investigate teacher beliefs. It is questionable whether the use of normative statements to capture one's beliefs is appropriate due to the complex

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	<p>nature of the construct; (2) Work on teacher belief changes mostly consist of evaluations of pre-service teacher training or language programmes. It remains unclear how changes in in-service language teachers' beliefs and practices can be triggered by the explicit discussion of beliefs; (3) There is still relatively little evidence regarding language teachers' beliefs and practices on specific aspects of language teaching, in particular vocabulary. In view of this, the paper aims to introduce the design of a three-phase qualitative case study based on a sociocultural approach to raising teachers' awareness of their own and others' beliefs. It will also put forward the potential contribution, both theoretically and practically, of the study.</p>
 <p>Jung, Dae Bum GICLEAP1607067</p>	<p>Economical Effect of On-the-Job Training: Using Korean Firm Panel Data</p> <p>Jung, Dae Bum Department of Nursing, Jinju Health College, Korea (South) daebumjung@jhc.ac.kr</p> <p>ABSTRACT</p> <p>The study aims to investigate the economic effect of firm on-the-job training using a panel data in Korea, improving analysis data, method and study model of a precedent study. To accomplish the object of this study, the panel analysis was applied to analyze using a Korea Investors Service(KIS), Human Capital Corporate Panel(HCCP) and Workplace Panel Survey(WPS) data. The results of this study show that positive effect firm on-the-job training on firm's productivity. Based on the results of this study, government should need to make a policy development to reinforcement investment on firm on-the-job training at the national level. And it was drawn in a conclusion to need not avoid but continuous investment on firm on-the-job training at the company level. key words: Human Capital, firm on-the-job training, Economics of Education, Panel analysis, The effect of on-the-job training</p>
 <p>Vilma Zydziunaite GICLEAP1607072</p>	<p>Implementation of Intellectual Leadership in Higher Education: Which Roles for the Scientist are Meaningful at University?</p> <p>Vilma Zydziunaite Department of Education, Vytautas Magnus University, Lithuania vilma.zydziunaite@vdu.lt vilma.zydziunaite@ilk.lt</p> <p>ABSTRACT</p> <p>The role of the scientist at university as a public good continues to be fundamentally important. This aspect of higher education is neglected in the rush for income and prestige (Altbach et al., 2009). Scientists are the essential human resource at universities to achieve the higher education mission efficiently. Hence, scientists are expected to carry out many duties and responsibilities (Uslu&Arslan, 2015), which are termed as intellectual leadership by Macfarlane (2011, 2012). The intellectual leadership of the scientist is related to the topic of a great interest for higher education research and practice. Various factors had been examined to find the explanations for scientist's roles at university: institutional and organizational (Pinfield& Middleton, 2016), financial (Justice & Scott, 2012), gender (Georgeta, 2014), spiritual (Nickles, 2011), and intellectual (Taylor & Parsons, 2011). No literature was found on the demographic factors</p>

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and researcher's roles at university with the focus on the intellectual leadership. The research issue in this study is related to scientists working at universities and focused on intellectual leadership, which consists of different roles. It is worth to think about scientists as intellectual leaders and to discover how they reflect on their roles in higher education.

In this study findings answer the following research question: "How are related the scientist's roles to their gender, work experience and their research field?"

The aim of the study was to reveal the statistical associations between demographic factors and scientist's roles at university.

Methods. The data were collected by applying the questioning survey and using the statistically validated questionnaire with 116 statements in total. The sample consisted of 304 scientists from university settings. For data analysis were used Cronbach's alpha, Mean and ANOVA calculations.

Findings. Findings reported that female's scientist's evaluations were higher in all cases regarding the roles at university. Results of the study highlighted that male-researchers are devoted for the roles of academic citizen and mentor. Findings revealed that the role of academic citizen is perceived equally to other roles, despite the fact that scientists work in different research fields. Results showed that the lowest estimates for the diverse roles in higher education provided researchers from the engineering sciences. Correlation analysis between distinguished minor roles' descriptions revealed that participation of scientists in society debates and public policy correlates with all remaining roles of scientist is very weak or weak. The strongest correlation with all roles refers to academic duty, critic, personal development, and acting in one research field.

Conclusions. In conclusion, the intellectual leadership is the scope of challenging processes regarding developing, designing, creating, critiquing, instructing, researching, mentoring, questioning, generating, envisioning, advocating, encouraging, re-imagining, managing, representing, counseling, evaluating. The general components here refer to ideas, values, understandings, solutions, beliefs, visions, knowledge, approaches, purposes, and actions. The demographic factors that are meaningful in studying the scientists' roles within the intellectual leadership at university are gender and research areas. The work experience at university setting and the year of PhD defense are not the factors, which are strongly related to the role performance, academic duty and academic freedom of the scientist in association with the intellectual leadership at university.

Key words: gender, intellectual leadership, role, research area, scientist, university, work experience.

ABSTRACT

Background. Macfarlane (2011, 2012), Macfarlane & Chan (2014) described the scientist's roles in regard to his / her intellectual leadership in higher education. The particular roles of the scientist under intellectual leadership at university are the following: mentor, advocate, guardian, enabler, ambassador, knowledge producer, academic citizen, boundary transgressor, public intellectual, and critic:

•Mentor indicates contributing to the development of less experienced colleagues by guiding and facilitating their scholarly activities, and nurturing their potential by collaborative studies.

