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**CONFERENCE PROCEEDINGS**

**8th International Conference on Learning, Education and Pedagogy  
(LEAP), 18-19 December 2016, Dubai**

18-19 December 2016

Conference Venue

Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai, United Arab  
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## **KEYNOTE SPEAKER**



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**Professor, CS/IT Department, Clayton State University**

**8th International Conference on Learning, Education and Pedagogy (LEAP), 18-19 December 2016, Dubai**

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## **KEYNOTE SPEAKER**



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**Jose Mejia Ocampo, Jr**  
GICLEAP1609051

**PUPILS' MATH CONCERNS: LEARNING MODE VS. SURVIVAL MODE**

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**ABSTRACT**

This paper describes the Grade 1 Math pupils' concerns whether they are in learning mode or in survival mode. For gathering of data, the researcher and staff researcher observed one subject-pupil every scheduled math class per week. The checklist constructed by the researcher was used for data gathering through observation. Results indicate that pupils' Math concerns can be manifested through survival mode-behaviors. To reduce the children's Math difficulty (concerns) and their survival mode-behaviors, the Brain Gym program can be used as an alternative movement-based learning activity.

**Key Concepts: Math Difficulty; Survival Mode Behaviors**



**Dr. Shakil Akhtar**

**A Study to Evaluate Users' Satisfaction of Blackboard Learn**

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**ABSTRACT**

This study summarizes and reports first-time users' satisfaction of a Blackboard Learn user interface that had been adopted as an online/blended teaching-learning management tool. Users' satisfaction was measured in terms of the overall consistency, ease of use, universability, positive aspects, and problems/limitations of the Blackboard Learn user interface. Data were collected through a number of 5-point Likert scale type items using an online survey. The survey also gathered participants' gender and major area of study to determine if there exists any significant difference in their satisfaction, among the possible groups in these measures. Results revealed that first-time Blackboard Learn users are most likely overall satisfied in using it without any significant difference among male vs. female; and engineering vs. non-engineering major users. Blackboard users are satisfied with a number of its advanced features, although they have reported some noticeable problems, limitations, and recommendations.

**Keywords: Blackboard Learn, Shneiderman's golden rules of user interface design, user interface evaluation**

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**Behaviour Of Motivation In Quality Teaching For Sustainable Development At Primary School Level In Katsina Metropolis, Nigeria**

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**ABSTRACT**

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

**Key words: Motivation, Quality Teaching, Sustainable Development**



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**Trends In Curriculum Development For Business Education**

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**ABSTRACT**

This paper examines the trends (that is, the recent developments) of curriculum development for business education. As a result of the age in which we are, information and communication technology has taken the centre stage such that

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	<p>any course of study that does not inculcate this new technology into its curriculum will most likely witness an exodus of students from the department. This paper discusses how the internet can be integrated into the curriculum of business education, this of course includes (but is not limited to) information technology and the internet, as well as the emergence of strategic planning in the program. The likely trends business education curriculum will explore now and in future are also discussed in this paper. The data used are, secondary data, collected from relevant write-ups and journal publications, and primary data collected as a result the author's experience and the current trends in the School of Business education, Federal college of Education (technical) akoka (where the computer and internet is used as a teaching assistance and a research vehicle). It was therefore concluded that the Internet is not the fix all cure for the problems faced by Business Education. The issues run much deeper than a simple cut. However, using the Internet is good medicine and can strengthen some of the weak body parts of the educational system.</p> <p><b>Key Words:</b> Business Education, Curriculum, Information technology, Internet, Computer.</p>
 <p><b>Tolorunleke Emmanuel Adebayo</b> GICLEAP1609055</p>	<p style="text-align: center;"><b>Information And Communication Technology: A Panacea For Human Capacity Building For Teacher Education</b></p> <p style="text-align: center;"><b>Tolorunleke Emmanuel Adebayo</b> Department of Curriculum and Educational Technology, Kogi State College of Education, Ankpa Kogi State, Nigeria <a href="mailto:emmaleks2002@yahoo.com">emmaleks2002@yahoo.com</a> <a href="mailto:emmaleks2002@gmail.com">emmaleks2002@gmail.com</a></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper analyses the concept of Information and Communication Technology (ICT) in the process of capacity building in the Education Industry especially as it concerns Teacher Education. It further advocates a paradigm shift from a teacher-centered learning to a learner-centered learning. It highlights the roles of ICT skills that can be used to propelling desirable teacher education programmes. A conclusion is drawn and recommendations are made.</p>
<p><b>Jareeluk Ratanaphan</b> GICLEAP1609056</p>	<p style="text-align: center;"><b>The Enhancing of Disable Occupational Ability by using Co-operative Process and Folk Wisdom</b></p> <p style="text-align: center;"><b>Jareeluk Ratanaphan</b> School of Educational Studies, Sukhothai Thammathirat Open University, NonthaBuri, Thailand <a href="mailto:drjareeluk@gmail.com">drjareeluk@gmail.com</a></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purposes of this research were to 1) study the effect of the enhancing disable occupational ability by using co-operative process and folk wisdom 2) study the effects of using The enhancing of disable occupational ability by using co-operative process and folk wisdom on disable's and parents' opinion. The research sample comprised: 10 students with special needs and 10 parents. The</p>

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	<p>instrument used in this study comprised: achievement test, observation form and questionnaire. Mean, Standard deviation, Percentage, The Wilcoxon Matched Pairs Signed-Ranks Test and content analysis were used for data analysis. The findings of the research were as follows:1) The ability on occupational of students with disable after having been enhanced occupational ability by using co-operative process and folk wisdom were higher than before, with statistically significant at the .05 level. 2) The opinion of students and parents on enhancing occupational ability by using co-operative process and folk wisdom was at the highest level. Moreover, parents joined for planning and supporting the occupational ability of their children.</p> <p><b>Keywords;</b> occupation, disable, co-operative process, folk wisdom</p>
 <p><b>Elize Du Plessis</b> GICLEAP1609057</p>	<p style="text-align: center;"><b>A Wil Model in Distance Education</b></p>
 <p><b>Achugbu Chinwe N.J</b> GICLEAP1609059</p>	<p style="text-align: center;"><b>Unemployment Challenges Facing The Leadership Role of ‘Ndi Igbo’ Women in Nigeria, The Role of Science Education.</b></p> <p style="text-align: center;">Chinwe N.J.Achugbu, NnamdiAzikiwe University Awka, Anambra State, Nigeria. <a href="mailto:chypaschalachugbu@gmail.com">chypaschalachugbu@gmail.com</a></p> <p style="text-align: center;">Charity Ifeoma Umeobi NnamdiAzikiwe University Awka, Anambra State, Nigeria.</p> <p style="text-align: center;">Ezeuko Oluchukwu Chinyere NnamdiAzikiwe University Awka, Anambra State, Nigeria.</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Unemployment stands out as an albatross and a continuing menacing problem in recent times as its effects cut across all human populations. The immediate and later consequences of this term are clearly manifest in developing countries like Nigeria and “Ndiigbo” in particular. This trend is even more manifest among Ndi Igbo women as their dreams of taking up leadership position are seriously eroded. Many of our gifted and intelligent women who ordinarily would havetaken up good position in the Igbo polity could not do so because of unemployment. In the light of the above, this paper empirically examined Science Education as a panacea to the challenges of unemployment towards the leadership roles of Ndi Igbo women in south Eastern Nigeria. The survey research design was adopted. Purposive sampling was used to select 200 science teachers in public secondary schools in 10 local government Areas of Enugu and Anambra States of the south Eastern geopolitical zone of Nigeria. The data for this study was obtained using</p>

