



**Global Research &
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CONFERENCE PROCEEDINGS

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**11th International Conference on Teaching, Education and Learning (ICTEL), 8-9 November 2016,
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**Global Research &
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KEYNOTE SPEAKER



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Collaborative Reflective Practices: A Self-Reflective Journey from Planning to Implementation

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ABSTRACT

This paper attempts to explore how a group of trainee teachers can collaborate, reflect and implement solutions to classroom issues during the one-month contact programme of the course 'Post Graduate Certificate of Teaching English' at EFL University, Hyderabad. The programme includes a well-structured Practice Teaching component of three weeks' duration, which demands the trainees to collaborate and teach in a short-term Proficiency Course. During this period, apart from the routine Procedures, here, an attempt is made to analyze the self-reflective journals of the teachers and researcher's notes, to find out how far collaborative reflective practices foster teachers' professional development.

Positive effects of collaborative and reflective teaching are known to a few as very few institutes like EFLU promote this. Teaching in collaboration involves planning, material selection, classroom teaching, assessment and finally reflection. The study involved 8 teachers including the researcher. As a participant, the researcher actively participated in the collaborative teaching where the impact of reflection on teaching was keenly observed. Here, 'reflection' is hypothesized as one of the effective approaches and an outstanding learning experience. With this view, my fellow teachers are requested to write self-reflective journals based on self-evaluation checklist, and peer-assessment checklist. Further teachers' self-reflective journal and semi-structured interviews were used to understand teachers' perception on collaborative reflections.

Analysis of data indicates that collaborative reflection fosters professional development in trainees. Data analysis involves the identification of the problems such as inappropriate planning, unsuitability of materials and others faced by the teachers between planning and reflection. In this connection, the teachers narrated their own stories with examples and discussed how far collaborative reflective practices helped them in evolving the planned teaching practices. Therefore, based on the data, the study finds that collaborative reflective practices lead to professional growth, and improvement in teaching style and efficacy of the teachers.

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Teaching and Learning Set Development Using Problem Based Learning Method in the Ignition System Repairment Subject in SMK Negeri 3 Surabaya

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	<p style="text-align: center;">ABSTRACT</p> <p>This research was initiated by the low capability of students in mastering the lesson objective due to the lack of standard learning facilities. This factor becomes a serious problem for students to understand the sub topic of light maintenance in vehicle electricity in the ignition system repairmen as the main topic which has to be implemented using the K 13-based learning instruments, focusing on problem based learning. This research aimed at obtaining qualified and worth implementing learning instruments, finding out the appropriate students' activities, stimulating students to give good responses in learning to do a light maintenance for vehicle electricity in the main topic of the ignition system repairment, finding out the obstacle in the learning process and reaching good learning outcome.</p> <p>This research was conducted by using a developmental design applying 4D model: define, develop, design and disseminate. It had two stages. The first was the developing phase of the learning instruments by applying the problem based learning, and the second one was the implementation of the learning instruments to 25 automotive students in SMK Negeri 3 Surabaya.</p> <p>The findings of this research study categorized the device viable, trustworthy, and have quality with an average score of 4.00 Syllabus, Learning Implementation Plan (RPP) 4.00, Student Worksheet (LKS) 4.00, Books 4.00 students, Sheets Ratings (LP) 4.00, 4.00 and instructional media (2) the activity of students in a very active category with an average value of 4.02 extensive trials (3) responses to the learning of students responded positively to scores on a test area of 85% (4) barriers / obstacles during the learning process claims no obstacles / barriers; (5) The completeness of student learning outcomes in the classical experimental class percentage of 100% with completion criteria.</p> <p>Key words: Teaching and Learning Set Development, Problem Based Learning Model, Curriculum 2013.</p>
<p>Lufuno Phillip Netshifhefhe GICLEAP1608053</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> <p style="text-align: center;">Maphosa, C. University of Venda, South Africa</p> <p style="text-align: center;">Mudzielwana, N.P., University of Venda, South Africa</p> <p style="text-align: center;">Netshifhefhe, L University of Venda, South Africa 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</p>

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	<p>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. Key Terms: Relevance. Differentiation. Purpose. Teaching and learning</p>
 <p>Patricia Lorenz GICLEAP1608056</p>	<p>Graded open-book eAssessment of Grammatical Content in Higher Education Foreign Language Learning</p> <p>Patricia Lorenz School of Humanities and Social Sciences, Nanyang Technological University PLorenz@ntu.edu.sg</p> <p>ABSTRACT</p> <p>Computer based testing or eAssessment can be highly useful in language learning, yet the nature of the assessment determines the successfulness and validity. Based on a case study in German foreign language learning at Nanyang Technological University, it is argued that in language learning only the testing of grammatical content is suitable for full computerisation. Draaijer and Klingenberg (2015, 49) argue that all learning objectives must be adequately represented. Consequently, grammar eAssessments were designed using an easy, medium, and difficult pool for each unit taught. Furthermore, each grammatical eAssessment assessed two units, thus drew questions from six different question pools. Plagiarism is a potential danger in open-book eAssessments. Parshall et al. (2002, 200-201) state that deeper pools and randomisation increase security. Accordingly, all eAssessments were randomised, set in the early mornings and used successive release of questions. Consequently, the eAssessments showed grade averages that were on par with final grade averages, indicating realistic assessment of skills. Yet, the listening comprehension tests lend themselves less to computerisation. Firstly, the sound file could not be time-restricted while being imbedded, and had to be established as a separate test. Secondly, the pool was too shallow and lacked complexity. Lastly, technical problems were rampant.</p>
 <p>Hari Jang GICLEAP1608057</p>	<p>How Mind, Body and World Interact with Each Other in Teaching Writing: A Sociocognitive Approach</p> <p>CHEUNG Yin Ling English Language and Literature, National Institute of Education, Nanyang Technological University, Singapore yinling.cheung@nie.edu.sg</p> <p>LOH KokKhang Jason English Language and Literature, National Institute of Education, Nanyang Technological University, Singapore jason.loh@nie.edu.sg</p> <p>LIM Ching-Tse Donna English Language and Literature, National Institute of Education, Nanyang Technological University, Singapore donna.lim@nie.edu.sg</p> <p>JANG Hari</p>

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ABSTRACT

In second language acquisition, much of the research has concentrated on cognitive aspects of acquisition. Literature produced so far has done little in informing us how mind, body, and world interact with each other in teaching writing, particularly, through the use of the sociocognitive approach (Atkinson, 2002). The present study investigates symbiotic gestures, which are defined as environmentally coupled gestures to produce complex social action (Goodwin, 2003), through teacher-student interactions in English writing classroom contexts. Participants were grade four English teachers and students in a local primary school in Singapore. Video-recorded writing classes, field notes, and artefacts including activity sheets and written products, were analyzed using multimodal interaction analysis method (Atkinson, 2011). The findings show that symbiotic gestures are used, specifically by giving supplementary explanations of lexical items, drawing students' attention, and enhancing students' understanding of the subject matter. Students signaled their learning by imitation of teacher's gesture as well as verbal and non-verbal gestural response. We conclude by arguing that the adaptive usage of symbiotic gestures in writing classroom supports the interconnectivity of mind, body, and world. Some pedagogical implications are suggested for educators in teaching and learning L2 in and outside Asia.

The impacts of quality of instruction on students' engagement: An activity theory perspective

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	<p style="text-align: center;">ABSTRACT</p> <p>Recent research studies with regard to L2 writing focused on how to improve learners' writing competence. Despite the complex nature of teaching writing and the gap between curriculum and actual performance in the writing classes, few studies have linked quality of writing instruction to its impacts on students' engagement in practice. The present study investigates the relationship between quality of writing instruction and student engagement using activity theory (Engeström, 1987). Participants were 11 grade four English teachers and students in a primary school in Singapore. 12 writing lessons (810 minutes) were observed and video-recorded. Field notes, artefacts, and observation transcripts were analyzed. The quality of instruction was analyzed using computer-aided qualitative analysis (Dörnyei, 2007). The student engagement was measured by focal students' on- and off-task behavior (Foorman & Schatschneider, 2003). The findings show that teachers' objects play a crucial role in writing class activity system, yet appropriate instructional contents and mediated tools as well as balanced division of labor between teacher and students also contribute to our understanding of effective writing classes. Some pedagogical implications are suggested to provide insights into teaching English-as-a-second-language writing in and outside Asia.</p>
 <p>Mahreen Siddiqui GICLEAP1608058</p>	<p style="text-align: center;">Status of education and psychiatric complication to determine the Life satisfaction among adolescents</p> <p style="text-align: center;">Mahreen Siddiqui lecturer department of Psychology University of Balochistan Quetta, Karanchi mehreen-psy @ yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Objective: The main objective of this study is to examine the adolescent's status of education and psychiatric problems after Afghan war and its effect on native's life satisfaction.</p> <p>Balochistan is largest but least populated province of Pakistan. Afghanistan, Iran, and Arabian Sea are border areas of Balochistan. Influx of Afghans has formed lots of difficulties for native population in conditions of their mental, educational and physical health. In the National Youth Policy 2008, Youth is defined as a period during which a person prepares himself/herself to be an active and fully, responsible member of the society. It is a period of transformation from family dependant childhood to independent adulthood and integration in the society as a responsible citizen. In Balochistan, the overall ratio of literate and illiterate youth population among 15-19 age groups is 11.22% bringing the illiterate to 5.39% and literate 5.82%.</p> <p>Place of study: Balochistan province (Pakistan)</p> <p>Sample and Method: Present study comprised of 200 adolescent (girls =100 boys = 100) of ages 15 to 19 years. The mean age is 34.75 and SD is 2.837. The sample of the study would be selected from various collages of Balochistan and workers (those who are not students) by applying systematic random sampling technique. The measures, would be used, are: Depression, anxiety and stress scale (DASS-21)" by Lovibond & Lovibond, (1995) and Satisfaction with Life (SWLS; Diener, Emmons, Larsen, & Griffin, 1985).</p> <p>Results: Present study results indicated that there is a significant difference in life</p>