•Scientists as advocates should influence public debates by transferring their knowledge, ideas and suggestions to people via local, national and international levels by adapting theoretical understandings of their disciplines.

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•Being a guardian means to keep up academic values and standards in scholarly platforms and contribute to the development of scientific fields in new directions by unprejudiced peer review activities.

•Being an enabler covers supporting young scientists and junior colleagues and their research initiatives financially by coordinating and leading project teams to obtain research funds. Scientists are also important figures in establishing communication channels between younger scientists, effective faculty and academic leaders in their discipline from inside and outside of their universities.

•The role of the ambassador emphasizes the representation of universities and their interests by scientists in local, national and even international platforms. When scientists become more well-known figures in academia nationally and internationally, they can contribute more fully to the reputation of their institutions.

•Knowledge producers are seeking to have an impact on theory and / or practice through the creation of propositional or professional knowledge, through new theories, frameworks, critiques, analyses, models and discoveries.

•Academic citizens look to apply their disciplinary and / or professional specialism for the benefit of wider public understanding. They use innovative methods, occupy significant leadership roles and engage in public outreach work.

•Scientist as a boundary transgressor seeks to challenge the norms of established disciplines, and develop connections across fields of enquiry through teaching, research and scholarship.

•Public intellectuals engage with and seek to influence public debate on social, moral and economic issues through speaking, writing and campaigning.

•Being a critic needs to be understood as taking place in different contexts, from the inner world of the discipline through to the applied and societal context in which disciplines, politics and society intersect.

After piloting within the Lithuanian higher education context the final validated questionnaire were created and consisted of the following blocks: academic freedom, academic duty, critic, knowledge, producer, academic citizen and mentor.

The aim of the study was to reveal the roles, which are meaningful for scientists while working at university.

Sample. The main sample attribute referred to respondents who are already awarded doctoral (PhD) degree. The simple random sampling was applied by providing the request to fill in the questionnaire for each potential respondent. On the whole, there were 318 questionnaires filled in, however 14 questionnaires were filled in incompletely, therefore only 304 questionnaires were correct. The research participants have acquired the doctoral degree in the period from 1968 to 2015. The main part of the sample consists of representatives from social sciences. The majority of respondents have more than 5 years' experience of working at university.

Methods. Correlation analysis is focused on the determination of the relationship extent within the blocks of the tool. Single statements' block characterises the single role of the scientist. Seeking for related statements within the block, the correlations with each statement were checked. The Spearman correlation coefficient calculations were applied in the research. Correlation between blocks was applied with the aim to determine the strongest inter-correlation between the blocks (of the tool).

Tool. The original validated questionnaire (Zydziumaite et al., 2015 a, b) on

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researcher's roles in higher education was applied. The construct of the tool is based on the conception of Macfarlane (2007, 2010, 2011, 2012) on "Intellectual Leadership in Higher Education". The conceptual framework was enriched by other following publications of Dealtry (2001); Rowley & Sherman (2003); Yielder & Codling (2004); Blackmore & Blackwell (2006); Roy et al. (2008); Tseng et al. (2010); Stevenson (2012). The tool consists of 2 parts, 12 questions and 116 statements in total. In the 1st part research participants are asked to choose 'yes' or 'no' regarding every statement. To measure every statement in the 2nd and 3rd parts, respondents are asked to use the Likert-type scale ranging from 1 (totally disagree) to 5 (totally agree).

Results. A) 12 statements describe academic freedom and all related correlations were statistically significant as medium and strong. The statements „I consider academic freedom as freedom to express opinion within and outside research field“ and „I consider academic freedom as freedom to present new ideas and various opinions“ covered very strong correlation ($r=0,901$, $p=0,000$), thus, there were no more statements when inter-correlation would exceed 0,9. B) 12 statements describe the academic duty and here all correlations were statistically significant as medium, strong and very strong. The strongest correlation was revealed between the statements „Academic responsibility „to be seen“ refers to fostering my reputation at a national level“ and „Academic responsibility „to be seen“ refers to fostering my reputation at an international level“ ($r=0,924$, $p=0,000$). C) 9 statements correlated statistically significant within the role of the critic. The statements uniting perception of paradigm change inter-correlated particularly („While accomplishing scientific research I perceive the change of paradigms“, „While teaching I perceive the change of paradigms“ and „While following lifelong learning concept I perceive the change of paradigms“) – inter-correlation exceeded 0,9. D) 15 statements describe the role of a mentor. The strongest correlation was detected between the statements „I experience success when my students or learners become autonomous“ and „I help less experienced colleagues by encouraging them and fostering their potential“ ($r=0,820$, $p=0,000$), with the statement „I am following the principle of equivalence between generations“ ($r=0,849$, $p=0,000$). E) The role of a knowledge producer consists of 20 statements. Here insignificant correlation of the statement referring to many statements is „I organise conferences which both represent my scientific field and other scientific fields“ – correlation is insignificant with 17 statements: „I implement research in represented scientific field“, „I work in scientific groups and networks in represented scientific field“, and etc. F) There are 2 statements out of 13 indicating not significant or medium strong correlations referring the role of the academic citizen. Strong correlation is determined between 4 statements: „I seek for application of my science specialisation by bringing input in education of society“ and „I consider my work as application of scientific competence for the public interest“ ($r=0,799$, $p=0,000$), „I seek for application of my science specialisation by bringing input in education of society“ and „I am ready to accomplish work for society being related to my pedagogical roles“ ($r=0,820$, $p=0,000$).