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	<p>the structured data form and questionnaire. Chi square was used for analysis. Analyzed data revealed that: academic qualification is a major factor in the employment of women, there is a significant relationship between science education skills and economic independence of women. Among others, the paper recommended that there should be mandatory and supported education for the girl/child and women at all level of education. Provision of favourable environment to promote the employment of women including professional and technical training should betaken seriously. There should be eradication of illiteracy through acquisition of qualitative education by female, and Ndi Igbo women should be more determined to assume their rightful positions in public and private sector.</p> <p><b>Key words:</b> Ndi Igbo, women, leadership, Unemployment, Science Education.</p>
 <p><b>Umobi Charity Ifeoma</b> GICLEAP1609060</p>	<p><b>Unemployment Challenges Facing The Leadership Role of ‘Ndi Igbo’ Women in Nigeria, The Role of Science Education.</b></p> <p><b>Chinwe N.J.Achugbu,</b> NnamdiAzikiwe University Awka, Anambra State, Nigeria. <a href="mailto:chypaschalachugbu@gmail.com">chypaschalachugbu@gmail.com</a></p> <p><b>Charity Ifeoma Umeobi</b> NnamdiAzikiwe University Awka, Anambra State, Nigeria.</p> <p><b>Ezeuko Oluchukwu Chinyere</b> NnamdiAzikiwe University Awka, Anambra State, Nigeria.</p> <p><b>ABSTRACT</b></p> <p>Unemployment stands out as an albatross and a continuing menacing problem in recent times as its effects cut across all human populations. The immediate and later consequences of this term are clearly manifest in developing countries like Nigeria and “Ndiigbo” in particular. This trend is even more manifest among Ndi Igbo women as their dreams of taking up leadership position are seriously eroded. Many of our gifted and intelligent women who ordinarily would havetaken up good position in the Igbo polity could not do so because of unemployment. In the light of the above, this paper empirically examined Science Education as a panacea to the challenges of unemployment towards the leadership roles of Ndi Igbo women in south Eastern Nigeria. The survey research design was adopted. Purposive sampling was used to select 200 science teachers in public secondary schools in 10 local government Areas of Enugu and Anambra States of the south Eastern geopolitical zone of Nigeria. The data for this study was obtained using the structured data form and questionnaire. Chi square was used for analysis. Analyzed data revealed that: academic qualification is a major factor in the employment of women, there is a significant relationship between science education skills and economic independence of women. Among others, the paper recommended that there should be mandatory and supported education for the girl/child and women at all level of education. Provision of favourable environment to promote the employment of women including professional and technical training should betaken seriously. There should be eradication of illiteracy through acquisition of qualitative education by female, and Ndi Igbo women should be more determined to assume their rightful positions in public</p>

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	<p>and private sector.</p>
 <p>Olaotan Oladele Kuku GICLEAP160906</p>	<p><b>Key words:</b> Ndi Igbo, women, leadership, Unemployment, Science Education</p> <p><b>Effectiveness Of Frequency Of Testing On Anxiety Towards Mathematics Among Secondary School Students In Ogun State, Nigeria</b></p> <p>Olaotan Oladele Kuku (Ph.D.) Federal College of Education (Technical), Akoka, Lagos State, Nigeria <a href="mailto:olaotan.kuku@yahoo.com">olaotan.kuku@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>Achievement Testing is the general means of finding out how much the students have learnt, but it is known to trigger test anxiety. Thus, this study examined the effectiveness of frequency of testing on anxiety towards Mathematics among secondary school students in Ogun State, Nigeria. Two research hypotheses guided the study. The study used quasi experimental pre-test/post-test control group research design. The population of the study comprised all Senior Secondary II Students in Ogun State. The sample for the study comprised 157 SSII students selected using multistage sampling process. The study used five Schools as experimental groups and each of these schools was tested at varying test frequencies. The Mathematics Anxiety Rating Scale (MARS) was the instruments used for collecting data for the study. The data generated were analysed using descriptive statistics and Analysis of Covariance (ANCOVA), tested at 0.05 level of significance. The findings showed that there was significant difference in the mean scores of students' Mathematics Anxiety as a result of exposing students to varying test frequencies. Also, the study revealed that gender was not a significant factor when planning to reduce students' Mathematics Anxiety. A weekly testing was recommended for students experiencing test anxiety.</p> <p><b>Keywords:</b> Frequency of Testing, Anxiety, Gender</p>
<p>Dr. Mohammed Usman Sani GICLEAP1609063</p>	<p><b>Improving The Quality Of Life Of The Physically Challenged Persons Through Sports Participation</b></p> <p>Mohammed Usman Sani (PhD) Department of Science Education Human Kinetics and Health Education Unit Faculty of Education Federal University Dutsinma, Katsina State Nigeria <a href="mailto:mohdsaniusman@yahoo.com">mohdsaniusman@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>Good health-related fitness and participating in sporting activities are important to health promotion and feeling well. Regular participation in sporting activity not only help prevent illness and disease of the physically challenged, but also help them look good, feel good and improve their quality. This paper therefore discusses on the values of sports, causes of disability, disability sport and its benefit, the rise in physical inactivity, the health benefits of sport and physical activities, improving the quality of life of the physically challenged through sports participation and concluded that the physically challenged must be encouraged to participate in various sports because they need to keep fit to achieve good quality</p>

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	<p>of life. It also recommended that all physically challenged should be encouraged to participate in one form of sports or the other in order to enhance their health and well-being. <b>Keywords: Participation, Physically Challenged, Quality, Sports</b></p>
<p><b>Awujoola-Olarinoye, F A.</b> <b>GICLEAP1609064</b></p>	<p style="text-align: center;"><b>Organization And Administration Of Physical Fitness Programmes In Nigerian Schools</b></p> <p style="text-align: center;"><b>Awujoola-Olarinoye, F A. (PhD)</b> <b>Department of Science Education</b> <b>Human Kinetics and Health Education Unit</b> <b>Federal University Dutsin-Ma, Katsina State</b> <a href="mailto:mohammedsani503@yahoo.com">mohammedsani503@yahoo.com</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Formal education in Nigerian during the colonial days recognized the importance of Physical Education and Sports as integral parts of the education curriculum. The government schools and voluntary agency schools, had regular physical education classes, sports practices, and competitions for all the students. The main motivation during those days was the joy derived in taking part, and not the desire for material gains. The daily life of a fairly considerable percentage of Nigerian citizens lacks exercise. The result is that heart diseases and circulatory illnesses are on the increase. The overall aim of the physical fitness programme is to ensure that by the time a student leaves the institutions, he or she must have acquired the desire to be fit. On the basis of this explanation, this paper examines the what physical fitness is, components of health related physical fitness, the need for physical fitness programmes in schools, organization and administration of physical fitness programmes in schools. It concluded that Involving all schools will generate interest in the measurement of physical fitness and physical performance even among our highly rated sportsmen and women. The paper further recommended the inclusion of daily physical activity and exercise programme on the schools time table. <b>Keywords: Administration, Organization, Physical Fitness, Programme</b></p>
 <p><b>Mrs Mahwasane N.P</b> <b>GICLEAP1609065</b></p>	<p style="text-align: center;"><b>Library services and facilities necessary for research support in the academic libraries</b></p> <p style="text-align: center;"><b>Mrs Mahwasane N.P.</b> <b>University of Venda</b> <a href="mailto:Nkhangweni.mahwasane@univen.ac.za">Nkhangweni.mahwasane@univen.ac.za</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The objective of the study was to establish the clients' satisfaction levels with as far as the library resources and services is concerned, as well as to assess clients' views of the library staff's manner. A quantitative method was utilised for this study. The self-administered questionnaires were used to collect data required in order to attain the objectives of the study. A purposive sample of ten (10) professional librarians from the university of Venda library, participated in the study. To consider the validity and reliability of the questionnaire, it was revised by professionals in the Library and Information Science. Their input were included as necessary. The findings revealed that the library is playing an</p>