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	<p>satisfaction of students and workers ($t = -3.325$; $p < .05$) but there is no significant difference psychiatric problems of students and workers ($t = 1.722$; $p > .05$). Conclusion: Findings of the present result revealed that worker's life satisfaction better than students because they have no extensive desires due to lack of education and they have high adjustment qualities. Delay learning and socialization process, socioeconomic issues and insufficient infrastructure generate psychiatric complications which determinate youth's life satisfaction. Keywords: Education, Depression, anxiety, stress, native, life satisfaction, infrastructure.</p>
<p>Edmen Leong GICLEAP1608060</p>	<p>Improving English exam skills for dyslexics in primary education in Singapore</p> <p>Edmen Leong Dyslexia Association of Singapore, Singapore edmen@das.org.sg</p> <p>ABSTRACT</p> <p>Many children with dyslexia show problems with English language skills and grammar, and struggle to obtain results which reflect their potential. Problems with decoding, fluency and comprehension can all impact on progress, and this has particular impact in Singapore, where good performance in primary education has particular significance. Parents and teachers have high expectations for their children and students, especially when they sit for their Primary School Leaving Examinations (PSLE). The results of the PSLE can determine a child's educational pathway following their primary school education. Students with dyslexia struggle with the English PSLE subject, and score badly in several components of the paper. In response to this need, curriculum developers with the Dyslexia Association of Singapore (DAS) have developed an English Exam Skills Programme (EESP) to help Dyslexic learners in the DAS overcome their difficulties in the PSLE English Paper. The EESP focuses on teaching skills and strategies that directly helps students in the Grammar, Editing, Synthesis and Transformation, and Comprehension components of the PSLE paper. In this paper, we present a continuous evaluation of the results of students on the EESP over a period of 4 terms, with group sizes ranging from 29 to 46. This evaluation revealed that students made consistent progress and significant improvements in their skills, particularly in the Editing and Synthesis and Transformation components of the programme. Implications for wider applications of this approach are discussed.</p>
 <p>Dorita du Toit GICLEAP1608061</p>	<p>The effect of an enhanced quality Physical Education programme on the physical activity levels of Grade 7 learners in Potchefstroom, South Africa</p> <p>Dorita du Toit Movement Education Subject Group, Faculty of Education Sciences, North-West University, Potchefstroom Campus dorita.dutoit@nwu.ac.za, doritabul@gmail.com</p> <p>ABSTRACT</p> <p>This study evaluated the effects of an enhanced quality Physical Education (PE) programme on the physical activity (PA) levels of South African learners. Using a pre-test and post-test control-group design, 110 Grade 7 learners aged 12-13 years</p>

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(experimental groups, n = 40; control groups, n = 70) from two primary schools were studied. They participated in a 12-week PE intervention programme presented once a week, based on the guidelines of the South African PE curriculum, but which comprised 5 quality-enhancing components including well-trained teachers and an award system. Children's PA levels were measured before and after the intervention using a validated Children's Leisure Activities Study Survey (CLASS) questionnaire. The Kruskal-Wallis and Wilcoxon signed-rank tests were used to evaluate the effects of the intervention programme. Results of the experimental groups showed practically and statistically significant increases in moderate PA (ES=0.47; p=0.014), vigorous PA (ES=0.48; p=0.012), and total PA (ES=0.51; p=0.008) as well as decreases in sedentary behaviours (ES=0.39; p=0.041) after the 12-week intervention programme, whereas no significant changes were found in the control groups. It is concluded that the enhanced quality PE programme is effective in improving the PA levels of South African primary schoolchildren.



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Improving English exam skills for dyslexics in primary education in Singapore

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ABSTRACT

Many children with dyslexia show problems with English language skills and grammar, and struggle to obtain results which reflect their potential. Problems with decoding, fluency and comprehension can all impact on progress, and this has particular impact in Singapore, where good performance in primary education has particular significance. Parents and teachers have high expectations for their children and students, especially when they sit for their Primary School Leaving Examinations (PSLE). The results of the PSLE can determine a child's educational pathway following their primary school education. Students with dyslexia struggle with the English PSLE subject, and score badly in several components of the paper. In response to this need, curriculum developers with the Dyslexia Association of Singapore (DAS) have developed an English Exam Skills Programme (EESP) to help Dyslexic learners in the DAS overcome their difficulties in the PSLE English Paper. The EESP focuses on teaching skills and strategies that directly helps students in the Grammar, Editing, Synthesis and Transformation, and Comprehension components of the PSLE paper. In this paper, we present a continuous evaluation of the results of students on the EESP over a period of 4 terms, with group sizes ranging from 29 to 46. This evaluation revealed that students made consistent progress and significant improvements in their skills, particularly in the Editing and Synthesis and Transformation components of the programme. Implications for wider applications of this approach are discussed.

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The plan for the establishment of the Talent Organization of the United Nations

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ABSTRACT

The future of millions of people and consequently, the future of societies and humanity is threatened by a great threat which is called wasted human resources. Perhaps Pasteur, Beethoven and Avicenna, Lavoisier and Einstein and millions of genius individuals and thinkers may have never been discovered and could not find a chance of being known due to various reasons such as poverty or social status, and other problems. So without being able to serve humanity, their talents are fully wasted. While, if a global mechanism exists to discover their talents in different countries and provide to them the right direction, during less than a generation, human society will face to a profound transformation and sustainable social justice will be formed as the basis of sustainable development of human resources. Therefore, the situation of the institution which organizes the affair of discovering and guiding talents was vacant at the level of the international community and its necessity has been felt. So in this plan, the establishment and development of such an organization has been suggested in the international context.

Keywords: talent identification, comparative advantage, sustainable justice, sustainable development, human resources



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The Challenges of Teaching Arabic literature in Nigerian universities: A case Study of Yobe State University, Damaturu

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ABSTRACT

This paper examines the crucial challenges of studying Arabic literature in Nigeria Universities with a specific focus on the Yobe State University, Damaturu. Historically, the universities in Nigeria have been known for their enviable contributions to the growth of Arabic literacy in Sub-Saharan Africa through teaching, research and production of reading texts, which have impacted significantly to Arabic literary scholarship. Yet, there are surmountable challenges which have hindered its teaching effectiveness and further development. These challenges range from the structure of Arabic curriculum, teaching, methodology to declining capacity building for teachers coupled with learners' attitude. Arabic collections, in recent time, have not been updated. Their relevance and currency need to be improved. The paper proffers solutions to these myriad of challenges with a view to raising awareness and provide a platform for addressing the defects. The solutions have the potential of keeping the standard high and improve communicative competence among learners.

Keywords: Challenges- Arabic literature- Yobe- University- Nigeria

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Challenges in Quality Improvement of Engineering Education in India

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ABSTRACT

Engineering Education in India is being implemented under Ministry of Human Resource Development. The ministry has underscored the imperative need of preparing technical human resource through technical colleges. The quality of Engineering education is poor mainly because of financial constraints, trained technical teachers, lack of standardization, lack of practical exposure, lack of priority and other factors. The research discusses the initiatives undertaken for quality assurance in engineering education. It identified the need for development and training of technical teachers in imparting knowledge based teaching and learning, redesigning suitable curriculum, use of multiple teaching resources, introducing ICT added teaching and competency based assessment along with others. The need for Industry Institute collaboration emerges out for identification of manpower requirement, sector-wise skill profile, identification courses, and development of modular competency based curricula and learning material, competency based training, assessment and joint certification.



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Issues Concerning The Education Quality Based On The Materials Of A Sociological Research In The Republic Of Kazakhstan

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ABSTRACT

The economic globalization in the century of an increasingly competitive climate assumes some new economic relations. In our opinion, one of the key points for our state's competitive recovery is the domestic tourism development which, in turn, requires some changes to be made in the skilled personnel training. The research objective has lain in conduct and analysis of the results of a sociological research among those travel companies' representatives working directly with graduates. The research was conducted among the travel companies of the city of ALMATY. In the course of study of the outlined problem, we have used the following general scientific methods of obtaining knowledge: the logical approach to the research of the essential characteristics of the process of interaction between the theoretical classes and the obtained knowledge practical application; the system analysis has allowed for showing the tourist industry level increase dependence on the numerous parties involved in that process. In the course of the sociological research, we have also applied the methods of generalizations, analyses, statistical

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	<p>distributions, expert judgments and comparisons. The conducted analytical research has allowed for studying the opinions of those specialists practicing in the tourist business and, thereupon, for making some conclusions and providing certain recommendations on the education quality improvement in training personnel for the tourist industry. Keywords: Education quality, practice-oriented training, tourism, tourist infrastructure, tourist business, employer, competitiveness, sociological research, Eurasian integration, competencies.</p>
 <p>Jaypee M. Limueco GICLEAP1608068</p>	<p>Impact of Using Peer Instruction And Phet Simulations on The Motivation And physics Anxiety of Grade 9 Students</p> <p>Jaypee M. Limueco Department of Science Education, De La Salle University-Manila Taft Avenue, Manila, Philippines limueco.jaypee@gmail.com</p> <p>ABSTRACT</p> <p>This research focused on the impact of Peer Instruction and PhET Simulations on the level of motivation and Physics anxiety of Grade 9 students. Two groups of students were used in the study. The experimental group involved 65 registered students while the control group has 64 registered students. To determine the level of motivation of students in learning physics, the Physics Motivation Questionnaire was administered. On the other hand, to determine the level of Physics anxiety of the students in each group, Physics Anxiety Rating Scale was used. Peer Instruction supplemented with PhET simulations was implemented in the experimental group while the traditional lecture method was used in the control group. Both instruments were again administered after the implementation of the two different teaching approaches. “Wilcoxon Signed Rank test” was used to test the significant difference between pretest and posttest of each group. “Mann Whitney U” was used to test if significant differences exist between each group before and after instruction. Results showed that there is no significant difference between the level of motivation and anxiety of the experimental and control group before the implementation at $p < 0.05$ significance level. It implies that the students have the same level of motivation and physics anxiety before instruction. However, the results of both tests have significant differences between the groups after instruction. It is also found that there is a significant positive change in the responses of the students in the experimental group while no change was evident on the control. The result of the analysis of the Mann Whitney U shows that the change in the attributes of the students is caused by the treatment. Therefore, it is concluded that Peer Instruction and PhET simulation helped in alleviating motivation of students and minimizing their anxiety towards Physics.</p>
	<p>Increasing Classroom output with Smart Phone based quick Paper marking & Audio Quiz to solve problem of foreign language teaching in Developing Countries</p> <p>Muhammad Zahid Iqbal Information Technology University, Lahore, Pakistan MSCS14043@itu.edu.pk</p>