Conclusions. Analysis of inter-correlations between the diverse roles indicates that inter-relations have moderate strength, normal strength and very intense strength in all cases (all are statistically significant). Very intense strength was determined between academic freedom and academic duty ($r=0,905$, $p=0,000$). Obviously intense correlations refer to the roles of academic citizen and critic

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	<p>($r=0,721$, $p=0,000$), while other roles cover moderate strength. Correlations in pairs between remaining roles are strong. Key words: correlation(s), intellectual leadership, role, scientist, university.</p>
 <p>VaidaJurgile GICLEAP1607073</p>	<p>How the Intellectual Leadership is constructed by Scientists at the University?</p> <p>VaidaJurgile Department of Education, Vytautas Magnus University, Kaunas, Lithuania vaida.jurgile@vdu.lt</p> <p>ABSTRACT</p> <p>Background. An intellectual leader at university committed to the attainment of institutional objectives, though s/he must be able to articulate reasonable alternative view about the processes leading to the achievements (Blackmore & Blackwell, 2006). Scientists as intellectual leaders have gravitated into managerial roles at the expense of any real leadership. When translated into a university setting, the roles of the scientists can be perceived and experienced as quite different ones and their performance creates confusion at times, because scientist must be good at performing all the roles. There are some scientists who combine the necessary traits of academic leader and manager within the being of intellectual leader, nevertheless these roles are quite distinct and need different focus and abilities. It could be considered that combining the two roles or allowing one to become the other by default or force of circumstances, is not an appropriate way to develop the culture of intellectual leadership at the university (Yielder & Codling, 2004). However, personal characteristics and achievements are important for the development of researcher reputation as intellectual leader at university (Macfarlane & Chan, 2014). Scientists as intellectual leaders are traditionally seen through their expertise and particular scope of knowledge worth (Yielder & Codling, 2004).</p> <p>Intellectual leadership cannot be strictly defined as a role or function, because it is both and at the same time more than a role and a function. It is a mission, a purpose within other purposes, a component of leadership and an outcome of well-managed intellectual capital in academic setting, and the autonomous concept with dimensions and orientations. Intellectual leadership is within the higher education organizational structure and can be captured intuitively, but it is not related to managerial rules or structures. Intellectual leadership is rather symbolic metaphor and expectation towards university scientist, regardless his/her administrative or research position in particular higher education institution (Macfarlane, 2012). The scientific literature on leadership in higher education is mainly focused on educational, academic, managerial or thought leadership. Here intellectual leadership is not seen as the leadership type for researchers. The literature largely excludes the roles within the concept of “intellectual leadership” in higher education as well. However, it covers a wide range of aspects at various levels of completeness and comprehensiveness regarding the concept of “intellectual leadership”.</p> <p>The aim of the research was to describe how scientists construct their intellectual leadership at the university setting.</p> <p>The research question was the following: “What dimensions highlight scientists while being and working at the university?”</p> <p>Methodology. The design for the study was chosen to be qualitative. The</p>

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Constructivist Grounded theory (CGT) (Charmaz, 1983, 2005, 2006, 2011, 2012, 2014) as the methodology and method were applied in the study. CGT focuses on interpretive understandings of meanings, and this version of GT is equal to multiple social realities (Charmaz, 2011). CGT coding is inductive, comparative, interactive, and iterative and then deductive (Charmaz, 2012). Charmaz (1983, 2005, 2006, 2011, 2012, 2014) distinguishes several phases of GT coding: i) Initial coding refers to the close data analysis. Here, all details are important, i.e. word-by-word coding, line-by-line coding, incident-by-incident coding. ii) Focused coding enables a researcher to synthesize and explain larger segments of data. iii) Axial coding aims at relating categories with subcategories. iv) Theoretical coding emphasizes the guidance to reconsider the codes selected during the focused coding. The theoretical codes help to figure out possible relationships between categories.

After coding, the researcher starts the memo-writing that is performed before writing the first draft of a report. The constant comparison of codes with memo-writing guides to “specify the conditions under which the process arises, persists, or changes” (Charmaz, 2012, p. 9). The interpretive character of GT manifests in understanding and not in explanation and prediction. Hence, interpretive theorizing may induce “network analysis with the tools to bring meanings into view” (Charmaz, 2011, p. 129). The interaction is an essential component of constructivist GT, and, accordingly, the theory depends on the view of the researcher.

The sample consisted of 34 scientists from 10 universities of Lithuania. The theoretical sampling was applied to choose the research participants for the research study. This sampling method is best used when the research focuses on theory and concept development and the research team's goal is to develop theory and concepts that are connect to, grounded in or emergent from real life events and circumstances (Charmaz, 2014).

Findings. Scientists describe their intellectual leadership at the university through the following dimensions: temporality, spatiality, relationality, materiality, and the body / flesh. All the mentioned dimensions are interconnected or overlapped over authority and personal integrity of the scientist, what is the core category in the developed Grounded theory. However, every dimension is characterized by specific content, which is represented by particular categories:

- Temporality is experienced when the scientist actualizes his / her leadership in academic activities, and experiences self-confidence and satisfaction. These feelings are not long-term and extended. These are provisional experiences as well as scientist's attitudes and opinions, which are not static and influenced by internal and external factors, for example, reading of research articles, implementing research projects, participating in organizational change of the university, opening the self to new research experiences, working with challenges in higher education.