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	<p>important role in supporting teaching, learning and research. The library resources, services and facilities were highly esteemed by the clients, although the library cannot be rated as having fully-fledged facilities for post graduate and researchers to work. The study recommended that all staff members regardless of whether they are professionals or not should receive training on how to serve library users. Additional innovative methods to distinguishing and reviewing information-related training needs of researchers have to be established in collaboration with appropriate academic staff members.</p> <p><b>Key terms:</b> Academic libraries; Information sources; Library facilities; Library resources; library services; Research support</p>
<p><b>Gayathri Suriamuthy</b> GICLEAP1609066</p>	<p style="text-align: center;"><b>Promoting Genre Awareness of Report Writing Skills of Technical Students at IKM Johor Bahru</b></p> <p style="text-align: center;">Gayathri Suriamuthy Institut Kemahiran MARA Johor Bahru, Jln Taruka OFF Jln Datin Halimah, 80720 Johor Bahru</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Report writing is very significant to the field of technical studies as it will be used in future workplace. In relation to that, higher learning institutions have entailed and implemented suitable genre of report in their respective institutions. However, it is a sigh that learners still fail to produce the writing according to its genre. Consequently, this study aims to inform the contribution of genre awareness in improving students' writing skills and how can teachers promote genre awareness in classrooms of a second language environment. The study employed an exploratory approach which involved a group of 40 diploma students from Institut Kemahiran MARA Johor Bahru (IKM Johor Bahru). Three instruments were used to collect the data that include students' written report, conversational interview responses and teacher journal reflections that helped in understanding the phenomenon. The findings indicated that genre awareness of report writing skills of these students contributed to improving their writing and a number of actions can be incorporated by teachers to promote genre awareness in the classroom. However, it was also found that the language development of the students may not be as significant as the mastery of the text in the case of this study. In addition, this study will contribute to enrich understandings on the field of genre awareness for writing, especially for report writing skills. Moreover, future research may concentrate on using different genre awareness strategies and a wider range of participants to generalize the conclusions.</p> <p><b>Keywords—</b> genre awareness, report writing, technical students and writing.</p>
<p><b>Safa</b> GICLEAP1609067</p>	<p style="text-align: center;"><b>What is depression and anxiety?</b></p> <p style="text-align: center;">Safa Department of Humanities and social sciences</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>“Depression and anxiety” is not just a mood it’s an illness which occurs when people face bad times in life and as a result they lose hope in themselves, their</p>

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	<p>lives and in God. They either start blaming themselves for what has happened or they just blame God for putting them in such a situation. What we need to clear out first is that, if the problem that we're going through came from God as a test or did it occur due to our own faults.</p>
 <p><b>Kpomah Bridget</b> GICLEAP1609071</p>	<p>Analysis of enrolment and performance pattern in ssce chemistry examination in some public schools selected from ethiope-west l.g.a. Of delta state</p> <p><b>Kpomah b</b> Department of chemistry Delta state college of physical education mosogar, nigeria <a href="mailto:tressurekpomah@yahoo.com">tressurekpomah@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>No teaching or learning is complete without evaluation of performance; the issue of poor performance is more concentrated in the sciences and chemistry specifically. We are not surprised to observe such greater failure rate in sciences because our schools have continued to teach theoretical science. The problem of mass failure in chemistry at Senior Secondary Certificate Examination (SSCE) has drastically reduced the number of students applying for courses that are rooted in chemistry. This research work therefore studied the pattern of enrolment and performance in SSCE chemistry between 2004 to 2014 in nine (9) public schools selected from Ethiope West Local Government Area of Delta State in Nigeria. Results from the study showed that enrolment figure of male students outnumbered that of the female students; similarly, the male students perform better than the female students. Generally, enrolment and performance of students decreases from 2004 to 2014.</p> <p><b>KEYWORDS:</b> Evaluation, examination, learning, performance teaching</p>
<p><b>Türkan Erdem</b> GICLEAP1609073</p>	<p>Kandinsky's Practice Of A Mild Intellectual Disabilities</p> <p><b>Türkan ERDEM, Professor</b> Necmettin Erbakan Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Güzel Sanatlar Eğitimi Anabilim Dalı Resim-İş Eğitimi Bölümü <a href="mailto:turkanerdem@gmail.com">turkanerdem@gmail.com</a></p> <p><b>. Zeliha Canan ÖZKAN, Lecturer</b> Necmettin Erbakan Üniversitesi Seydişehir Meslek Yüksekokulu Tasarım Bölümü Grafik Tasarım Programı <a href="mailto:z.cananozkan@konya.edu.tr">z.cananozkan@konya.edu.tr</a></p> <p><b>ABSTRACT</b></p> <p>In this study, individuals with mild mental barrier was designed to investigate the artistic skills training. In this context, the general objectives; In terms of artistic skills of the adequacy of existing programs, and improvement of the situation it should be investigated.</p> <p>The study process; academics and experts in the subject area teachers; mental disabilities were administered a questionnaire that included open-ended questions 9 to the needs analysis of the visual arts program. These survey results are determined according to curriculum development themes in line with this theme and contain a new 16-week artistic skills training, visual arts course curriculum is</p>

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	<p>being prepared. The study is ongoing. In the research work of Kandinsky, the interpretation of geometric shapes using ready-made technique, Konya or Ankara ..... .. School was administered as a 2-week period students with mild mental disabilities. Key Concepts: Mentally Handicapped, education, skills, artistic skills, artistic skills training, target, content, Needs Analysis, Program Development</p>
 <p>Swarna Sirisena GICLEAP1609075</p>	<p>Innovative Thoughts Management (Teaching And Learning)</p> <p>Swarna Sirisena Affiliation: University of Colombo.</p> <p>ABSTRACT</p> <p><b>DEFINITION</b> Management” (from Old French ménagement “the art of conducting, directing”, from Latin manu agere “to lead by the hand”) characterises the process of leading and directing all or part of an organization, often a business, through the deployment and manipulation of resources (human, financial, material, intellectual or intangible). ... <a href="http://en.wikipedia.org/wiki/Management">en.wikipedia.org/wiki/Management</a> The world is changing; education no longer must be continued to study the many fields of conventional knowledge. Time now demands a global sharing of wealth of knowledge. Global corporations are applying technology in the current environment when global boundaries are fastly disappears. Management of innervations technology, technology of transfer and commercialization, innervations for product development, enterprise resource planning, human resource management and logistics management are various skills adapted by co operations to achieve their targets/ goals. Apply skills through innovative thoughts Industrial knowledge alone invertible insufficient for a company to excel in the field. As a result cooperation must utilize high-tech products and services too and capitalize on new business opportunities via technology. Talented individuals with innovative thoughts and vision can help a company weather any storm in the highly competitive global economic environment. The main objective of innervations is value addition. An innovative organization is one that constantly looking for new way to improve the people, process and products. The culture of the organization is to encourage creative thinking for everyone in the organization. Innovative thoughts has worked with many companies divisions and teams to develop their own strategic vision and plan and uses the process to create buy-in buy shake holders for a more creative and innovative organization.</p> <p><b>LEARNING AND TEACHING METHODS</b> When we consider management, time management, human resources management, stress management, etc. to be considered.</p> <ul style="list-style-type: none"><li>• The Primary Mission "To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the international and national communities</li></ul>

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	<ul style="list-style-type: none"> <li>•     ↳ to master the subject matter, concepts and techniques of their chosen discipline(s) at internationally-recognised levels and standards;</li> <li>•     ↳ to acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;</li> <li>•     ↳ to adapt acquired knowledge to new situations;</li> <li>•     ↳ to communicate in English clearly, concisely and logically;</li> <li>•     ↳ to acquire the skills needed to embrace rapidly-changing technologies in a global environment;</li> <li>•     ↳ to think and reason logically and creatively;</li> <li>•     ↳ to undertake problem identification, analysis and solution;</li> <li>•     ↳ to question accepted wisdom and be open to new ideas and possibilities;</li> <li>•     ↳ to acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters;</li> <li>•     ↳ to work independently and in a team;</li> <li>•     ↳ to acquire cross-cultural and other competencies to take a citizenship and leadership role</li> <li>•     in the local, national or international community. The terms of reference of the Teaching and Learning Committee include:             <ul style="list-style-type: none"> <li>•     • advice on University-wide matters relating to teaching and learning;</li> <li>•     • assessing and improving the quality of teaching and learning;</li> <li>•     • use of technology in teaching and learning;</li> <li>•     • research studies on teaching and learning, etc."</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Ayse Sule Yuksel</b> <b>GICLEAP1609077</b></p>	<p style="text-align: center;"><b>The Relationship Between Moral Identity And Prosocial/Antisocial Behaviour Among Adolescents In The Uk</b></p> <p style="text-align: center;"><b>Ayse Sule Yuksel</b> <b>Department of Psychology and Human Development, Institute of Education, University College London, UK</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This study examined the relationship between moral identity and prosocial/antisocial behaviour among adolescents in the UK. Although this relationship has been repeatedly investigated, research which takes religiosity and ethnicity into consideration is scarce. Therefore, this relationship was specifically examined in terms of religiosity, ethnicity, and gender with a British sample for the first time. This study is quantitative and adopted a correlational design. A sample of 192 adolescent students (M=18.32; SD=1.12, 103 female) from years 12 and 13 in a secondary school in London took part in the study. Each participant completed a confidential self-report questionnaire which consisted of four subscales: moral identity, moral motivation, volunteering behaviour, and rule-breaking behaviour. The findings revealed some correlation between moral identity and moral behaviour; no correlation between moral identity and prosocial behaviour; and a small but significant negative correlation between moral identity and antisocial behaviour. Whilst external accounts of moral identity related most with prosocial behaviour, internal accounts were associated more with antisocial behaviour. In the current sample, religiosity was correlated with moral identity symbolisation, antisocial behaviour, but not with prosocial behaviour and internalisation. The results differed with regards to ethnicity in external motivation and religiosity. Moreover, gender only affected moral identity</p>