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<p>Muhammad Zahid Iqbal GICLEAP1608069</p>	<p style="text-align: center;">ABSTRACT</p> <p>This research was conducted to solve the problem of classroom engagement in developing countries where due to large class sizes teachers are not able to perform better which leads low level output. Limited recourses cause student's disinterest in the class which leads to high dropout ratio. We developed a low cost solution which includes audio quiz and Smartphone base quick paper marking solution with image processing. Application provides individual students performance tracking and management for whole semester. Aim of this research was to innovate the classroom with best ICT solution which can provide a brilliant output.</p> <p>Keywords: ICT in education, Image processing, quiz marking, m-learning, Mobile technology, Innovation in Education, Technology in Education</p>
<p>Yi-Gean, Chen GICLEAP1608070</p>	<p style="text-align: center;">Analysis of the General Business Risks Faced by Preschools in Taiwan and their Risk Management</p> <p style="text-align: center;">Yi-Gean, Chen National University of Tainan, Taiwan</p> <p style="text-align: center;">Jao-Nan, Cheng National Taitung University, Taiwan</p> <p style="text-align: center;">ABSTRACT</p> <p>Starting from 2000, the fertility rate among young couples in Taiwan has declined drastically from 13.76% to 11.65%. As a result of the rapid decrease in the number of young children, preschools have been forced into operational difficulties. Thus, many preschools want to increase their competitiveness by changing their business strategies, but worry such changes might lead instead to business risks. What kind of risks might arise if new strategies are implemented, how might these risks affect the business of the preschool, and what might preschools do to manage these risks are important issues for preschool operators. It is therefore intended that the results of this study could provide knowledge of the business risks faced by early childhood education institutions to educational researchers in Singapore or other countries, together with methods to manage these risks. Given that such studies in the educational field were relatively few in the past, it is hoped that this study could generate some results concerning this issue. The research findings could make it possible for researchers around the world to understand the business risks of preschools in Taiwan, and lead to appropriate suggestions on how these risks could be managed. They could also serve as reference for preschool operators from other countries, and help those early childhood education institutions facing the same problems enhance their operational benefits.</p> <p>This study conducted quantitative data analysis on the basis of a questionnaire, which was developed by combining studies regarding business risks in the business world and those concerning the operational practices of preschools, with the aim to measure the risk items of preschools. Moreover, by referring to the positioning and ranking method, as specified in the risk management model RFRM (risk filtering, ranking, and management model), the risk values were calculated by multiplying the likelihood of a hazard being realized by the severity of its consequences in order to gain an understanding of the extent of the organizational risks faced in the current operational strategies (Lai & Lau, 2012,</p>

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	<p>p668). Finally, in combination with the IPA method (Importance-performance Analysis), the risks were analyzed and differentiated as "a risk to be mitigated", "a risk to be shifted", "a risk to be avoided", and "a risk to be accepted", which are intended to be references for preschool operators in terms of risk management.</p> <p>Given the above, the specific research purposes of this study could be described, as follows:</p> <p>(1) Investigate the possible business risks faced by preschool operators in Taiwan during the implementation of new strategies, including the risk items, likelihood of a hazard being realized, and the severity of the consequences of the hazard being realized;</p> <p>(2) Analyze the management directions of the business risks for preschools in Taiwan, including investigation of the characteristics of different risks (high risk, significant risk, and acceptable risk), and the management of these different risks (to be mitigated, to be shifted, to be avoided, or to be accepted), thus, constructing referable paths for the management of business risks in preschools.</p>
<p>Yangguang Chen GICLEAP1608072</p>	<p>Developing pedagogical awareness and strategy in the UK Chinese literacy class</p> <p>Yangguang Chen Goldsmiths, University of London yangguang@chen6279.freeserve.co.uk</p> <p>ABSTRACT</p> <p>Expertise in Chinese is becoming increasingly desirable for young people in the UK to aid their participation in the global economy and the intercultural understanding. Since this new millennium, Mandarin Chinese has been introduced to the English secondary school curriculum in both independent and state sectors within the education system. Meanwhile, Chinese continues to be taught in weekend community schools. This means Chinese is either acquired as a heritage language or learnt as a foreign language. As the teaching of Chinese in UK schools continues to grow, there is an urgent need to gain a clearer understanding of the particular challenges involved in studying a language that differs in such fundamental ways from English, and to investigate pedagogies that will aid the learning process.</p> <p>Due to the nature of Chinese orthography, and amongst these challenges, none is greater than those posed by the Chinese literacy system. Teachers in both UK schools and community-run heritage-language Chinese classes have to make this complex linguistic system accessible to their students. This research study draws on classroom observations and teacher interviews in mainstream and community contexts in London. The innovative part of the study is that as well as identifying various issues involved in enabling UK school students with no background in Chinese to develop literacy skills in the language, it draws on a range of strategies being developed in community-run Chinese classes. The study will thus enhance theoretical understanding of both applied linguistic and socio-cultural aspects of Chinese as an additional or foreign language, an emerging field that is not well explored.</p>



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Pedagogical Aspects of English Studies in the Universities of Bangladesh : An Evaluation

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ABSTRACT

The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. In Bangladesh, the study of English language is seen in different institutions: schools, colleges and universities. Among them, English is practically studied mostly in the university level where most of the subjects are designed basing on this language. Bangladeshi students are very interested to be good at this language because English may not be the most spoken language in the world, but it is the official language in a large number of countries. So, the field is very wide which inspires the students to be attracted more on the language. Upcoming students might really be high ambitious to be smart in the professional career, and so, they have always the focus on this language. But, the country does not have the speed as the students require. While the students have the high ambitions, the country should have the ability to produce the opportunity of fulfilling all the ambitions. In this perspective, the country has to put emphasis on English studies properly. Unfortunately, the pedagogical aspects of English studies in the universities of Bangladesh, are not at good conditions at all whereas our neighboring countries have the good initiatives on the other hand. To be changed, developed and succeeded it is needed to have a more serious attention of teaching and learning this language in our universities. The paper will focus on some prominent private and public universities of Bangladesh with a view to exploring the pedagogical aspects of English studies and to presenting effective recommendation to make some positive changes.

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The Effects of Learning Facilities and Learning Environment toward Primary school Student's Study Interest: The Case Studies of Borong Sub-district

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ABSTRACT

This research intended to know learning facilities in several primary schools namely; Jengkok Primary school (SDI Jengkok), Tenda Tuang Primary school (SDI Tenda Tuang), Jawang Catholic Primary school (SDK Jawang), SOK Primary school (SDN SOK), Momangmese Primary school (SDN Momangmese), Golocigir Primary school (SDI Golocigir), Cepiwatu Primary school (SDI Cepiwatu) situated in Borong Sub District, East Manggarai district, also the

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	<p>impact of learning facilities and environment toward student's study interest. Data was gained by observing, interviewing, questioning and documenting. The data result reflected a fair category with 46,92 % in learning facility. Learning environment was categorized as fair shown by 48,17% while study interest was average with 41,45%. Analysis data technique was done by linear regression statistic equation $Y=8,765+0,1X1+ 0,359X2$. This implied that $X1$ and $X2$ affected Y value. The hypothesis employed F test in significance degree of 95% or $\alpha 0,05$ and $F_{counting}$ was 36,991 while F_{table} was 3,07. $F_{counting} > F_{table}$, indicated a positive and significant influence between student's learning facilities and learning environment toward study interest in several primary schools mentioned above.</p> <p>Key words: Learning facilities, Learning environment, study interest, $F_{counting}$, F_{table}</p>
 <p>R. Mangaleswarasharma GICLEAP1608075</p>	<p>Teacher Motivation and Job Satisfaction: A Study on Teachers in Three Districts in Northern Sri Lanka</p> <p>R. Mangaleswarasharma Department of Secondary and Tertiary Education, Faculty of Education, Open University of Sri Lanka, Nawala, Nugegoda, Sri Lanka. rmang@ou.ac.lk</p> <p>ABSTRACT</p> <p>The study explores the motivation and job satisfaction of teachers with the objectives to study the factors that related to the choice of their job and their job satisfaction. Population of the study involved the teachers in Sri Lanka and the target population of the study consisted of teachers in three districts in Northern Sri Lanka. A sample of one hundred and fifty teachers participated in a workshop was purposively selected for this study. A self-developed questionnaire, built up by reviewing related literature was used for data collection. Quantitative data collected through questionnaire survey was analyzed using simple descriptive statistics including frequencies and percentages. Qualitative data was analyzed by categorizing and coding into emerging themes. Findings from the study revealed that, 79% of the teachers agreed that they selected teaching profession on their own choice. 82% of them involve in teaching with full satisfaction. However 29% of the teachers wanted to go to some other jobs. Further, the results of this study indicated that teachers selected this profession as they preferred it, it is a permanent job and it has long holidays and less working hours. Among the teachers who involved in teaching with full satisfaction, 45% expressed that they loved it. Based on the findings, the study concluded that, teachers have motivation towards their profession. However, some of them felt that, they are not fully satisfied with their job and wanted to get some other jobs. It is therefore recommended that teachers should be provided with relevant training and professional development opportunities, salary increase and respect and recognition to motivate them and to increase their job satisfaction.</p> <p>Key terms: Teacher motivation, Job satisfaction, Northern Sri Lanka.</p>

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 <p>Deepak Bhagwan Jundre GICLEAP1608076</p>	<p>Influence of physical education teacher's academic qualification on student's attitude towards physical education.</p> <p>Deepak Bhagwan Jundre (M.Phil.,NET SET) Director of Physical Edu.,MJM.ACS College, Karanjali deepakjundre@gmail.com</p> <p>ABSTRACT</p> <p>The purpose of this study was to measure influence of physical education teacher's academic qualification on the student's attitude towards physical education. Total 10 schools from pune city were selected for the study, out of which 5 schools had post graduate physical education teachers (pgpet) and 5 schools had under graduate physical education teachers (ugpet) were selected purposely. Total 200 students from respected school were selected randomly as sample from this study. "silverman and subramanian attitude scale" was administered to measure the attitude of the student toward physical education. The collected data was statically analyzed by using independent sample t- test. The mean score of students of ugpet and students of pgpet were 61.6300 and 63.6700 respectively. Result showed that the student studding in the school were post graduate physical education teachers are employed had better attitude toward physical education than the students who were studding in the school were under graduate physical education teachers are employed.</p>
<p>Nuraini Yusuf GICLEAP1608077</p>	<p>Analysis of Students' Misconception on Electrolyte Solution and Reduction-Oxydation Concept by Using Three-Tier Test in Class X.1 and X.7 SMA Negeri 11 Makassar</p> <p>Nuraini Yusuf State University of Makassar, Daeng Tata RayaSt., UNM Parangtambung90224 ysf.nuraini@gmail.com</p> <p>Jusniar State University of Makassar, Daeng Tata RayaSt., UNM Parangtambung90224</p> <p>Muh. Yunus State University of Makassar, Daeng Tata RayaSt., UNM Parangtambung90224</p> <p>ABSTRACT</p> <p>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 reactionconcept 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 byobservation 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 have been studying electrolyte solution and reduction-oxidation reaction 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</p>