- Spatiality is perceived through experiencing the organizational identity within the university and the empowerment of the self and others (colleagues, students) to be the community and act under academic and human(istic) communion.

- Scientists describe relationality as their interactions with their followers, self-empowerment for cooperation with others. Scientist's personal features are also of a great importance in this dimension, for example, impersonality or objectivity, fairness and foresight; self-awareness and social responsibility; trust to others' awareness and social responsibility.

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	<p>•Materiality for scientists is related to scientist's participation in development of organizational culture, acting for self-actualisation in academi environment and experiencing the harmony between the leadership and practice (academic, research, teaching and learning).</p> <p>•The body / flesh of the scientist is also important dimension in his / her research / academic activities. This dimension is experienced when scientist is "thrown out" the comfort zone in situations when s/he must refuse the personal principles in regard to adjustment or when the scientist experiences the external effect for the personal "awakening of the consciousness" in university environment. The body of the scientist could be the direct participant of discoveries, for example, in anthropologic, ethnologic or health research. This influence is also a part the scientist's experienced professional seu academic identity. Scientist's body "transfuse" all the psychological experiences. For example, feeling not respected and undervalued at university disempower the researcher and s/he losses the bodily energy to create. Female scientists describe situations, when their body experiences the duality as being a part of the scientific community and being a member of own family.</p> <p>Conclusions. Regardless of the fact that scientists experience the intellectual leadership through different dimensions at university setting, it is complicated to find out the harsh or rigorous research evidence-based arguments for separating these dimensions. Nevertheless every dimension is characterized by different categories, they have joining and separating components. Every dimension represents its specificity through contexts, strategies, interactions, interposing factors and outcomes.</p> <p>Key words: dimensions, Grounded theory, intellectual leadership, scientist, university.</p>
 <p>HomeroMurzi GICLEAP1607081</p>	<p>Icarus Program: Engaging Engineering Students with a Voluntary Research Program</p> <p>HomeroMurzi School of Civil Engineering, University of Queensland, Australia h.murzi@uq.edu.au</p> <p>ABSTRACT</p> <p>Icarus Program: Engaging engineering students with a voluntary research program:Engineering schools have been struggling to motivate and retain their students. Part of the problem is that engineering classes are usually designed in lecture-type traditional formats where students will seat in a big auditorium and attend large lectures where participation is limited. In Australia, students don't live on campus; hence developing connections with other students out of the classroom is complicated. Students' motivation to attend class, engage, participate, and develop professional relationships with peers is very low. To change that we created a research initiative named the Icarus Program. In the program, students can participate voluntarily in different research projects, in areas that are of their interest.</p> <p>In this study, we present the preliminary results of the impact that the Icarus program has had in our engineering students. We conducted semi-structured</p>

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	<p>interviews in order to understand the experiences of the students participating in the program. Results suggest that the program has been a very effective option to engage students, to develop a cohort-like structure, to participate in class, and to feel like they belong to the school of civil engineering.</p>
<p style="text-align: center;">Emily Knauth GICLEAP1607086</p>	<p style="text-align: center;">Work-ready graduates using integrative immunological laboratory and clinical activities in the biomedical science subject immunology</p> <p style="text-align: center;">Emily Knauth National Centre for Neuroimmunology and Emerging Diseases, Griffith University, Australia ncned@griffith.edu.au</p> <p style="text-align: center;">ABSTRACT</p> <p>Work Integrated Learning (WIL) aims to integrate theory with practical skills in education. Although WIL is established in many areas, such as health and teaching, the benefit for science and biomedical science students to have industry skills prior to entering their chosen industry remains to be realised. The subject of human immunology has traditionally been taught through didactic teaching methods, such as delivering content through conventional lectures with limited laboratory practicals, which are not aligned to industry requirements. Consequently, students find laboratory classes are disconnected with theory and industry requirements. The aim of this present study was to deliver a third year immunology subject using traditional lecture format with the inclusion of case based learning patient scenarios with the implementation of laboratory classes to conduct laboratory experiments that involved molecular biology techniques, such as precipitation reactions, southern and western blots, competitive and non-competitive enzyme linked immunoabsorbent assays (ELISA), and cytology to determine the pathology of the case based learning patient scenarios and explain the immunological theory using lecture content delivered in this subject. 143 third year biomedical science students aged between 18-39 years of age participated in this study. All students were surveyed using Teaching and Course Evaluations for their opinion of integrative immunological laboratory experiments and clinical activities in the biomedical science subject Immunology to promote work ready graduates. The results revealed overwhelmingly students considered this delivery the most beneficial to their learning experience rating it 4.6 from a possible 5, compared to the subject being delivered by previously traditional teaching methods that were employed in 2013 where student feedback was 3.2 from a possible 5. Additionally, student feedback from this current study also revealed students considered these teaching methods to be highly effective - 4.5 from a possible 5 compared to 3.1 from a possible 5 using traditional teaching methods employed in 2013. In summary these new integrative teaching methods support and motivate student learning and importantly promote work-ready graduates in the science and biomedical science industry.</p>
<p style="text-align: center;">Samantha Johnston GICLEAP1607087</p>	<p style="text-align: center;">Innovative strategies for catalysing the transition from undergraduate to biomedical researchers: a structured pathway to develop competencies</p> <p style="text-align: center;">Samantha Johnston</p>