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	<p>and moral motivation in favour of girls, whereas no difference was found in prosocial-antisocial behaviour across gender. The results have indicated that moral identity may have different relationships with prosocial and antisocial behaviours. Moreover, even though religiosity appears to be less internalised than morality, it still serves as an additional factor relating to symbolisation. Ethnicity also seems to have a role in moral identity formation with regards to collectivistic and individualistic cultures. Finally, gender appears to have an effect on moral identity development.</p>
 <p><b>Wodi, Iniye Irene PhD</b>  <b>GICLEAP1609078</b></p>	<p><b>Achievement Goal Orientations of schooling adolescents in Bayelsa State, Nigeria. Implications for Sustainable development.</b></p> <p style="text-align: center;"><b>Wodi, Iniye Irene PhD</b>  <b>Department of Educational Foundations</b>  <b>Niger Delta University, Wilberforce Island</b>  <b>Bayelsa State, Nigeria.A.</b></p> <p style="text-align: center;"><b>Agih Allen</b>  <b>Department of Educational Foundations</b>  <b>Niger Delta University, Wilberforce Island</b>  <b>Bayelsa State, Nigeria.A.</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Goal theory perspective as an emerging trend in students' motivation explores reasons why students engage in achievement related behaviour. While previous research typifies students' goal orientations into two dimensions of mastery and performance orientations in various other parts of the world, not much has been done in this regard in Nigeria and specifically in Bayelsa state to the best of the researcher's knowledge. To this end, the study explores the achievement goal orientations of schooling adolescents in Bayelsa State. The sample of the study consists of 220 schooling adolescents drawn from four urban schools in the state. A modified form of the Patterns of Adaptive learning survey (PALS) questionnaire was used to elicit data. Results indicated that schooling adolescents in Bayelsa state are mastery as well as performance oriented. The students also did not differ in goal orientations by gender. The implications of this for sustainable development were highlighted.</p> <p><b>Keywords:</b> achievement goals, goal orientations, schooling adolescents.</p>
 <p><b>Samuel Dunsin Ojo</b>  <b>GICLEAP1609080</b></p>	<p style="text-align: center;"><b>Reality-Check For Flexibility Check: Assessing Open Distance Learning Status Among Nigerian Minors</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>It is not gainsaying that education has significantly moved away from four-wall classroom. Technological innovations are being deployed to break barriers of <b>TIME, DISTANCE, and LOCATION</b> etc. in education. Little wonder NUC massively advocate for distance learning in Nigerian universities. This research paper seeks to assess the sustainability of this new trend in education in Nigeria as regards the students. It seeks to examine various students' requisite skills, materials and peculiarities requires for this new trend of education. It tends to identify various challenges current Nigerian distance learners might be facing in this new system of education and how the concerned</p>

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	<p>institutional bodies could flexibly factor these issues in designing Nigerian Social-friendly distance learning programmes.</p> <p>The research instrument used for this study is questionnaire which comprises of various questions carefully structured to assess distance learning students of University of Abuja as touching their current technical skills, financial capacities, socio-economic status among others. This research identifies challenges on ‘Statorial’ basis; it identifies the challenges from State to State within Nigeria. These and many factors are examined in this study to give an overview deliverables which could help to design/develop distance learning programmes that will be Nigeria-friendly considering her peculiar nature. The statistical method used in analysing the results gathered from respondents is Simple Percentage.</p> <p>The results of this paper identify various areas in distance learning that require local adaptation and not absolute absorption. It unravels heights that are still not yet attained in Nigerian distance learning and identifies strategies towards attaining them for excellent distance learning practices.</p> <p><b>Key Words:</b> Distance Learning, Nigerian Universities, Nuc, Education</p>
<p>Zeynep Simsir GICLEAP1609084</p>	<p><b>Examination Of Relationship Between Humane Values And The Level Of Depression Of Teacher Candidates</b></p> <p>Res. Assist. Zeynep SIMSIR zey.simsir.93@gmail.com Ph.D.. Bulent DILMAC University of Necmettin Erbakan, Konya/TURKEY <a href="mailto:bulentdilmac@gmail.com">bulentdilmac@gmail.com</a></p> <p><b>ABSTRACT</b></p> <p>The purpose of the present study is to examine relationship between human values and the level of depression of teacher candidates. The study group consist of 300 female and 232 male total 532 teacher candidates. This study was conducted in relational screening model that is a sub-type of the general screening model. In this study, values scala developed by Dilmac, Arıcak and Cesur (2014), Depression Anxiety Stress scala (DASS) developed by Lovibond ve Lovibond (1995) and adapted to Turkish by Cetin, Akin ve Abacı (2006) were used. Data were analyzed by the SPSS 18 Program’s. Quantitative data obtained as a result of the study using Pearson correlation coefficients and Regression analysis. The study’s findings revealed that there are relationship between human values and level of depression of teacher candidates.</p> <p><b>Key words:</b> teacher candidates, value, depression.</p>
<p>Bulent Dilmac GICLEAP1609085</p>	<p><b>Predictive relationship between human values of tecaher canditates, The Meaning of Life and Psychological Well-Being</b></p> <p>Ph.D. Bulent DILMAC University of Necmetin Erbakan, Konya, Turkey, <a href="mailto:bulentdilmac@gmail.com">bulentdilmac@gmail.com</a></p> <p>Res. Asist. Zeynep SIMSIR University of Necmetin Erbakan, Konya, Turkey, <a href="mailto:zey.simsir.93@gmail.com">zey.simsir.93@gmail.com</a></p>

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	<p style="text-align: center;"><b>ABSTRACT</b></p> <p>The purpose of the present study is to examine predictive relationship between human values of adolescent, the meaning of life and psychological well-being and to test the model created based on this relationship. The study was carried out in accordance with the relational screening model, which is a sub-type of survey method. Research working group consists of 500 teacher candidates in university, ages ranging from 20 to 50. In the study, values scale developed by Dilmac, Arıcak ve Cesur (2014), psychological well-being scale developed by Ryff (1989) and adapted to Turkish Ali Demirci, Stars, Gediksiz and Eroglu (2012), The meaning of life scale developed by Steger, Frazier, Oishi and Kaler (2006) and adapted to Turkish Akın and Tas (2011) was used. Analyses of the study performed according to the structural equation model using AMOS 19 software. Structural equation modeling is a statistical approach used to test a theoretical model that presents the causal relationships between latent variables. The study's findings revealed that there are predictive relationship between human values of adolescent, the meaning of life and psychological well-being levels. Key words: teacher candidates, value, the meaning of life, psychological well-being.</p>
 <p><b>Jowati binti Juhary</b> GICLEAP1609086</p>	<p style="text-align: center;"><b>Constructivism: The Roots of Military Pedagogy?</b></p> <p style="text-align: center;"><b>Jowati binti Juhary</b> Language Centre, National Defence University of Malaysia, Kuala Lumpur, Malaysia <a href="mailto:jowati@upnm.edu.my">jowati@upnm.edu.my</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This concept paper originates from a bigger documentation and it attempts to examine the importance of constructivism in building intellectual leaders of characters in Malaysia. It analyses the history and evolution of constructivism. Various theories of learning have been considered but constructivism is imperative as it provides strong theoretical as well as pedagogical links to various methods to teaching and learning. Due to the nature of this paper, it adopts content analysis as its methodological approach. It is found that constructivism offers learning and training criteria that appear to be particularly relevant to a military setting, referred to by scholars in European countries as military pedagogy. This is because all criteria that are critical for building 'the guardians' of a nation, who must be intellectual leaders of characters, such as active learning, higher levels of discipline and responsibility, collaboration and critical thinking derive from constructivism. Keywords: cognitive constructivism, constructivism, military pedagogy, pedagogy, social constructivism.</p>
 <p><b>Priyanka sharma</b></p>	<p style="text-align: center;"><b>Mixed methods approach: In partnership of quantitative and qualitative research paradigms uncovering rural health issues.</b></p> <p style="text-align: center;"><b>Priyanka sharma</b> Department of Life Long Learning, University of Jammu, Jammu, India</p> <p style="text-align: center;"><b>ABSTRACT</b></p>