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	<p>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>Kudzanayi Chiteka GICLEAP1608078</p>	<p style="text-align: center;">Design of a solar powered intelligent parking system for Metropolitan city councils of Zimbabwe</p> <p style="text-align: center;">Kudzanayi Chiteka Industrial and Manufacturing Engineering, Harare Institute of Technology, Harare, Zimbabwe.</p> <p style="text-align: center;">Kanengoni Prince Kahari Industrial and Manufacturing Engineering, Harare Institute of Technology,</p> <p style="text-align: center;">ABSTRACT</p> <p>There has been an Harare, Zimbabwe.increase in the number of cars in Zimbabwe particularly in urban areas such as Harare and Bulawayo. However, the evolution of car parking management systems has not seen much technological innovations. This in turn has resulted in high parking demand which in turn causes congestion when motorists are looking for free parking spots. The current parking system short changes the motorists since it rounds off the bill to the nearest hour for whatever time is spent in the parking spot. The purpose of the research was to come up with a design that solves the Zimbabwean parking management challenge whilst meeting required global standards. Research methods included review of literature pertaining to current parking management systems not only in Zimbabwe but globally, structured interviews, reverse engineering techniques and experimental design. A system was developed that uses Radio Frequency Identification (RFID) tags to initiate check in and check out of the vehicle and infrared sensors to detect vehicle presence. Considering the acute shortage of electricity in Zimbabwe the system also incorporates the use of off grid solar power with a power bank. The developed system is capable of reducing parking costs by 0.03% if the per second billing is employed. The fuel costs due to continuous driving in search of free parking space will be reduced by an average of US\$15 per month which translates to national savings of US7.5 million. The carbon footprint will also be reduced by an average of 2%. It is recommended that the system be used by city municipalities, hotel car parking, and public parking areas in Zimbabwe.</p> <p>Key Words: Radio Frequency Identification (RFID), Photovoltaic (PV), Maximum Power Point Tracking (MPPT)</p>
<p>Emalia Suryani GICLEAP1608079</p>	<p style="text-align: center;">Implementation Outdoor Learning Based on Multiple Intelligence: Improving Outcome and Student's Motivation in Learning Biology</p> <p style="text-align: center;">Emalia Suryani, Hanum Isfaeni Faculty of Public Health, Universitas Indonesia emalia.suryani@gmail.com</p> <p style="text-align: center;">Jl Kampus Baru FKM, Depok, Indonesia Faculty Math and Science, Universitas Negeri Jakarta Jl Pemuda no.10, Jakarta, Indonesia</p>

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	<p style="text-align: center;">ABSTRACT</p> <p>There are seven intelligences according to Howard. These intelligences must be optimized with a complete package of learning. Outdoor learning covers all the aspect for multiple intelligence activities. Student's outcome and motivation in learning has consistently been a concern of educators. This study investigated the effect of outdoor learning based on multiple intelligence on outcome and students' motivation to learn biology. The research design used was experimental design. The focus was on the topic biodiversity. The sample comprised of 60 (first grade in the secondary school) students in botanical garden, East Jakarta, Indonesia. Data was collected by measuring the level of learning motivation and student learning outcomes through the pre-test and post-test the experimental class and control class. A homogeneity, normality test, and hypothesis testing, statistical techniques were used to analyse the data. The results of data processing by the t-test at a level of 95% indicates that the learning motivation among students who use outdoor learning based on multiple intelligences have higher motivation to learn compared with students using conventional teaching methods. In addition, the student learning outcomes obtained using the method of outdoor learning better than students who use conventional teaching methods. By covering all the intelligences in learning biology, the student can optimize their intelligence, shown by increasing their learning outcome and motivation.</p> <p>Keywords: outdoor learning, seven intelligences, motivation, learning biology</p>
<p>Wenefe Capili-Balbalin GICLEAP1608080</p>	<p style="text-align: center;">Redefining Professional Development through Professional Learning Communities (PLCs): The Principal's Tale</p> <p style="text-align: center;">Wenefe Capili-Balbalin Centre for Educational Leadership Research, University of Waikato, New Zealand wrc8@students.waikato.ac.nz</p> <p style="text-align: center;">ABSTRACT</p> <p>It is widely recognized that principals hold a powerful position in influencing professional development of teachers in schools. In the Philippines, principals encourage teachers to participate in the traditional and the most common approach to professional development such as conferences, seminars, workshops, and training. Despite documented benefits of these traditional approaches to teacher's professional development, recent studies show that many teachers find them insufficient, inconsistent, and sometimes they don't necessarily address teacher's classroom needs. A growing body of research within the teacher education community draws interest in a new approach to teacher's professional development through teacher engagement in professional learning communities (PLCs). As a collaborative approach to professional learning, PLCs redefine professional development from programs that regard teachers as passive learners to programs that regard teachers as active learners who are responsible for their own professional growth. The paper provides theoretical insights and research evidence related to the role of leadership of principals in making PLCs successful. Using semi-structured interview, the paper explores how principals' roles and views impact the development of these communities in the Philippine secondary schools. The most important finding was that principals who have previous experiences with PLCs are the ones who are most likely to promote the development of PLCs in their schools. While principals' understanding and</p>

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	<p>perspective on professional development vary, it was noted that they share a common ground in their view of professional learning as the most effective means for teachers' professional growth and development. Keyword(s): principal leadership, professional development, professional learning, professional learning communities</p>
<p>Elis Qodariah GICLEAP1608083</p>	<p>Designing Digital Learning Experience For School Of Business And Management (Sbm) Itb</p> <p>Elis Qodariah Bandung Institute of Technology, Indonesia elis.qodariah@sbm-itb.ac.id</p> <p>ABSTRACT</p> <p>Digital technology and media growth significantly early 1990s and it influence our daily activities. People use digital technology and media because get easiness and efficiency in many activities, including learning activities of student in higher education institution. Students often use internet and digital technology devices in learning activities and also finish their homework. In future learning predictions, digital learning will growth significantly because students expect their study more flexible and efficient through digital experience and depend on digital technology and media. Many higher education institutions will adopt digital learning in their learning activities. Especially in Indonesia, rapidly growth of digital technology and media aligned with usage of digital technology and media devices, which people more often use internet in their daily activities.</p> <p>SBM ITB as one of the best business school in Indonesia must have awareness of digital learning growth and demand from community, and implement it through the best digital learning design appropriate with stakeholders expectation.</p> <p>In designing digital learning for SBM ITB, first step is determine digital learning framework which consists of two parts: internal and external environment of SBM ITB. Research methodology in this research is quantitative through online survey and qualitative through focus group discussion with students and depth interview with staff and management of SBM ITB. Analysis of this research use SWOT analysis, TOWS matrix, and Porter's five forces analysis.</p> <p>Based on online survey and interview result and also analysis result of internal and external environment, the best design of digital learning for SBM ITB is blended learning collaborate with internal and external organizations. Blended learning implement through 80% face-to-face learning and 20% online learning. Face-to-face learning still effective in learning activities at SBM ITB and online learning conducted through several learning activities which enables implement by SBM ITB without lack human interaction between students and lecturers.</p> <p>Keywords : blended learning, digital learning, digital technology and media, external environment, future learning predictions, internal environment</p>
<p>K.Nirmala GICLEAP1608084</p>	<p>Role of Academic Leadership in promoting Academic Excellence with specific reference to Higher Education Sector in India</p> <p>K.Nirmala Director, Dr. D.Y.Patil Institute of MCA &MBA, Akurdi, Pune-44, Maharashtra, India Member, BOS & Doctoral Guide, Savitribai Phule University, Pune, Maharashtra, India</p>

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Abstract

The Higher Education in India is currently subject to multidimensional rapid changes. This has made way for many multifaceted challenges that act as an impediment for the enhancement of quality of education in the Higher Educational Institutes (HEIs) in India. In order to mitigate this quality bottleneck, India needs a large number of academic leaders with strong academic values and experiences that promote and sustain quality in the KRAs of HEIs viz: Curriculum, Pedagogy, Industry-Institute Interface, Intellectual Capital, Research & Development, Foreign Collaborations, Alumni Network etc. Instilling strong academic values in these KRAs is a foundational requirement at a time when India is in the process of transforming its entire higher education enterprise. Thus, there is a need for the HEIs to attract top talented academic leaders and also encourage their pro-active participation in the apex bodies that set or implement higher education policies and funding guidelines, or establish the norms associated with accreditation, the entire higher education system will benefit in quality and academic excellence.

Key Words: Higher Education in India, Quality Bottleneck, Transformational Academic Leadership, Academic Excellence.



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TEACHER PERFORMANCE BASED ON GENDER, AGE AND LONGTIME OF DUTY
(Case Study for Math Teacher Junior High School in Pekanbaru City Riau)

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ABSTRACT

The purpose of this research is to analyze performance of math teacher of junior high school. Method of research is descriptive quantitative. Data was collected by questionnaire. Population are all of math teacher of junior high school in Pekanbaru City Riau amount 116 respondents. Based on data analysis can be concluded that no difference of performance of math teacher based on gender, age and longtime of duty. Based on gender, percentage of performance of math teacher 88,5%, based on age 85%, and based on longtime of duty 89%. But based on categories, performance of teacher were the best between age of 26th through age to 34th with predicate 'very good', and based on longtime of duty, performance of teacher were the best between 16th through to 36th with predicate 'very good'.