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	<p>National Centre for Neuroimmunology and Emerging Diseases, Griffith University, Australia ncned@griffith.edu.au</p> <p>ABSTRACT</p> <p>Undergraduate research experiences in science play an important role in providing context to student learning and providing a sense of being a researcher. However, students can feel overwhelmed with the radical change of the research environment from undergraduate to postgraduate levels as they are increasingly expected to formulate research questions, develop strategies to answer those research questions, and to critically appraise literature and experimental designs. The aim of the present study is to develop strategies to facilitate the transition of undergraduate science students into the biomedical research environment by incorporating a scaffolded learning environment. The aim is for the student to become an independent researcher and to develop skills such as planning and conducting lab-based research experiments that involve a broad range of research and technical competencies.</p> <p>We have introduced three developmental stages of research training at the National Centre for Neuroimmunology and Emerging Diseases (NCNED) to develop undergraduate students into competent and independent researchers. First, the researcher demonstrates and verbally explains the experimental procedure as the student observes to allow the student to help understand critical elements of the experimental design. Second, the researcher observes the student performing the same experimental protocol giving additional guidance as required. Finally the students are given experimental-based competency assessments, where the final results are confirmed by the supervising researcher. Fifteen undergraduate Honour research students have completed this NCNED program. One hundred percent of students attained a 7 from a possible 7 grade, compared with Honour students who attained a 6 from a possible 7 grade and who undertook less formal laboratory training competencies. This laboratory competencies model has resulted in undergraduate students building their scientific research knowledge, mastering basic laboratory skills and developing higher order research competencies such as critical-thinking and problem-solving.</p>
 <p>Murtala Sale GIC16074051</p>	<p>The Place Of Instructional Materials In Quality Education At Primary School Level In Katsina State, Nigeria</p> <p>Murtala Sale Department of Education, College of Science and Technology, Hassan Usman Katsina Polytechnic, Katsina State, Nigeria murtalasale2013@gmail.com</p> <p>ABSTRACT</p> <p>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 Katsina State, Nigeria. It employed survey design using cluster sampling</p>

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	<p>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 Katsina State for effective teaching and learning process.</p>
 <p>Kayla Marie Sarte GIC16074053</p>	<p>Discourses in Mother Tongue-Based Classes: The Case of Hiligaynon</p> <p>Kayla Marie Sarte Ateneo de Davao University KaylaSarte@yahoo.com kaylamariesarte@gmail.com</p> <p>ABSTRACT</p> <p>This study sought to explore and describe mother tongue-based classes in the light of classroom interactional discourse using the Sinclair and Coulthard model. It specifically identified the exchanges, moves and acts in the classroom and determined what these reveal about the teaching and learning processes in the MTB classroom. Being a qualitative study, using the Single Collective Case Within-Site (embedded) design, varied data collection procedures such as non-participant observations, audio-recordings of MTB classes and semi-structured interviews were utilized.</p> <p>The results revealed the presence of all the codes in the model (except for the silent stress) which also implied that the Hiligaynon mother tongue-based class was eclectic, cultural and communicative, and had a healthy, analytical and focused environment which aligned with the aims of MTB-MLE, and affirmed the purported benefits of mother tongue teaching. Through the study, gaps in the mother tongue teaching and learning were also identified which involved the difficulty of children in memorizing Hiligaynon terms expressed in English in their homes and in the communities.</p>
<p>Omoluwa Olusegun GIC16074054</p>	<p>Impact Assessment Of Road Safety Education On Dr Ng Ivibehaviour Towards Accident Reduction In South-Western Nigeria</p> <p>Omoluwa Olusegun Department Of Educational Foundations And Counselling, Adeyemi College Of Education, Ondo, Nigeria omoluwasegun6@gmail.com omoluwaoo@aceondo.edu.ng</p> <p>ABSTRACT</p> <p>This paper examined the level of road safety knowledge and driving behaviour among the Nigerian road users. Purposive sampling technique was used to select 120 literate drivers, 60 illiterates, 74 drivers travelling along Sagamu Ore road and 46 drivers along Zebra-crossing. Findings from the study showed that 68% of the respondents could not read many caution signs, while 81% of those on motion exceeded the speed limit. Also, 82.60% of all those observed in a Zebra-crossing</p>