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<p>GICLEAP1609087</p>	<p>The Rural environment and the behavioral health care issues of rural residents in developing countries is a complex amalgam of numerous issues. The myriad differences (and similarities) among rural, urban and suburban settings, and the characteristics of the rural population from the perspective of both the ruralites themselves and those who practice or research this enormous and diverse population. Sociocultural and socioeconomic barriers to accessing the services and the financial and professional challenges rural clinicians encounter are tremendous. Peep into the demographics features of rural inhabitants, mental health issues and many other unique aspects of the economic, geographic and socio-cultural environment all are important to address the complexity of an issue. The potentiality of differential impact of the rural environment on the basis of gender, age, ethnicity and sexual orientation cannot be overlooked to have a deeper understanding of the phenomenon. Ethical issues involved in Rural Practice highlights the myriad challenges that rural practitioners face. It covers issues of confidentiality and privacy, unavoidable dual relationships, extensive self-disclosure and familiarity, bartering and many other ethical and therapeutic boundaries considerations. A single research method shall not suffice to uncover the complexities of such a multi dimensional problem. Mixed methods approach incorporated of strengths of both qualitative and quantitative methodologies within the same frame work the complementary partnership of both qualitative and quantitative methods rooted in pragmatic philosophy aims at workable solution to advance knowledge. The present paper is a description of such commonly used methods to find answers to the multi dimensional aspects of Rural mental and psychological health problems.</p>
<p>Shatha Turki GICLEAP1609088</p>	<p>The Impacts of Using Edmodo on Saudi University Students' Motivation for and Engagement in English Learning</p> <p>Shatha Turki Alshawi, Faculty of Education, Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia <a href="mailto:shathaturki@hotmail.com">shathaturki@hotmail.com</a></p> <p>Faisal Abdullah Alhomoud Faculty of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, Saudi Arabia <a href="mailto:faah26@gmail.com">faah26@gmail.com</a></p> <p><b>ABSTRACT</b></p> <p>Abstract: Edmodo is a free educational networking site that provides a secure online learning platform for both teachers and students. The current research explored the impacts that Edmodo has on students' engagement in EFL learning as well as their motivation towards learning that language. The research was conducted on 255 female students at Princess Nourah bint Abdulrahman University, Saudi Arabia. The participants were involved in daily interactions with their peers as well as their teachers via Edmodo features and applications, e.g. posing questions, submitting assignments, discussions, and teachers' feedback. The present paper posed two research questions: 1. What are the impacts of the educational networking site Edmodo on students' motivation? 2. What are the</p>

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	<p>impacts of the educational networking site Edmodo on teacher-student's communication? In order to explore the possible answers, a 40-item questionnaire was administered to the participants. The first 21 items were designated to explore students' motivation for learning EFL through Edmodo, while the remaining items explored students' beliefs about the impact that Edmodo has on their communication with their teachers. All items were answered using a 4-point Likert scale ranging from strongly agree to strongly disagree. The results indicated statistically significant motivation towards language learning due to the use of Edmodo. It also showed that the teacher-student's interaction is highly significant via Edmodo. Furthermore, students mainly preferred quizzes and assignments on Edmodo when they are designed effectively. The results of this study may encourage teachers to integrate educational networks to create effective online learning classes for their students.</p> <p><b>Keywords:</b> Communication, Edmodo, EFL, Motivation, Social Networks</p>
 <p><b>AslamFataar</b> GICLEAP1609091</p>	<p>Towards an alternative approach to engaging non-traditional students in their education at South African universities</p> <p>Najwa Norodien-Fataar, Lecturer, Cape Peninsula University of Technology: norodien <a href="mailto:fataarn@cput.ac.za">fataarn@cput.ac.za</a></p> <p>Aslam Fataar, Professor, Stellenbosch University, Cape Town, South Africa; <a href="mailto:afataar@sun.ac.za">afataar@sun.ac.za</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This paper is a conceptual account that problematises the predominant discourses around what is known as 'non-traditional' students in South African higher education, in reference to first generation black students who have accessed universities and colleges after the demise of apartheid. The paper will discuss the induction, engagement and educational discourses that these students have encountered in their higher education sites. With a specific focus on the teaching and learning support discourses in this country's universities, we will argue that they resemble an impoverished account of the diverse range of students that have entered universities during the last two decades. These discourses have embedded in them teaching and learning development approaches that are based on deficit or 'fixit' approaches to student learning. While such approaches are well intentioned in their eagerness to provide educational access to a diverse range of historically disadvantaged students, they arguably fail to leverage a productive and enabling intellectual platform to address the dual imperative of providing a basis for interactive student engagement at higher education sites, and providing them an engaging critical enquiry platform on the other. Our main argument is that higher education institutions misread the complex educational subject in their midst which results in their inability to properly engage these students in their educational socialization. We will suggest that engaging with the complex subjectivities of these first generation students is key to an appropriate engagement orientation. Central to an alternative approach is the notion of 'reflexivities in learning' which is a key constitutive element for student learning and success. This paper will argue that it is the contingent reflexive stances that students mobilise that are central to their educational engagement and success.</p>

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	<p>Our paper is an attempt to provide a consideration of the conceptual entailments of an alternative approach meant to engage the students that are now accessing their education in higher education in South Africa. Understanding their complex educational reflexivities as they access their education is crucial to such an approach.</p>
 <p>Najwa Norodien-Fataar GICLEAP1609091</p>	<p style="text-align: center;"><b>Towards an alternative approach to engaging non-traditional students in their education at South African universities</b></p> <p>Najwa Norodien-Fataar, Lecturer, Cape Peninsula University of Technology: norodien <a href="mailto:fataarn@cput.ac.za">fataarn@cput.ac.za</a></p> <p>Aslam Fataar, Professor, Stellenbosch University, Cape Town, South Africa; <a href="mailto:afataar@sun.ac.za">afataar@sun.ac.za</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This paper is a conceptual account that problematises the predominant discourses around what is known as ‘non-traditional’ students in South African higher education, in reference to first generation black students who have accessed universities and colleges after the demise of apartheid. The paper will discuss the induction, engagement and educational discourses that these students have encountered in their higher education sites. With a specific focus on the teaching and learning support discourses in this country’s universities, we will argue that they resemble an impoverished account of the diverse range of students that have entered universities during the last two decades. These discourses have embedded in them teaching and learning development approaches that are based on deficit or ‘fixit’ approaches to student learning. While such approaches are well intentioned in their eagerness to provide educational access to a diverse range of historically disadvantaged students, they arguably fail to leverage a productive and enabling intellectual platform to address the dual imperative of providing a basis for interactive student engagement at higher education sites, and providing them an engaging critical enquiry platform on the other. Our main argument is that higher education institutions misread the complex educational subject in their midst which results in their inability to properly engage these students in their educational socialization. We will suggest that engaging with the complex subjectivities of these first generation students is key to an appropriate engagement orientation. Central to an alternative approach is the notion of ‘reflexivities in learning’ which is a key constitutive element for student learning and success. This paper will argue that it is the contingent reflexive stances that students mobilise that are central to their educational engagement and success. Our paper is an attempt to provide a consideration of the conceptual entailments of an alternative approach meant to engage the students that are now accessing their education in higher education in South Africa. Understanding their complex educational reflexivities as they access their education is crucial to such an approach.</p>
<p>Selma Durak Ügüten GICLEAP1609092</p>	<p style="text-align: center;"><b>F-L-I-P LEARNING-HOW DOES IT WORK?</b></p>