Keywords: Performance math teacher, gender, age, longtime of duty

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 <p>Susilahudin Putrawangsa GICLEAP1608087</p>	<p>Current situation of eLearning</p> <p>Moncef Bari Departement of didactics, Université du Québec à Montréal, Montreal, Canada bari.moncef@uqam.ca</p> <p>Rachida Djouab Departement of didactics, Université du Québec à Montréal, Montreal, Canada djouab.rachida@uqam.ca</p> <p>ABSTRACT ELearning has greatly transformed our way of learning by the use of the newly developed technologies and applications. This paper explores the eLearning current situation. It provides a review of the eLearning concept and how it has evolved over the years, followed by a look at the current technologies, applications and platforms being used. The emerging challenges are eventually discussed. Keywords: eLearning, eLearning history, eLearning technologies, emerging challenges, ICT in education</p>
<p>Gulzhan Rysbekkyzy GICLEAP1608088</p>	<p>Beginning teachers' attrition in secondary schools in Kazakhstan</p> <p>Gulzhan Rysbekkyzy Department of Academic Activities, Nazarbayev University Graduate School of Education, Astana, Kazakhstan gulzhan.rysbekkyzy@nu.edu.kz</p> <p>ABSTRACT The majority of schools in Kazakhstan face a striking beginning teachers' attrition problem. Many young teachers leave schools within a few years of teaching. This study will analyze beginning teachers' drop-out in secondary schools in Kazakhstan. The purpose of the study is to explore the beginning teachers' experiences in secondary schools in Kazakhstan with a particular emphasis on the reasons for their attrition. The research questions are: (1) What challenges do beginning teachers face while working in secondary schools which cause their attrition? (2) What makes beginning teachers' drop out from secondary schools in Kazakhstan in the first few years? (3) What factors could help beginning teachers to overcome challenges? Employing a qualitative approach, data were collected through semi-structured interviews. The sample includes five beginning teachers and one principal in one secondary school in Semey, Kazakhstan. The study is significant, because it gives voices to beginning teachers and adds to present knowledge of beginning teachers' attrition in secondary schools in Kazakhstan. School principals will know what makes new teachers drop out and can find ways to prevent the attrition. The study will have some policy implications, as it can inform government on matters related to beginning teachers' development, salary rate and conditions. Key words: attrition, beginning teachers, secondary school, teachers' experiences</p>

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Effects of Yoga Nidra Programme with Traditional Coaching of Volleyball Skills of College Age Male Players

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ABSTRACT

The purpose of the present study is to find out effectiveness of ICT programme and Yoga Nidra programme along with traditional teaching method of volleyball skills. To achieve this purpose researcher selected 45 college age volleyball male players (mean age=19.8 ± 0.561). They were assigned into three equal groups (n=15 in each group) viz., YNG (Yoga Nidra Group), TCG (Traditional Coaching Group) and T-AVG (Traditional coaching along with Audio-Visual Teaching Group). For teaching Volleyball skills three different training methods were used. Traditional teaching method was used to coach volleyball underarm pass and services to TC group; for coaching same skills to other group (T-AVG) along with traditional method audio-visual aids were used while for coaching third group (YNG) combination of Yoga Nidra programme, and use of audio-visual aids will be one along with traditional method. AAHPER Volleyball Passing test and serving tests were administered before and after implementing four weeks of training. The scores of these tests were compared by using ANOVA and Scheffee's post-hoc test. It is concluded that, both use of ICT and Yoga Nidra + ICT programmes along with traditional method of teaching are effective over traditional teaching method and it is also concluded that Yoga Nidra programme is most effective over rest of the two methods.

Key words: Yoga Nidra, traditional teaching method, ICT, Volleyball skills.

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Age and Gender's Interactive Effects on Adult Learners' Help-Seeking Behavior

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ABSTRACT

Despite intentions to promote lifelong learning in Taiwan, there are nevertheless many limitations and challenges to doing so. In constructing a lifelong learning society wherein individuals are guaranteed a right to learn, mechanisms must be established to ensure that such opportunities are accessible to all citizens. Hence, the promotion of lifelong learning in Taiwan requires extensive planning and policy intervention in conjunction with the provisioning of high-quality information and counseling services to ensure that an awareness of adult learning opportunities is achieved. Research has generally focused on the effect of gender and age on help-seeking behaviors among adult learners. Nevertheless, little attention has been paid to the interactive effects of age and gender differences on the help-seeking behaviors of adult learners. In this study, a total of 785 participants were enrolled in the Division of Continuing and Extension Education from southern Taiwan. The data collected were subsequently examined using descriptive statistics and multivariate analysis of variance. An interactive effect

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	<p>was identified between gender and age in relation to instrumental help-seeking and avoiding help-seeking. Furthermore, 21–39-year-old adult learners differed by gender in the form of help-seeking behavior. In adult learners from different age groups, instrumental help-seeking and avoiding help-seeking behaviors existed in different cycles by gender. Based on this study, we identified the implications for teachers and administrators, such as providing more diverse, adaptive, sustainable programs that serve to enhance adult learners' learning outcomes.</p> <p>Keywords: age, gender, interactive effect, help-seeking behavior</p>
<p>Ferit Uslu GICLEAP1608095</p>	<p>New Methods in Philosophy Teaching</p> <p>Ferit Uslu Hitit University, Turkey ferituslu@hotmail.com</p> <p>Abstract</p> <p>Philosophy is the study of thoughts, thinking ideas, and beliefs. All these are abstract concepts and are mostly seen by the students as cold and boring thoughts of ancients. Another reason that makes philosophy boring is teaching philosophy in historical manner. This historical approach also makes student think that philosophy has no deal with the daily real life and its problems. But we don't have to teach philosophy in this way. Philosophy can be taught in a more enjoyable and interesting way by relating it to daily problems. Actually, philosophy was born and originated from the real and existential problems of human life. In this paper, I try to show the alternatives way of teaching philosophy and how to make it more exiting and enjoyable.</p> <p>Keywords: philosophy, teaching, new approaches</p>
 <p>K. Gnanaretnam GICLEAP1608096</p>	<p>Repercussion of 2007 New Curriculum in Achievement of Gce (o/l) Science Examination in Batticaloa District</p> <p>K. Gnanaretnam Lecturer, Open University of Sri Lanka, Colombo, Sri Lanka . kgnan@ou.ac.lk</p> <p>ABSTRACT</p> <p>Three national examinations are conducted in Sri Lankan formal education. They are GCE (O/L), GCE (A/L), and Grade 5 scholarship examination. The achievement of GCE (O/L) is paramount important for getting small scale employment opportunities, enrolling at Technical College, and for being qualified for GCE (A/L) class. Nonetheless, the statistics witnessed that the performance of GCE (O/L) is not satisfactory. The 60% of those who sat for GCE (O/L) are qualified for studying at GCE (A/L) class and five percent of them fail in all the subjects. Only 50 % of candidates pass in the subject of science. For improving this situation, the new curriculum was introduced in 2007 in Sri Lanka. This curriculum consisted of skill development and improvement of achievements of students. It also emphasized, group discussion, and changes in lesson planning and instruction by using new 5 E model to achieve competency level. It is now more than 06 since this new curriculum is introduced. It is the time to appraise the repercussion of the new curriculum in the achievement level of GCE (O/L) examination. The study was conducted by using survey method in the district of</p>

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	<p>Batticaloa. Both the quantitative and qualitative data were used. The study revealed that the percent of failure in the subject of science was increased. This trend co-related with in all the other districts of the island. It is also revealed that the mean of the subject of science in GCE (O/L) at national level was increased. This study included some suggestions to improve the achievement of the students in the subject of science in GCE (O/L) examinations.</p> <p>Key Terms: Science, achievement, curriculum, repercussion</p>
<p>Shi-Jer Lou GICLEAP1608098</p>	<p>A Study of Board Games on Mathematical Spatial Ability</p> <p>Hsu, Yen-Chih Graduate Institute of Technological and Vocational Education, National Pingtung University of Science and Technology, Taiwan luhui@mail.npust.edu.tw</p> <p>Chung, Chih-Chao Department of Management Information Systems, Kaomei Junior College of Health Care and Management, Taiwan justin640513@yahoo.com.tw</p> <p>Yeh, Ron-Chuen Department of Management Information Systems, Kaomei Junior College of Health Care and Management, Taiwan ronchuenyeh@gmail.com</p> <p>Lou, Shi-Jer Graduate Institute of Technological and Vocational Education, National Pingtung University of Science and Technology, Taiwan 9915916@gmail.com</p> <p>ABSTRACT</p> <p>The main purpose of this study is to investigate the influence of board games on mathematical spatial ability of grade 9 students. This study used quasi-experimental design to enroll 2 classes of grade 9 students in a certain junior high school in the southern Taiwan as the research subjects. The subjects were divided into experimental group (28 subjects) and control group (29 subjects). This study performed the pretest, posttest, and experimental teaching for 7 times (once every 2 weeks; 2 classes each time). In the teaching experiment, this study used the implementation/non-implementation of board game activityteaching as the independent variable to investigate the influence of application of board games on mathematical spatial ability of grade 9 students in junior high school. Before the implementation of the experiment, this study used spatial ability scale to perform the pretest. After the implementation of the experiment, this study used spatial activity scale to perform the posttest. In the end, this study performed relevant statistical analyses. The research results showed that: (1) board game teaching improves students' learning effectivenessof spatial ability; (2) board game teaching improves students' learning interest in spatial ability.</p> <p>Keywords: Board Game, Game-based Learning, Spatial Ability</p>

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Effect of Result-based Capability Building Program on the Research Competency, Quality and Productivity of Public High School Teachers

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ABSTRACT

In the new rationalized structure of the Department of Education, programs, projects and activities are expected to be result-based. In the past years, capability building program specifically on research focused only on physical targets as the success indicator. Hence, the expected result in the capability program are long-term and impactful primarily on the competencies, quality and sustainability. This study was conducted to determine the impact of result-based research capability building program on the competency, quality and productivity among 78 public junior high school teachers in DepEd-NCR. An adapted research instrument was used to measure the research competency of the participants before and after the third phase of the program. After one month, their outputs were analyzed using the adapted rubrics for action research proposals. Furthermore, the research competencies of participants increased from low to high before and after the training. For the inferential questions, t-test of paired samples was used to find the significant difference in the subjects' research competency before and after the training. It also revealed that there were significant differences in the research competency of the participants before and after the training. The assessed research proposals were rated "satisfactory" in terms of quality. Consequently, the research productivity in terms of physical targets got 100% because of the proposals collaboratively crafted and submitted by the participants. Therefore, the researcher concludes that the program was impactful and it produced quality research proposals. Finally, this study recommends that all teachers both from public and private must be empowered by the necessary competency in conducting action research with the mechanism of coaching, mentoring and consultation with the school heads and experts from partner Higher Education Institutions. This participative approach in research ensures that the effectiveness and impact of the program are geared towards the attainment of DepEd Vision, Mission and Goals.