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	<p>did not respect pedestrians crossing. Based on the findings of the study, the following recommendations were made: Road users should be made to acquire road safety education. Road safety education should be incorporated to the curriculum at all levels of education in the country and public awareness should be made on the benefits of road safety education to the individual and to the nation.</p> <p>Keywords: Safety education, driving behaviour, accident reduction.</p>
 <p>Remelyn Luciano Asahid GIC16074055</p>	<p>Internet Self-Efficacy and Interaction of Students in Mathematics Courses</p> <p>Remelyn Luciano Asahid University of Mindanao remvasahid@gmail.com</p> <p>ABSTRACT</p> <p>Interaction creates an essential environment in learning Mathematics effectively and opportunities for teachers and students to talk about their own thinking, and reflection on students' learning process. This study was conducted to identify the underlying relationship between internet self-efficacy and interaction of the freshmen students in Mathematics courses. The study used descriptive-correlational technique involving 439 students from the selected universities and colleges in Davao City, and criterion sampling was used. Findings revealed that the respondents had extensive internet self-efficacy and interaction in Mathematics courses. The results further revealed a strong significant relationship between internet self-efficacy and interaction in Mathematics courses. The results of regression analysis also revealed that the three predictors of internet self-efficacy had significant influence on interaction in Mathematics courses and suggested that a reasonable percentage of the variance on interaction in Mathematics courses can be explained by the three predictors. Furthermore, among the three predictors, extent of self-efficacy in system manipulation was the most influential factor that contributed to the level of interaction in Mathematics courses.</p> <p>Keywords: education, internet self-efficacy, interaction in mathematics courses, Davao City, Philippines</p>
<p>Mira Karniel GIC16074056</p>	<p>Marching into the classroom" A Second Career in Education for Ex-Military Personnel</p> <p>Mira Karniel Oranim College Of Education mira_ka@oranim.ac.il</p> <p>ABSTRACT</p> <p>In recent years, due to transitions in teacher education, professional identities are changing. In many countries the education system is absorbing ex-military personnel. This research investigated the phenomenon of retired officers in Israel who choose education as a second career.</p> <p>The phenomenon of retired military permanent-service officers pursuing a career in education is not unique to Israel. In the United States and the United Kingdom, for example, government-supported accelerated programs (Troops to Teachers) are run for ex-military personnel (soldiers and officers) with a view to their entry</p>

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into the education system. These programs direct the ex-military personnel to teacher education and training courses to obtain teaching certification. In the present study, however, we focused specifically on senior officers who had retired from a rich military career including roles in command, counselling, and management, and a full academic education. Most of the participants held second degrees in a variety of fields. The research included 80 participants men and women. Data was drawn from in depth interviews and questioner. The conceptual framework which guided us and found to suit this research was the qualitative-phenomenological methodology, using in-depth interviews, and a questioner. The study attempted to understand the motives and personal perceptions behind the choice of teaching. Were they able to identify prior skills that they had accumulated throughout their years of service? What were these skills? and which (if any) would stand them in good stead for a career in teaching? In addition, we asked them how they perceived the training program's contribution to their professionalization and integration in the education system. The data was independently coded by the researchers. Subsequently the data was discussed by both researchers, codes were developed, and conceptual categories were formed. Analysis of the data shows this population to be characterized by high motivation for studying, professionalization, and contribution to society. All of them had a profession which they acquired in the past. However, their motives for choosing teaching are related to their wish to give expression to their leadership experience and ability, the desire to have an influence and to bring about change. This is derived from personal commitment, as well as from a worldview and value system that are supportive of education. In other words, they feel committed and act out of a sense of vocation. In conclusion, we will emphasize that all the research participants began working in education immediately upon completing the training. They perceived this path as a way of realizing a mission despite the low status of the teaching profession in Israel and low teacher salaries.



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Teaching And Learning In Nigerian Schools And The Changing Moral Values Of The Youths: Implications For National Development

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ABSTRACT

It is no superfluous that the progress of a nation is decided and determined primarily in the classroom where the minds of the future leaders are molded, where the habits, attitudes and general outlook of those who are to shape and preside over the destinies of the nation are formed. In a typical Nigerian classroom the teacher explains, illustrates, asks questions, gives assignments, raises problems, uses learning resources, holds discussions, conducts tests, summarises the salient points on chalkboard, and so on. All these classroom activities are carried out in order to mould ideas, habits and attitudes of the pupil with a view to bringing forth an individual, who is mentally alert, physically

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	<p>strong, economically efficient, socially upright, morally sound and emotionally stable. Ironically, the moral ideas, habits and attitudes of the pupil with a view to bringing forth an individual, who is mentally alert, physically strong, economically efficient, socially upright, morally sound and emotionally stable. Ironically, the moral values of many Nigerian youths who have received formal education in Nigerian schools have changed rapidly in the last two decades. Many Nigerian youths seem more power conscious, more money conscious, and more clothes conscious, more materialistic and more susceptible to changes in sexual mores. The various social vices pervading the nation in recent times such as armed robbery, rape, arson, bunkering, political thugery, kidnapping, and cultism are being perpetrated by the youths. The moral virtues such as honesty, courtesy, humility, perseverance and dignity of labour, inculcated into the individuals through formal education received in schools have been jettisoned by most Nigerian youths. It becomes imperative for the Nigerian youths as the future leaders to develop desirable moral values, attitudes and norms that would have positive impact on the development of Nigeria.</p>
 <p>Oyetayo M. O GIC16074058</p>	<p>Need for functional school guidance counsellor for children with learning disability in Nigerian primary schools</p> <p>Oyetayo M. O Department Of Educational Planning And Administration, School Of Education, Adeyemi College Of Education, Ondo, Ondo State, Nigeria. morovetayo@yahoo.com</p> <p>ABSTRACT</p> <p>Children with various forms of learning disabilities in Nigerian society suffer denial, neglect and deprivation in education. Primary education in the education structure of any nation takes place at the formative stage of the child's life when his mind is highly impressionable. It caters for children of between 6-11+ years. More specifically, the primary school age is between six and twelve years. In knowledge and skill acquisition as well as development of desirable attitude, the primary school specifically provides the child the suitable environment for the first time in life. There is the need for functional disabilities. This paper therefore, examines the counseling needs for children with learning disabilities in primary schools and discusses the roles of the counselors in meeting those needs. The government in Nigeria makes adequate provisions for children with learning disabilities and that specially trained counselors are provided for such children for proper integration into societal and national life.</p>
 <p>Simon Walters GIC16074059</p>	<p>Student-centered assessment in an undergraduate programme</p> <p>Simon Walters School of Sport and Recreation, AUT, Auckland simon.walters@aut.ac.nz</p> <p>ABSTRACT</p> <p>The aim of this presentation is to discuss the preliminary findings of a study where a cohort of sport and recreation undergraduate students were involved in the design of their own assessments, and the implication of this process on the teaching and learning environment. In a previous study, student criticism had</p>