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	<p>Dr. Selma DURAK ÜĞÜTEN, Assist. Prof. Necmettin Erbakan University, TURKEY</p> <p><b>ABSTRACT</b></p> <p>In the traditional teacher-centered learning environments, the teacher is the main source of information. However, the Flipped Learning Model deliberately makes it possible to have a learner-centered atmosphere, where there is much time for the learners to express themselves in greater depth. As they are actively involved in constructing the knowledge, they have a chance to evaluate their own learning personally. That is the key purpose of the flipped classroom is to make students active in their learning process as the main focus is students' taking the responsibility of their own learning. In this way, they can reflect on what they have learnt and how they learn. This paper is about the definition of flipped learning, the role of the learners and teachers in flipped learning.</p> <p><b>Key words:</b> flipped learning, role, teachers, learners</p>
 <p><b>Gambo Uba</b> GICLEAP1609093</p>	<p><b>The Influence Of National Culture In International Human Resource</b></p> <p><b>Gambo Uba</b> Department of Public Administration, Jigawa State Polytechnic, Kiyawa Road, Dutse, Jigawa State, Nigeria. <a href="mailto:gamboubarng@yahoo.com">gamboubarng@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>The objective of the study is to investigate and analyze the influence of national culture on human resource management practices. The research is expected to answer the importance question: is HRM practices in multinational organisations influenced by national culture or not? It is generally accepted that the practices of management is considered to be universal until Hofstede (1980:42) published his work. Hofstede's work is the most popular in cross cultural management studies so his framework in national culture was used in this research.</p> <p>The research was done by using the survey and questionnaire method. The total number of respondents was 50 questionnaires and 10 interview questions including managers and staff of Human Resources Management departments of Coca Cola in Nigeria, and they were given questionnaire and asked to give their opinion about the influence of national culture in Coca Cola Nigeria.</p> <p>Moreover this study showed that national culture and organisational culture influence on some of human resource management practices not all. Above all, this research also supports the divergence theory that human resource management practices are culture-bound.</p> <p><b>Keywords:</b> National Culture, International Human Resource, Human Resource Management</p>
	<p><b>Improving Gross Motor Skills Through Traditional Game "Sikodoka" In Young Children With Intellectual Disability</b></p> <p><b>Beatriks Novianti Bunga</b> Science and Education Faculty, Nusa Cendana University, East Nusa Tenggara, Indonesia, <a href="mailto:boenga.eve@gmail.com">boenga.eve@gmail.com</a></p>

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**ABSTRACT**

Physical development in some children with intellectual disability could be delayed. This physical delays can trouble their movement skills. Therefore these children need practices that could improve their gross motoric skills. This research aimed to try out Sikodoka game in order to improve gross motor skills in young children with intellectual disability. Method used was class action research conducted in two cycles and four meetings. Research participants were three young children aged seven to nine years old. Data collection techniques used were observation and test. Gross motor skills indicators were jumping with one foot skill, jumping with both feet, keeping body balance while collecting “era”, tossing “era” correctly inside the square, and grasping “era” skillfully. Results showed that there was improvement in gross motor skills with mean improvement from pre-cycle 38% increased 23% to 61% in cycle 1. From cycle 1 to cycle 2 improved again 43% making the condition after cycle 2 was 95%. According to the evaluation, recommendations to teachers are to be sensitive to children’s condition that are easy to be divided in their focus, using reward system to attract children’s attention, need to compliment more, uses clapping variations to recover children’s focus, reducing activities that could trigger loud activities, using simple languages, dividing sentences that are clear and not long, and reprating games because children with intellectual disability are easy to forget.

**Keywords:** intellectual disability, Sikodoka traditional game, gross motor, young children



Ayşe Eliüşük Bülbül  
GICLEAP1609095

**Investigation Of The Well-Being Levels Relation Among Pre-Service Teachers In Terms Of Gratitude, Life Satisfaction Level And Hope**

Ayşe Eliüşük Bülbül  
Ereğli Education Faculty, Konya Necmettin Erbakan Universty ,Turkey

**ABSTRACT**

The purpose of the present research is determining the relationships between well-being, gratitude, life satisfaction level and hope among pre-service teachers, and finding out whether their gratitude, life satisfaction level and hope scores predict their well-being scores. participants of research were university students from konya necmettin erbakan university ereğli education faculty chosen by random cluster sampling method. participants were made up of the total of 347 students. in order to determine the well-being scores of students, perma well-being scale (Eliüşük, 2016), for gratitude scale (Yüksel & Duran, 2012) ,for The Satisfaction with Life Scale (SWLS) (Durak, 2010), and for hope scores Hope Scale(Akın, Akın, Gediksiz, Saricam, & Arslan 2010) were employed. In this study in according to the structural equality model analyzed by using the amos

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	<p>program. According to the results of investigation, well-being levels, hope, life satisfaction and directly on gratitude effects and satisfaction of life, hope and on gratitude turned out to be influence</p> <p><b>Adaptation Of The Student Engagement Scale To Turkish: The Study Of Validity And Reliability</b></p> <p><b>Ayşe Eliüşük Bülbül</b> Ereğli Education Faculty, Konya Necmettin Erbakan Universty ,Turkey</p> <p><b>ABSTRACT</b></p> <p>The aim of this study is to adapt the SES-4DS Student Engagement in School-Four-Dimensional Scale that was developed by Veiga (2016) for Turkish and to show the validity and reliability of the scale. The study group consists of the prospective teachers studying in the Ereğli Education Faculty in Ereğli. In this context, data has been obtained from 380 students. Translational equivalence of the Turkish and original forms of the scale was tested on a sample of x university students (English teacher candidates) who had Turkish as their native language and were fluent in English. The Pearson correlation coefficient between the total scores of the Turkish and English forms that were administered in a two-week interval will calculate. As a result of the exploratory factor analysis, it was found that the total explained variance was 42% and that the 20 items were grouped under four factors (cognitive, affective, behavioral, agency). Internal consistency of the scale was tested by calculating the alpha coefficients for the subscales and the overall scale. Alpha values for the subscales (cognitive, affective, behavioral, agency) will calculate. Confirmatory factor analysis results have shown that model with 4 factors had the best goodness-of-fit to the data. For criterion validity, General Belongingness Scale, School Alienation Scale were used. And the Pearson product moment correlation was calculated. The reliability study indicated that the Cronbach alpha coefficient was .86. According to the test retest results, there was a high level of a positive and meaningful relation between the first and second applications of the scale (<math>r = .82, p &lt; .001</math>). Study results indicated that the Turkish version of the SES-4DS may serve as a useful tool in assessing school engagement.</p>
 <p><b>Yohannes Bisa</b> GICLEAP1609097</p>	<p><b>Parental Involvement In Children Schooling, Physical School Environment And Children's Academic Achievement: (With Reference To Alternative Basic Education Centers And Regular Primary First Cycle School Of Hamer Woreda)</b></p> <p><b>Yohannes Bisa</b> Lecturer, Wolaita Sodo University , Ethiopia</p> <p><b>ABSTRACT</b></p> <p>The purpose of this study was to determine whether there could be a relationship established between parental involvement in children schooling and children's</p>