KEYWORDS: Result-based, Research capability building program, quality, productivity, mixed-method design, public school teachers, Department of Education

Employment of Monitoring, Evaluation and Plan Adjustment Technology in Program Management in the department of Education

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 <p>Durr-e-Nayab GICLEAP1608100</p>	<p>Effectiveness of Teaching Critical Thinking and Barriers to (Ct) Based Teaching in Pakistan</p> <p>Durr-e-Nayab School of Educational Studies, Universiti Sains Malaysia durrenayab711@gmail.com</p> <p>ABSTRACT</p> <p>In a recent decades Critical thinking (CT) has a main focus of contemporary education, and it is the major concern of researchers and educators. However, the scholars and educators put emphasis on the implication of nurturing critical thinking in students, the literature indicate that teachers often faced barriers in the CT based teaching in Pakistan. In this study some components and definition of Critical thinking are reviewed. Regarding the barriers the major barriers in the implication of CT in Pakistan’s education system are lack of systematic evaluation, indistinct conceptualization of CT, lake of knowledge, lack of practice, lack of training are the major obstacles. The paper concluded with the future</p>

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 <p>Dur-e-Najaf Zaibi GICLEAP1608101</p>	<p>endorsements to identify the gaps in the application of CT based teaching Keywords: Critical thinking, barriers, systematic evaluation, conceptualization</p> <p style="text-align: center;">Ict Based Education in Pakistan: A Critical Review And Implications</p> <p style="text-align: center;">Dur-e-Najaf Zaibi School of Educational Studies, Universiti Sains Malaysia</p> <p style="text-align: center;">Dr Azidah Abu Ziden School of Educational Studies, Universiti Sains Malaysia</p> <p style="text-align: center;">ABSTRACT</p> <p>Within the last two decades, Information and communication has tremendously transformed the educational system and promote dramatic changes in educational process. ICT in education is more crucial today than ever before. ICT growing demand and capabilities are consider essential in the learning environment. ICT allow teachers and students to work more efficiently than in the past, but the teacher's role in present time is more demanding. The aim of this paper is to elaborate the barriers in the way of ICT assisted education in Pakistan and also present the solutions and future endorsements to overcome on these barriers and acquire more benefits from the ICT assisted education. Keywords: Information and communication technology, transformed, barriers, assisted</p>
<p>ManikGujral GICLEAP1608103</p>	<p>Problem-Based Learning: Students' perceptions of a supplementary mathematics module as intervention to assist them in learning</p> <p style="text-align: center;">Manik Gujral School of Engineering, Republic Polytechnic, Singapore manik_gujral@rp.edu.sg</p> <p style="text-align: center;">Jeeva Periasamy School of Engineering, Republic Polytechnic, Singapore jeeva_periasamy@rp.edu.sg</p> <p style="text-align: center;">ABSTRACT</p> <p>This study focuses on exploring students' perceptions of a supplementary mathematics module, named Essential Mathematics, as an intervention to assist them in mathematics learning in a Problem Based Learning (PBL) setting. Specifically, the notions of peer-support, self-confidence and enjoyment are examined. Our study also seeks to illustrate the relationship, if any, between the categories of students' perceptions' and their achievement in the mainstream PBL mathematics module. Six hundred and twenty five students taking the supplementary mathematics module in their first year of study (semester 1 and 2) of the three-year diploma programme at the polytechnic voluntarily participated in the online survey comprising 18 items. An exploratory factor analysis was carried out on all survey items. The result of the factor analysis yielded three factors, namely, peer-support, self-confidence and enjoyment which explained 79.46% of the total variance. Standard multiple regression analysis indicated that amongst the three factors, self-confidence had a significant association with the overall achievement in PBL mathematics module grade. Furthermore, enjoyment and peer-support made unique significant contributions to explaining self-</p>

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	<p>confidence, with enjoyment making the stronger unique contribution. Keywords: PBL, mathematics, intervention, peer-support, self-confidence, enjoyment</p>
<p>Rut BintiDouni GICLEAP1608106</p>	<p style="text-align: center;">The Effectiveness of Work-Based Learning (WBL) as a New Teaching and Learning Approach for Bachelor Degree in International Tourism and Hospitality of Politeknik Ibrahim Sultan, Johor Malaysia.</p> <p style="text-align: center;">Rut Binti Douni Politeknik Ibrahim Sultan, Johor ruthdouni@gmail.com</p> <p style="text-align: center;">Norazlin Binti Adan Politeknik Ibrahim Sultan, Johor</p> <p style="text-align: center;">ABSTRACT</p> <p>Work-Based Learning is a learning method that combines theoretical and practical learning in real work practices. Although this method has been implemented in developed countries, in Malaysia it was only implemented in 2007 which involves a few community colleges. Recently, the Department of Polytechnic Education stipulated that all homegrown degree programmes and seventy –five percent of the diploma programmes should be using Work-based Learning (WBL) approach. Politeknik Ibrahim Sultan is the first among public institutionin Malaysia that implement the Work-Based Learning approach in teaching and learning at the undergraduate level in tourism and hospitality management field, which started in September 2013. The objectives of this studyare to evaluate the effectiveness of WBL in improving skills and knowledge of students and to examine the challenges of WBL implementation.This study is based on semi-structured in-depth interview and observation. The key informants are students, lecturers and companies that have been through the WBL process. The finding shows that the Work-based Learning approach is very effective in helping students to improve their skills and knowledge and enhance their chances ofgetting job. However, the study find a number of issues and challenges that need to be addressed such as coordination of information and maintaining continuous cooperation. Keywords: Work-based learning, students, semi-structured in-depthobservation</p>
<p>Lestari Widodo GICLEAP1608108</p>	<p style="text-align: center;">Multimedia Design on Schoology : Discuss and Give Task Designfor Physics Students</p> <p style="text-align: center;">Lestari Widodo Master Program of Physics Education, Universitas Negeri Malang widodosmile@yahoo.co.id</p> <p style="text-align: center;">ABSTRACT</p> <p>Schoology is actuaally one of some e-learning which served various features such as discussion and tests. Schoology can provide statistical information for students to login on Schoology. Aminoto (2014) argued that the online students activities on Schoology (students learn via online outside the classroom or at their homes) decreased the activities and intended to have the low impact some factors. It is because teachers posted the uninteresting lesson of the discussion. Based on that study, the author greatly described a multimedia design as the implementation on</p>

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	<p>physics subject using Schoology which can make students interest to use those feature. Moreover, these kind of features are outstandingly provided on the discussion by teachers who have to use the inquiry method so that teachers need to post the interesting cases and give the feedback very soon based the students' responses. Further, teachers have to choose the appropriate time to take the online discussion. After taking that discussion, teachers would like to assess using some questions. Importantly, those kind of questions have to be conceptual and used various of questions like multiple choice, matching, and short answer. Teachers provide the next online class description for students when they are in the class room so that students would have been interested to have the next online class. Therefore, teachers can use the guidelines to make students more active in using the technology.</p> <p>Keywords : Schoology, Multimedia Design, Physics Students</p>
 <p style="text-align: center;">Ismail Tahir GICLEAP1608110</p>	<p style="text-align: center;">English Pedagogy through Holistic Approach for EFL Students' Engagement in Indonesia</p> <p style="text-align: center;">Ismail Tahir Master Program of English Education, Universitas Negeri Malang Ismailtahir43@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Holistic approach has been considered as the approach in teaching and learning process. The purpose of this study was to investigate an English pedagogy using holistic approach for Indonesian students. The study also aimed at exploring students' engagement when learning English. Importantly, engaging students is really needed for Indonesian students as English Foreign Language (EFL) learners in order to build up their motivation to learn English. Moreover, this study used the description procedure in exploring and enriching the development of the explanation of this paper. This paper investigated how much the use of holistic approach helped Indonesian EFL students explore their engagement. The description explained that EFL students intend to have this kind approach to be engaged by their teacher. Further, this framework also may have pedagogical implications for the fields of teachers and students feedback, the study ended with some recommendation to assist and direct the future research.</p> <p>Keywords: English Pedagogy, Holistic Approach, ESL Students' Engagement</p>
 <p style="text-align: center;">Shelly Andari GICLEAP1608111</p>	<p style="text-align: center;">Bridging internationalization of world class university and local wisdom of islamic state university of malang (uin maulana malik ibrahim)</p> <p style="text-align: center;">Shelly Andari State University of Malang shellyandari@outlook.com</p> <p>World Class University (WCU) has become long term goal or vision of all universities. As we know that there are three excellence factors that are required to make a university world class: concentration of talent, good government, and resources. These factors make top quality-universities have different size, shape, focus, and culture so that is why there is no single model of excellence universities. Culture has a big role of changing a 'traditional university' into an 'international university', internationalization is brought up. But we will find different</p>

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	<p>atmosphere in Islamic State University of Malang (UIN Maulana Malik Ibrahim) as one of two World Class Islamic University in Indonesia. In this study we will find out how UIN Maulana Malik Ibrahim balance internationalization while local wisdom is their organization value. We use qualitative approach and case study with interview, documentation, and observation as data collecting technique. The key informant is Director of International Office UIN Maulana Malik Ibrahim. This study shows us that internalizing local wisdom in all of university's activities has a big influence to keep local wisdom. Local wisdom is the identity of UIN Maulana Malik Ibrahim and it gives impact to university output. It is something that UIN Maulana Malik Ibrahim has to strive for to build an excellence and cultured university.</p> <p>Keywords: local wisdom, internalization, World Class University</p>
 <p>Vilma B. Montemayor GICLEAP1608114</p>	<p style="text-align: center;">Impact of superbrain yoga in the academic performance and behavior of selected grade 10 students in Public high school</p> <p style="text-align: center;">Vilma Montemayor Department of Education, Division of City Schools of Makati ,Philippines</p> <p style="text-align: center;">Warren A. Ramos Department of Education, Division of City Schools of Makati ,Philippines</p> <p style="text-align: center;">Luz S. Almeda Department of Education, Division of City Schools of Makati ,Philippines</p> <p style="text-align: center;">ABSTRACT</p> <p>This mixed-method design attempted to explore the effects of of Superbrain Yoga in the academic performance and attitude of selected grade 10 students of San Francisco High School. A total of Forty three(43) public junior high school students served as the respondents of the study and two master teachers as facilitators of the strategy.</p> <p>The study revealed that there was an increase in the test scores of the respondents before and after the implementation of Superbrain Yoga. Using the t-test of paired samples, the result yielded a positive effect of Super brain Yoga in the performance and behavior of students.</p> <p>With proper implementation, integration of superbrain yoga in the lesson can be an effective tool to improve the concentration and focus of the students thereby <u>improving their academic performance and attitudes toward their study.</u></p>
 <p>Romela M. Cruz GICLEAP1608115</p>	<p style="text-align: center;">Assessment of Continuous Improvement Projects in theDepartment of Education- National CapitalRegion: Basis for Program Enhancement</p> <p style="text-align: center;">Romela M. Cruz Department of Education,Field Technical Assistance Division , Philippines profwarrenramos@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This study was conducted in the six (6) schools divisions at the NCR Cluster Manila North and Central. It sought to assess the factors affecting the completion of CI Projec towards the program enhancement.</p> <p>The qualitative research techniques were employed like Focus Group Discussion and Key informant Interview. The fifteen (15) CI Team Leaders and Members</p>