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	<p>emerged of current teaching strategies and assessment methods. The purpose of this current study was to directly address some of the concerns expressed by students and work collaboratively to develop a more learner-centred teaching and learning environment. Students from a second-year sociology of sport paper were invited to design their own exam. A two-hour session was facilitated where learning outcomes and exam strategies were addressed. Students were then given the opportunity to create their own exam questions in a student-led classroom environment. Concurrently, students from a third-year sports coaching paper were invited to design their own assessments. Students' experience was captured through surveys and focus groups of students drawn from these papers. Preliminary findings suggest positive engagement by students regarding the ownership of their learning experience resulting in increased intrinsic motivation to learn. This study draws upon student voice in order to encourage students to contribute meaningfully toward the design and delivery of their programme of study. Additionally, it provides an opportunity for a co-leadership model of students' learning experience to emerge. Furthermore, it allows for reflection from both staff and students regarding the learning environment.</p> <p>Keywords: Self-determination theory, student-centered learning, assessment, sport.</p>
 <p>LeechinHeng GIC16074062</p>	<p>Exploring the Taken-For-Granted Assumptions of Inclusion in One Professional Development Programme in Aotearoa New Zealand</p> <p>LeechinHeng College of Education, Health, and Human Development, New Zealand lc_h02@yahoo.com leechin.heng@pg.canterbury.ac.nz</p> <p>ABSTRACT</p> <p>This paper will outline an inquiry into how the ideals of inclusive pedagogy are constructed, critiqued and negotiated in one professional development programme in Aotearoa New Zealand. This presentation poses questions and explores the taken-for-granted assumptions involved in the framing of inclusion in professional development curriculums.</p> <p>I am involved in the final stages of research into how inclusive pedagogy, moral imperatives about inclusive education and social inequities are challenged, deconstructed and reconstructed by a particular community of educators. I will draw on the theoretical frameworks of Disability Studies (DS) and Intersectionality as my personal philosophical tool as I explore and learn along the meaning-making of inclusion with the community of educators in this programme. DS intersects with various forms of differences such as race, ethnicity, social class, gender and sexual identity, religion and can help facilitate understanding of inclusion and diversity that respect and honour differences in its many forms. I seek to use DS to inform different ways of knowing and as a guide to understanding what is involved in the construction of inclusion. However, the late DS scholar Chris Bell (1997) has challenged DS to be more "consciously reflective (and reflexive) about race and ethnicity, and specifically its whiteness" (as cited in Stienstra, 2012, p. 376). I will therefore also explore how Intersectionality can be used alongside DS to challenge oppressive structures and</p>

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	<p>dominant discourses as well as to catch ourselves from perpetuating inequity by assuming that advocacy is only for young, white, middle-class disabled people. As a PhD candidate from Malaysia pursuing my studies in New Zealand, inclusion is not just what I will study, but also something I have lived and negotiated on a day-by-day basis as a wheelchair-user and international student in New Zealand.</p>
 <p>Nathalie Congo-Poottaren, SwalehahBeebeejaun-Rojee GIC16074063</p>	<p>Leadership for school safety: A case study in a secondary school in Mauritius</p> <p>Nathalie Congo-Poottaren, SwalehahBeebeejaun-Rojee Mauritius Institute of Education n.congo@mieonline.org</p> <p>ABSTRACT</p> <p>Schools, like all building and institution harbour some risks. Given the time students spend at school and the variety of activities in which they are engaged, the school environment presents many opportunities for unintentional injuries. These might occur through environmental hazards. The school may however contribute to the exposure and spread of many communicable infections. This study focuses on the leadership for school safety in a secondary school in Mauritius and will be investigated through a case study. The focus of the study is on how leadership delivers safety as well as what is being done. Data has been collected from educators by the use of a questionnaire (n =60) and from management through semi-structures interviews (n=4). Finding show that this is an important issue which still needs to be addressed at leadership level. There are indeed implications which are directly and indirectly linked to the school leader in order to improve the leadership of school safety.</p>
 <p>Nathalie Congo-Poottaren GIC16074064</p>	<p>Displaying followership: A case study in a secondary school in Mauritius</p> <p>Nathalie Congo-Poottaren Department of Educational Administration, Mauritius Institute of Education n.congo@mieonline.org</p> <p>ABSTRACT</p> <p>This article discusses key findings from a research on followership. It was noted that much research has been done on leadership. Yet it has also been found that although leadership is an essential component in the success of an organisation, followership is even more important. However, not much attention has been given to followership. This study thus investigates the reasons why section leaders display followership. Data has been gathered through semi-structured interviews (n=7). Findings point to various reasons why section leaders follow their leader. The article concludes with several implications for school leaders. Results show significant capacity to improve the professional development of school leaders and to broaden their understanding of the leadership-followership dyad. They also hint at the fact that more attention needs to be given to followers and leaders should be made more aware of their followers</p> <p>Key terms: followership, leadership</p>