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	<p>academic achievement, as well as physical school environment and children's academic achievement at alternative basic education and regular primary first cycle schools in Hamer Woreda. However, there are many factors that may influence the academic performance. It may not be correct to attribute all influences on academic performance to parental involvement. This study also investigated differences on the degree of involvement of parents and academic achievement of children in ABE and RPFC schools. To this end, parental involvement having two categories (high and low) was made based on the response of parents using the measure of parental involvement. Additionally, teacher made achievement tests were used to determine the academic achievement of children. The study followed quantitative approach to see the relationship and difference between variables and qualitative approach was supplemented to describe more about of the schools physical environment in relation to children's academic achievement. A sample of 60 children and their parents (totally 120) were selected using stratified and systematic random sampling techniques from the schools. Data were gathered using structured interview and qualitative observation. A structured interview was made with parents/guardians. And observation was made on the physical environment of the selected schools. In an attempt to look for the degree of parental involvement in education of children, the study revealed that there is high (50%) and low (50%) parental involvement in children's schooling both in ABE and RPFC schools. Accordingly, the result of analysis showed that there is a positive relationship between parental involvement and children's academic achievement. It was also found significant difference between parental involvement and children's academic achievement (<math>t= 2.224, p&lt; 0.05</math>). Also there exists a significant differences in the parental involvement of ABE and RPFC school children (<math>t= -5.784, p&lt;0.05</math>). RPFC school children enjoy more parental involvement than their counterparts in the ABE centers. Besides, there exists a significant difference in the academic achievement of ABE and RPFC schools children (<math>t= -3.604, p&lt;0.05</math>). RPFC children scored better than their ABE center counterparts in academic achievement. As part of the analysis, the result of correlation has shown positive relationship between children's perception of their physical school environment and academic achievement. Finally, based on the findings, it is recommended that a comprehensive and more targeted intervention programs has to be designed and implemented quickly.</p>
 <p>Dr. Johnson Tayo ADIGUN</p>	<p>Causes of stress among the management staff of a nigerian college of education – college of education, ikere ekiti. A case study</p> <p>Dr. ADIGUN, Johnson Tayo Dept. Of Primary Education Studies College of Education Ikere Ekiti Nigeria. <a href="mailto:drjato@yahoo.com">drjato@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>This study investigated the causes of stress among management staff of Nigerian College of Education. A descriptive research design of the survey type was used in the study The sample consisted of 150 respondents who occupied various</p>

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	<p>administrative positions in the College of Education. Purposive and simple random sampling techniques were used for the study. A self designed Questionnaire were used to collect data for the study. The data collected were analysed using frequency counts, percentage scores and bar chart. It was found that, the major causes of stress among the management are First In Last Out (FILO) complex. It was also revealed in the study that self-induced stressor was the predominant among the management staff. In order to reduce stress among the management staff, they should not place too much emphasis on the need to achieve, they should manage their time properly and should not spend more than necessary hours in their places of work.</p>
 <p><b>Cemile Doğan</b> GICLEAP1609103</p>	<p><b>Language Teacher Education: Towards A Decentralized System Of Delivery</b></p> <p><b>Cemile Doğan</b> Modern Languages, Necmettin Erbakan University, Konya</p> <p><b>ABSTRACT</b></p> <p>A quality teacher professional development program is both an individual and organizational process starting with small steps but with great aspirations in mind. It has been regarded as more prolific when there is enough space for continuous, collaborative support and feedback. In the previous century, language teacher education was subjected to different perspectives originating from the works of learning theorists. This resulted in several meanings that were attributed to language teacher education with its advantages and shortcomings. In the 21st century, voluminous records of attention have been paid to teacher education and a decentralized look into continuous development of language teachers has been in the mainstream by field authorities, administrators, trainers and teachers themselves. Instead of a centralized mode of delivery, programs in which teachers' contextual needs are taken into account are valued in the current literature.</p> <p>On the other hand, contrary to so-called bottom-up focus, teachers are still exposed to short-term seminars or meetings in which teachers' uniqueness as one concrete self, their needs and realities are disregarded although there is a bunch of professional development tools to add to teachers' repertoire. In this session, the presenter will provide the audience with brief theoretical information to set the background why there is a need to adopt a decentralized perspective in language teacher education and will focus on action research as a valuable professional development instrument to display its transformative power.</p> <p><b>Key Words:</b> ELT, teacher education, action research</p>
 <p><b>Alisha Merchant</b> GICLEAP1609104</p>	<p><b>from Monologue to Dialogue: Exploring students' engagement in feedback as Dialogue (FAD) process in Mumbai, India</b></p> <p><b>Alisha Merchant</b> Department of Religious Education, STEP (Secondary Teacher Education Program) Ismaili Tariqah and Religious Education Board (ITREB), Hyderabad, India</p> <p><b>ABSTRACT</b></p> <p>This study aims to explore the concept of Feedback as Dialogue (FAD) in one</p>

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	<p>specific Ismaili Religious Education Center (REC) in the Mumbai context, India. Over a due course of six weeks, grade 7 students were engaged in a dialogic written feedback process using the Muslim Societies and Civilization (MSC) module. The evidences of their engagement were rigorously gathered through Questionnaire, Focus group interviews, classroom observation, teacher's reflection, reflection from critical friend and students' written feedback sheets. Findings reveal that students show variable responses in their attitude towards engagement in the dialogic feedback. These responses range from a positive attitude and openness to reluctance in exchanging dialogue. Furthermore, teachers' motivation and tasks that caters to individual learning needs facilitates FAD while students' emotional status, written worksheets and peer influence act as barriers to FAD. Finally, teaching interventions through this reflective process suggests implications for teacher researcher to improve students' engagement in FAD.</p>
<p>Sevda Çiftçi GICLEAP1609107</p>	<p>Determination of the fitness center managers' efforts to increase service quality</p> <p>Sevda Çiftçi Department of Sports Management, Sakarya University, Sakarya, Turkey</p> <p>ABSTRACT</p> <p>In this study, determining sports and health center managers' efforts and amendments towards improving service quality was aimed. Semi-structured interview form technique, which is a qualitative method, was used in this study. Managers of 15 sports and health centers which have the highest number of members were interviewed. Descriptive analysis and content analysis were used to analyze the data which was obtained from the participants. It was seen according to the results that most of the managers especially give importance to the topics such as the number of qualified instructor, instructors being highly skilled, meeting for institutional development, meeting customers' demands and improving health knowledge circumstances. Also, they stated that they do not make improvements and changes in the subjects such as security measure of these centers, kids clubs and parking areas.</p> <p>Key words: Service quality, sports management, sports center</p>
 <p>Zeynab Jalali GICLEAP1609108</p>	<p>A Comparative Study of Using Cohesive Devices in the Writing of Iranian Arab Bilingual and Persian Monolingual EFL Learners</p> <p>Mohsen, Jannejad Faculty of Letters and Humanities, Department of English Language and Literature, Shahid Chamran University of Ahvaz <a href="mailto:m_jannejad@yahoo.com">m_jannejad@yahoo.com</a></p> <p>Zeynab Jalali Faculty of Letters and Humanities, Department of English Language and Literature, Shahid Chamran University of Ahvaz <a href="mailto:jalali.zeynab24@gmail.com">jalali.zeynab24@gmail.com</a></p> <p>ABSTRACT</p> <p>In today's world, most of the nations are bilingual. Thus the issue of bilinguality gained importance in recent years in ELT literature. The aim of the present study</p>