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	<p>were randomly selected to join in the Focus Group Discussion. The discussion was focused on factors affecting before, during and after conducting the Continuous Improvement Projects. The documentary analysis was also utilized to assess the reports pilot implementation of the CI Projects in the 6 schools divisions.</p> <p>The research revealed that factors affecting the completion of the CI Projects are selection of team members, planning and policy, capability building and consultation, timeline and coaching venue, availability of team members, financial resources, technical support of coaches and focal persons, monitoring of the actual process, issues and concerns anent roll-out plan and division monitoring and evaluation. The findings of this study may be utilized as inputs towards the program enhancement at the DepEd, NCR.</p> <p>Keywords: Continuous Improvement, School Improvement Plan, School-based Management, Focus Group Discussion, Key Informant Interview</p>
 <p>Cecilia Noemi Silva GICLEAP1608116</p>	<p>Cultural Diversity: Devising a Model for the Foreign Language Classroom</p> <p>Cecilia Noemi Silva Institute for Excellence in Higher Education, University of Tohoku , Sendai, Japan silva.cecilia.noemi.d4@tohoku.ac.jp</p> <p>ABSTRACT</p> <p>The present work refers to the concept of cultural diversity and describes a project for guiding students into the cultural variety of Spanish speaking countries. In this work, we adopt a plural approach for a culture-oriented lesson where students reflect on and explain aspects of their own cultural context and ask about foreign cultural issues. Regarding methodology, we have combined elements from three models: Cultural Knowings: Content, Activities, Outcomes (Moran, 2001, p. 18), Experiential Learning Cycle (adapted from Kolb, 1984), and Intercultural Communicative Competence (Byram, 1990). We applied the model in one unit of the syllabus for students of Spanish (A2 level) at Tohoku University in Japan. In this presentation we are describing the classroom work, which included the following steps: research, application of writing skills and oral communication skills, and evaluation of the task. In addition, we are reporting the results of the project in terms of a) students' perception of cultural diversity, and b) application of linguistic skills to make descriptions, explanations, comparisons and inquiries related to the students' culture and to the cultures of the target language.</p> <p>Keywords: language teaching, cultural diversity, intercultural competence</p>
<p>Ritika Behl GICLEAP1608059</p>	<p>Denial/Negligence of Emotional Abuse of Children in India and its nexus with the rise of Juvenile Delinquency</p> <p>Ritika Behl Amity Law School, Amity University, Noida, India behl.ritika@gmail.com</p> <p>ABSTRACT</p> <p>Children being the most vulnerable group of society need specific and focussed set</p>

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of policies/laws which can help not only in their protection but also in building them as a resource for the society. We need to work on motor faculties of a child from the very beginning through their teenage so that an individual who has a balanced mental growth can be brought up within the limitations of his household and society.

In India though physical and sexual abuse of children has been given due importance, the mental health condition of children and its after effects have totally been neglected. In an era where it has not been realised how emotional abuse of children has not just paralysed generations but has also lead to a stark increase in the crime committed by juveniles there is an urgent need of solutions targeting the approach of law and society.

The research paper would revolve around question like how changes in laws relating to child rights in India have mirrored the change in the society over decades of development. The author would like to deliberate whether and how laws and policies will help in moulding the society towards acceptance of various family practices which have been resulting in emotional abuse of children. The paper will also deliberate about key areas which depict the nexus between the emotional abuse of children and rise in the arte of juvenile delinquency. Another important aspect of the research paper would be which programs inspired from legal systems of various other countries like Singapore should be maligned which will help in controlling the rise in rate of juvenile delinquencies which later result in crimes like Nirbhaya Rape Case. Further the paper would also discuss how education at school levels should be used to deal with emotional abuse of children



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Human Rights in the Secondary English Classroom: Reclaiming Subjugated Knowledge and Enabling Global Literacy

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ABSTRACT

The purpose of this paper is to advocate for a human rights curriculum in the secondary English classroom in order to heuristically engage young people with the study of subjugated knowledge. Human rights texts and literacies complicate our relationships with the reception of storytelling, and has the potential to bridge new pathways to empathy. Teaching for the 21st century requires an interdisciplinary approach to the rhetoric of human rights, and such a curriculum must be thorough, multifaceted, and safe. This paper advocates for Embodied Pedagogy, a theory of pedagogy that promotes a classroom environment in which students and teachers alike are encouraged to consider one another as sources of bodily, cultural, and socially existing knowledge that can come into friction in meaningful ways. Because reading is a significant portal into experiencing subjugated knowledge, Somatic Reading, a theory inspired by Kristie S. Fleckenstein's theory of somatic mind in composition, is uncovered here in order to enable students to negotiate the reading experience with a call to responsibility. As this is a pedagogical and curricular theory tied intrinsically to practice, this paper will also include student work from a Human Rights curriculum in an AP Language and Composition class in an international school in Quito, Ecuador in order to demonstrate the vibrant potential of human rights literacy as interpreted and used by adolescents.

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 <p>Noraien Mansor GICLEAP1608086</p>	<p>Keywords: Human Rights literacy, Somatic Reading, Embodied Pedagogy, global literacy, human rights, pedagogy, curriculum, writing, reading</p> <p>Exploring Perceptions On Esl Students' Reading Habits</p> <p>Noraien Mansor Universiti Malaysia Terengganu aien@umt.edu.my</p> <p>ABSTRACT Malaysia is far from a reading society. In order to advance to a society that loves reading, everybody must claim responsibility for spreading good reading habits as early as possible. Students should practice avid and independent reading, parents should provide a reasonable variety of reading materials at home, and teachers need to understand the individual needs of students of diverse backgrounds with varied habits, interests, attitudes and motivations towards reading. Additionally, the government should revise their policy of exam-oriented education which places too much prominence on examinations and not enough on the importance of the reading process. Thus, this study intends to explore perceptions on ESL students' reading habits. The findings revealed that the status of ESL students' reading habits is still bad but it can be enhanced with proper guidance and encouraging activities to motivate students' to enhance their reading skills. Therefore, it is time for the government and the community to strengthen their moves to promote effective reading habits to curb the vital contemporary issue.</p> <p>Keywords: reading habits, reading society, motivation, reading skills.</p>
 <p>Nurul Inayah Khairaty YRSLEAP1608051</p>	<p>Students and Teachers' Response of Autoplay-Based Interactive Multimedia (Descriptive Study in SMAN 1 Bajeng)</p> <p>Sriwidayani Syam Biology Department, Mathematics and Science Faculty, State University of Makassar, Indonesia sriwidayanisyam@gmail.com</p> <p>Nurul Inayah Khairaty Biology Department, Mathematics and Science Faculty, State University of Makassar, Indonesia nurulinayahkh.edu@gmail.com</p> <p>ABSTRACT Teaching learning media plays a highly important role in learning process. Since the technology improves rapidly, conventional media is altered gradually to modern media. This research is a descriptive analysis aimed to assess students and teachers' response of autoplay-based interactive multimedia on virus concept. This study was carried out at SMA Negeri 1 Bajeng. A questionnaire was given to 39 students of Class XII that have studied virus concept and 3 teachers. There are four aspects used to take the students and teachers' response, they are attention, relevance, confidence, and satisfaction. This study shown that the average of percentage of students' perception got 86,8% which has a very positive response. While the average of percentage of teachers' perception got 95,3% which has very positive response. So, it can be summed up that autoplay-based interactive</p>

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	<p>multimedia on virus concept gain a very positive response from both students' and teachers. It means that using autoplay-based interactive multimedia on virus concept can increase the students' interest and ease the teachers in teaching virus concept. Keywords:Interactive Multimedia, Students' Response, Teachers' Response, Virus Concept</p>
 <p>Seyed Alireza Hosseini Khezri YRSLEAP1608052</p>	<p>Connection Between low Back Pains And Hamstring Muscle Tightness in Soccer Players</p> <p>Seyed Alireza Hosseini Khezri URAL Federal University. Yekaterinburg. Russia alihosseini@khezri@gmail.com</p> <p>ABSTRACT</p> <p>The aim of this study is to find the relationship between hamstring tightness and backpain. Based on the evidence the relationship between the Hamstring tightness and the LBP has widely been investigated but this relationship between adolescent soccer players has been less investigated. The present study is a cross-comparative study. Thirteen children and young footballers were selected and divided in two groups with and without low back pain. After that, various factors such as age, height, weight, age of start of competitive sports, the difference between hamstring muscles tightness measured. To evaluate the differences in scores between the two groups of various statistical tests were performed at a significance level of less than 0/05. The results showed that the difference in mean age, height, weight, age of competitive sport and hamstring muscles tightness and back pain in children and young footballers, there was not a significant relationship. Keywords:Low Back Pain, Soccer player, Hamstring Tightness, Adolescent</p>
 <p>Muhammad Afsar Kayum GICLEAP1608118</p>	<p>Pedagogical Aspects of English Studies in the Universities of Bangladesh : An Evaluation</p> <p>Md. Afsar Kayum Assistant Professor, Department of English Manarat International University, Gulshan, Dhaka, Bangladesh. afsar_kaium@yahoo.com</p> <p>ABSTRACT</p> <p>The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. In Bangladesh, the study of English language is seen in different institutions: schools, colleges and universities. Among them, English is practically studied mostly in the university level where most of the subjects are designed basing on this language. Bangladeshi students are very interested to be good at this language because English may not be the most spoken language in the world, but it is the official language in a large number of countries. So, the field is very wide which inspires the students to be attracted more on the language. Upcoming students might really be high ambitious to be smart in the professional career, and so, they have always the focus on this language. But, the country does not have the speed as the students require. While</p>