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Test of Homogeneity Based on Geometric Mean of Variances

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ABSTRACT

Prior to comparison of means, there are k-population variances need to be tested. The usual contention is that .The propose methodology utilizes the Geometric Mean among sample variances to estimate the pooled variance, that plays a vital role in the final computation in the z-statistic. When the null hypothesis is false, this statistical innovation deserves to be considered as potential methodology.

The illustration of this methodology using empirical data sets analyzed through the use of the Bartlett's test exhibited the same decisions when analyzed by this propose methodology. This means that the innovation brought about by this method captures similar utility at a minimum computational procedure. For simulated data sets with homogenous variances, the propose methodology is prone to detect heterogeneity due to artificial differences brought by large proportion of variance to its mean. For simulated data sets under the mixed distribution, the propose methodology is more sensitive to detect heterogeneity of variances.

The propose methodology has demonstrated a significantly higher power to detect differences of variances compared to the conventional Bartlett's test based on paired t-test. This methodology can be considered as an alternative statistical tool when there is no certainty to assume the homogeneity of variances prior to analysis of variances in comparing group means.

Keywords: Bartlett's test, homogeneity, power of the test, Geometric Mean, simulation, mixed distribution



Karen Luz Y. Teves
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The Consequences of Students' Eating Behaviors and Food Perception on their Nutritional Status and Academic Achievement

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ABSTRACT

Maximization of growth and learning among students requires the support of good nutrition. Students' food perception affects their food selection decision which in turn influences their nutritional status and academic performance. Generally, students choose food to eat based on taste, cost, nutritional benefits, convenience, pleasure, among others. As they grow up and leave their family to attend higher studies, it is a critical period for them because they make their own food decisions that can impact eating behaviors. In this study, the respondents were 348 Secondary from the six schools of DepEdMabinay District II, Mabinay, Negros Oriental, Philippines. Factors such as students' socio-demographic

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	<p>profile, extent of eating behavior, perceptions on healthy food, academic performance and nutritional status were looked into and inter-relationship of these variables were investigated. Results showed that majority of the respondents aged 13-16 years old, female, have daily allowance of PhP20 and whose parents have meager monthly income of PhP3000 and below. On extent of eating behaviour, students ate/drink bread, pastries, junk foods, candies and softdrinks. They general choose food to eat based on taste. In terms of academic achievement, majority were average students and when it comes to nutritional status, majority were normal, very few were underweight and obese. Parents' income negatively influenced students' eating behaviour resulting to overeating and undereating. No significant relationship was found between students' profile and their perception of healthy foods and also with their eating behaviour and food perception. A strong significant positive correlation was found between students' eating behaviour and nutritional status but there was no significant relationship between the respondents nutritional status and academic performance. Though academic performance was not influenced by students' eating behaviour and food perception, the Department of Education in the country should closely check students' frequency of eating junk food as it pose ill effects on their health.</p> <p>Keyword : Eating behavior, food perception, academic achievement</p>
<p>Ayşe Elişük Bulbul GICLEAP1607107</p>	<p>Adaptation Of The Student Engagement Scale To Turkish: The Study Of Validity And Reliability</p> <p>Yrd. Doç. Dr. Ayşe Elişük Bülbül Education Faculty, Konya Necmettin Erbakan University, Turkey</p> <p>Yrd. Doç. Dr. Serap Yılmaz Özelçi</p> <p>ABSTRACT</p> <p>The aim of this study is to adapt the SES-4DS Student Engagement in School-Four-Dimensional Scale that was developed by Veiga (2016) for Turkish and to show the validity and reliability of the scale. The study group consists of the prospective teachers studying in the Ereğli Education Faculty in Ereğli. In this context, data has been obtained from 380 students. Translational equivalence of the Turkish and original forms of the scale was tested on a sample of x university students (English teacher candidates) who had Turkish as their native language and were fluent in English. The Pearson correlation coefficient between the total scores of the Turkish and English forms that were administered in a two-week interval will calculate. As a result of the exploratory factor analysis, it was found that the total explained variance was 42% and that the 20 items were grouped under four factors (cognitive, affective, behavioral, agency). Internal consistency of the scale was tested by calculating the alpha coefficients for the subscales and the overall scale. Alpha values for the subscales (cognitive, affective, behavioral, agency) will calculate. Confirmatory factor analysis results have shown that model with 4 factors had the best goodness-of-fit to the data. For criterion validity, General Belongingness Scale, School Alienation Scale were used. And the Pearson product moment correlation was calculated. The reliability study indicated that the Cronbach alpha coefficient was .86. According to the test retest results, there was a high level of a positive and meaningful relation between the first and second applications of the scale ($r = .82, p < .001$). Study results indicated</p>

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that the Turkish version of the SES-4DS may serve as a useful tool in assessing school engagement.
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Listeners

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