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	<p>the students have the high ambitions, the country should have the ability to produce the opportunity of fulfilling all the ambitions. In this perspective, the country has to put emphasis on English studies properly. Unfortunately, the pedagogical aspects of English studies in the universities of Bangladesh, are not at good conditions at all whereas our neighboring countries have the good initiatives on the other hand. To be changed, developed and succeeded it is needed to have a more serious attention of teaching and learning this language in our universities. The research will focus on some prominent private and public universities of Bangladesh with a view to exploring the pedagogical aspects of English studies and to presenting effective recommendation to make some positive changes.</p> <p>Key words: English Studies, Private Universities, public Universities, Teaching and Learning</p>
 <p>Ria Benediktina Pizarro GICLEAP1608119</p>	<p>The Spiral to the Circle Transformation: Mathematical Metaphor in Music</p> <p>Ria Benediktina Pizarro Department of Mathematics (Student) The School of Arts and Sciences The University of San Carlos Cebu City, Philippines ria.pizarro@gmail.com</p> <p>ABSTRACT</p> <p>The natural Spiral of Fifths in music (Nature) was replaced in music history by the man-instituted conception of the Circle of Fifths. The latter has been serving through the music epochs as the theoretical background in music writing and composition. The ‘spiral’ whether it comes in the mathematical form of the ‘Archimedean spiral’, the ‘Pythagorean spiral’, etc., is defined as a ‘curve on a plane that winds around a fixed center point at a continuously increasing or decreasing distance from the point.’ In contrast, the ‘circle’ is a ‘continuous line which points are always the same distance away from a fixed central point’. Moreover, the spiral of fifths in mathematics is said to be ‘naturally prevented from becoming a closed circle by a geometric ratio.’ There is thus an inherent contrast in the behavior of the two geometric figures. The paper aims to draw clear lines between the interrelationship of the mathematical symbolic forms, the spiral and the circle as well as explore the depth of the research findings of the resulting musical-mathematical connection in the ‘spiral’ and ‘circle’ of fifths. The acoustical ratios in musical tuning processes - ‘coincidences’ established between crucial tones, i.e., ‘enharmonic’ - transformed the natural spiral of fifths into a circle and gave way to the world-ubiquitous usage of the Circle of Fifths as a prime compositional principle. The study this paper embarked on not only continues the tradition begun by Pythagoras and other ancient Greek philosophers-scientists who made an interdisciplinary connection between mathematics and music. It also brings into focus the potential for a full development of a more comprehensive study of a paradigm in education in which one discipline does not leave another out of the educational learning outcome picture, in this case mathematics and music.</p> <p>Keywords: mathematics, music, metaphor</p>

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**INTEGRATING ACCREDITATION AND QUALITY ASSURANCE
EXERCISES INTO THE QURANIC SCHOOL SYSTEM IN THE
SOUTH- WESTERN NIGERIA**

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ABSTRACT

The Quranic / piazza school where the rudiments of Islam are being imparted from the teaching of Arabic/ Quranic alphabets which later metamorphosized to higher fundamental principles of Islam is the major determinant of the existence of Islam in any part of south western Nigeria. In other words, one can successfully say that where there is a few or non-existence of such schools in that part of the country, the practice of the religion of Islam would either be very low or not existing at all. However, it has been discovered in the modern worlds that several challenges are militating against the development of these schools and among these challenges are poor admission policy, inadequate facilities such as learning environment and instructional materials, curriculum inadequacy and the management and the administration of the school of the schools which failed to change in order to meet the modern contemporary Educational challenges. The focus of this paper therefore is to improve the conditions of these basic Islamic schools through the introduction of quality assurance and integrating accreditation Exercise to improve their status in order to enhance economic empowerment and to further their educational career in the future so that they will be able to compete favourably among the graduates of conventional universities. The scope of this study is limited to only seven(7) states of Yorubaland and with only three(3) proprietors/ schools from each state which are Lagos, Oyo, Ogun, Osun, Ekiti, Ondo and parts of Kwara State. The study revealed that quality assurance as well as accreditation exercise are lacking in all the local Arabic/Quranic schools. Suggestions are proffered towards correcting the anomalies in these schools so that they can meet the modern Educational standard.

Keywords: Accreditation, Quality assurance, Quranic schools, South-western Nigeria

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A study on the use of micro-movies for teaching Chinese writing in Taiwan
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ABSTRACT

This study is aimed to discuss the effectiveness of teaching junior high school students how to write creative Chinese composition by means of micro movies in Taiwan. In the experiment, 60 eighth-grade junior high school students in Pingtung County were recruited as participants and divided into the experiment group (31 students) and the control group (29 students). Eight teaching experiments were carried out in addition to the pre- and post- experiment tests. As suggested in the findings, students' writing performance was improved in terms of the content, organization, general writing rules, creative thinking and the overall scores in the classroom using micro-movies. Students in the experiment group showed greater writing performance in terms of the content, organization, general writing rules, creative thinking, and the overall scores than those in the treatment group.

Keywords

Micro-movies, Creative writing, Writing performance



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An Empirical Study on the experiences of the Differently-abled (Visually disabled) students of Loyola College on using

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	<p style="text-align: center;">ABSTRACT</p> <p>The higher educational institutions have the greatest responsibility of delivering necessary contents to their students to pursue the degree. The contents both academic and administrative nature are important for the students to obtain their degree on time. The academic and administrative contents required may vary from degree to degree, from department to department and person to person. The higher educational institutions have taken many efforts to provide such contents to their students via many mediums such as notice boards, public addressing system, digital boards, and digital library available in the institution. However some of the students miss out the vital information. The modern gadgets and other sources have diverted the attention of the students and therefore the institutions are expected to provide some additional sources to give such necessary information via the medium that they use frequently. The web sites are undoubtedly the viable medium which is present for 24 hours in the internet and can be accessed even through a mobile phone. Hence, the need to provide such necessary contents through webs has been increased.</p> <p>The Website and Internet are very powerful Information and Communication Technology (ICT) tools for any educational institution to publish any contents required for their stake holders and the public. To access the contents present in the web site, not only the desktops and laptops but the mobile phones are also used. The differently-abled, esp. persons with no sight or partial sight may use some screen reading software to read and realize the contents present in the web and also to navigate from one page to another and to access all the contents of the pages in the web as they cannot read/see and use the mouse as others can.</p> <p>Due to the inclusive policy, many differently-abled students are given a chance to pursue their higher education. The differently-abled are well versed in computer operation but cannot see the pictures/ videos on the screen and cannot navigate using mouse or with any other modern device and thus creating digital divide. The survey paper aims at eliminating the digital divide and devising an innovative method to understand and analyze the experience of differently-abled students of Loyola College on the use of www.loyolacollege.edu and thus enabling them to use the web on a par with others.</p>
<p>Veronika Swanti GICLEAP1608126</p>	<p style="text-align: center;">THE INFLUENCE OF HUMOR TOWARD TEACHER'S WORK ENGAGEMENT</p> <p style="text-align: center;">Veronika Swanti Sanata Dharma University, Yogyakarta, Indonesia veronika.swanti@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Working in a tense environment has been proven to initiate more problems which result in negative effects toward employees' performance. A high-stress work environment can lead employees to health problems and work errors. The lack of rest and the stress itself influence workers' health which may increase work errors. Positive attitude toward stress and pressure is seen as one way to achieve balance. Humor is considered to be one of positive attitudes which can connect someone directly to troubles and contradictions in a way that produces not terror or anger but pleasure. This study will examine how teachers in Yogyakarta</p>

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	<p>Independent School deal with humor in the school workplace and the effects of positive humor in the school workplace related to teacher's work engagement. This study will apply qualitative method utilizing interviews with teachers of Yogyakarta Independent School. The study found the use of appropriate humor in the school workplace was highly related to the teachers' work engagement. Further study is needed to examine the use of positive humor in other schools</p>
 <p>Chris Kitching GICLEAP1608123</p>	<p>Effective learning and teaching in higher education</p> <p>Chris Kitching Associate Lecturer, Tutor & PhD candidate School of Education and Academic Enabling and Support Centre University of Notre Dame Australia (Sydney) PO Box 944 Broadway NSW 2007 Australia Christopher.Kitching@nd.edu.au</p> <p>ABSTRACT</p> <p>First-year higher education studies is a challenge and interest in student engagement is a key focus of those teaching in higher education. The internationalisation of tertiary education has contributed to significant increases in participation rates from a more diverse range of students. Furthermore, the need for students to acquire a set of skills and knowledge base that is applicable in the contemporary and dynamic workplace has never been more apparent than today. Thus, successful transition to university presents specific challenges for all stakeholders; the institutions, academics and students. Facilitating student engagement, offering specific assistance, modelling appropriate academic practices to change and develop student understanding are key objectives. However, institutional features do have an effect on the quality of student learning outcomes and the pedagogy of teachers. It is apparent that student approaches to learning, their perceptions and actual experiences are associated with learning outcomes. In addition, teaching methods in different contexts is also related to student approaches to learning. This can require academic staff to change their conceptions and understanding of what best enables high-quality teaching and learning in higher education. Developing innovative teaching practices, introducing diverse assessment tasks and responding to different learning styles can encourage deeper engagement, develop knowledge and understanding by students. Providing positive learning experiences by adopting a facilitating role, promoting active learning enhances student engagement, satisfaction and retains students.</p> <p>Keywords: Active learning, collaborative learning, engagement, pedagogy, student-centred learning</p>

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- » 7th International Conference on Learning, Education and Pedagogy (LEAP), 8-9 November 2016, Singapore
- » 8th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 Dec 2016, Dubai
- » 9th International Conference on Learning, Education and Pedagogy (LEAP), 27-28 Dec 2016 Bangkok, Thailand
- » 10th International Conference on Learning, Education and Pedagogy (LEAP), 19-20 Feb 2017, Dubai
- » 12th International Conference on Teaching, Education and Learning (ICTEL), 25-26 November 2016, Mauritius
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- » 14th International Conference on Teaching, Education and Learning (ICTEL), 23-24 May 2017, Lisbon
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- » 16th International Conference on Teaching, Education & Learning (ICTEL), 21-22 June 2017, Kuala Lumpur, Malaysia
- » 17th International Conference on Teaching, Education & Learning (ICTEL), 12-13 July 2017, Bali, Indonesia
- » 18th International Conference on Teaching, Education & Learning (ICTEL), 19-20 July 2017, Bangkok, Thailand
- » 19th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2017, Rome, Italy

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