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	<p>was to trace any differences in the use of grammatical cohesive devices (reference, substitution, ellipsis, conjunction) in the writings of Iranian Arab bilingual and Persian monolingual EFL learners. The participants were all female learners at high-intermediate level of proficiency. They were put in two different groups of Arab-Persian bilingual EFL learners and Persian monolingual EFL learners. The total final number of the participants of the study was 74 learners. Thirty four of them were Arab-Persian bilingual and 40 were Persian monolingual. Their homogeneity was assured by the placement test that their language institute has taken from its learners. Then, the participants were asked to write a two paragraph composition. The grammatical cohesive devices of each composition were identified and counted based on Halliday and Hasan's (1976) taxonomy of cohesive devices. The data collected from the compositions were analyzed using Mann-Whitney U. The result of this statistical procedure showed no significant difference between the two groups in terms of their use of cohesive devices. Key words: Monolingualism, Bilingualism, Cohesive Devices</p>
 <p>Hayriye Ulaş Taraf GICLEAP1609109</p>	<p>A Closer Look into the English Instructors' Perceptions and Practices of Critical Thinking</p> <p>Hayriye Ulaş Taraf School of Foreign Languages, Necmettin Erbakan University, Dubai, United Arab Emirates</p> <p>ABSTRACT</p> <p>The purpose of this exploratory study was to examine instructors' awareness and perceptions of critical thinking within the field of ELT and their experiences of teaching English in relation to critical thinking. Thus, the study employed a mixed-methods approach to investigating teacher perceptions and experiences with the participation of 15 instructors working at School of Foreign Languages at two different universities in Konya, Turkey. The data were gathered through a questionnaire which all the participants completed, and semi-structured interviews with four teachers. The findings reveal teachers' optimism for integrating critical thinking into the ELT curriculum, and show that they adopt critical thinking pedagogies and their perceptions of critical thinking influence their practises in the classroom. It has also been found out that although teachers strongly believe that critical thinking should be incorporated into teaching a foreign language, they find it demanding and meet several barriers to teaching critical thinking, mostly set by their learners. Keywords: Critical thinking; ELT curriculum; teacher perceptions; critical language teaching</p>
<p>Özlem Karakuş GICLEAP1609110</p>	<p>Unemployment Anxiety, Level Of Hopelessness And Depression Among The University Students</p> <p>Özlem Karakuş Faculty of Health Science, University of Selçuk, Konya, TÜRKİYE</p> <p>ABSTRACT</p> <p>The aim of this study is to determine "Unemployment Anxiety" of the university students. In addition to this, another aim of this study is to reveal whether there is</p>

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	<p>a significant difference about level of depression and hopelessness between students who live unemployment anxiety and students who does not live. The sample of the study is consist of the students who have education in different faculties of Selcuk University (Faculty of Health, Law, Veterinary Medicine, Science, Literature, Communication, Agriculture, Economy, Engineering). In this study, random cluster sampling was used to select the students. The sample is consist of 980 students which is 584 (%59,6) women and 396 (%40.4) men. The study data tools were Beck Depression Scale, Beck Hopelessness Scale and Demographic Information Form. The datas were evaulated by the SPSS version 2.0 and t-test that was used to find the differences between them. The average age of students is 22 (ss. 1,75). While minimum age is 19, maximum age is 39. Consequently, it is indicated that 392 (%40) students have unemployment anxiety, 588 (%60) students have not. Moreover, There is a significant difference between the level of depression and having unemployment anxiety, also between the level of hopelessness and unemployment anxiety. It is seen that the average score of depression and hopelessness of the students who live unmployment anxiety is significantly higher than students who doesnt live unemployment anxiety. <b>Key Words: Unemployment Anxiety, Hopelessness, Depression</b></p>
<p>Dr R.A.Olatoye GICLEAP1609111</p>	<p><b>Effect of Teaching Using Charts, Real Specimens and Videos on Secondary School Students' Achievement in Mammalian Skeletal System Concepts</b></p> <p><b>OLATOYE, Rafiu Ademola (Ph.D.)</b> Department of Science Education, Faculty of Education, Federal University Dutsin-Ma, Katsina State, Nigeria. <a href="mailto:rolatoye@fudutsinma.edu.ng">rolatoye@fudutsinma.edu.ng</a>, <a href="mailto:olatoyedemola@yahoo.com">olatoyedemola@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>Low performance of students in biology has been reported by many researchers. This is attributed to different factors, among which lack of adequate and appropriate instructional materials is one. Instructional materials help both the teacher and the learners in teaching-learning processes. The study investigated the effect of teaching using charts, real specimens and videos on secondary school students' achievement in mammalian skeletal system concepts. Charts, real specimens and videos were used to teach the experimental groups while lecture method was used to teach the control group. A 4X2 pre-test, post-test quasi-experimental design with control group was used in which a hundred and twenty randomly selected Senior Secondary School II (SSS II) Biology students were drawn from four schools. An instrument developed by the researcher Mammalian Skeletal System Achievement Test (MSAT) was used for data collection. The reliability coefficient of MSAT was 0.796. The data was analyzed using Analysis of Co-variance (ANCOVA) and Scheffe post-hoc test analysis. The findings of this study show that there is significant main effect of treatment on students' achievement in mammalian skeletal system concepts [F3, 111 = 10.489; p&lt; 0.05]. Hence, students performed significantly at different levels in the four groups. The findings also indicate that there is no significant interaction effect of treatments and gender on students' achievement in mammalian skeletal system concepts [F3,</p>

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	<p>111 = 1.013 p&gt; 0.05]. Real specimens and videos are the best instructional materials that can be used in teaching; they tend to raise the students' achievement. It is therefore recommended that teachers should develop the technique of integrating different types of instructional materials especially real specimens and videos into their teaching. Educational training programmes should be made available for teachers, which will help to improve their competencies and skills of effective utilization of instructional materials. Key Words: Charts, Real specimens, Videos, Achievement in science, Mammalian Skeletal System</p>
<p>Patricia Williams Boyd GICLEAP1609112</p>	<p>The Great Recession, Its Effects on Children and Community Schools' Response</p> <p>Pat Williams-Boyd, Professor Eastern Michigan University</p> <p>ABSTRACT.</p> <p>During the Great Recession of 2007-2009, confidence in consumer spending, and the real estate market plummeted to new depths while families across the country lost jobs, houses, confidence in themselves and in their schools. By 2011 the national Census Bureau reported 16.4 million U.S. children (nearly 22% of all children) were living in poverty and nearly half of them or 7.4 million lived in the underclass in extreme poverty. Among children of color these rates were even higher than the effects on their white counterparts (Current Population survey). The attendant consequences on vulnerable young people were distressing and complexly overlapping. What were these effects? How did students cope with a situation beyond their control? How did schools respond to the multiple needs with which they were now faced? Using a biopsychosocial lens in an ecological framework, this article will examine the effects the Great Recession had on children and the community school's response to these needs. Key Words: Great Recession, underclass, biopsychosocial lens, ecological framework, community schools</p>
 <p>Syed Rehmatullah Shah GICLEAP1609117</p>	<p>Constraints in Education in South Asia: A Case Study of Pakistan</p> <p>Syed Rehmatullah Shah Department of Plant Breeding, LUAWMS, Balochistan, Pakistan <a href="mailto:sru.shah@outlook.com">sru.shah@outlook.com</a></p> <p>Shazia Tasleem Federal Govt College (w) Rawalpindi Cantt, Pakistan <a href="mailto:sveda.shah123@hotmail.com">sveda.shah123@hotmail.com</a></p> <p>ABSTRACT</p> <p>Education remains a subject which is paid least attention in the whole South Asian region. The present study aims to explore the socio-cultural and managerial constraints regarding access to education and its progression in developing countries of South Asia Region. The study outlines some major problems such as lack of primary education which gradually led by higher studies with the specific differences of age, gender and location in urban or rural areas like distance from schools, lack of awareness, ignorance about early childhood education, lack of pre</p>

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	<p>schooling education system, lack of secondary education to youth, lack of adult literacy with gender parity, lack of proper planning, social constraints, funds for education, lack of counseling. Parent's education as well as families earning is the demographic variables of the research paper. The data after analysis demonstrated that poverty, law and order situation, natural disasters, lack of coordination among the intellectual faculty, budgetary constraints due to decentralization of scientific institutes, lack of maintenance and insecurity, and privatization have also contributed in inefficiency of the whole educational system. The issues lead to the comprehension of the problems which are faced in the development of education system and promotion of literacy. The present study has been recommended that comprehensive education planning and institutional reforms initiative required with the inclusive awareness community programs may be incorporated at policy level to reduce current illiteracy rate in South Asian countries and to promote education simultaneously from primary to higher studies at all levels.</p> <p>Keywords: Education, Constrains, South Asia, Child education, Scientific education</p>
<p>M.Abdulbaki Karaca GICLEAP1609119</p>	<p><b>The Evaluation of the Adequacy of Knowledge of Teachers Working in Rehabilitation Centers on Individualized Education Program</b></p> <p>M.Abdulbaki Karaca Necmettin Erbakan University, Necmettin Erbakan University Of Konya, Konya/Turkey</p> <p>Prof. Dr. Hakan SARI Necmettin Erbakan University, Necmettin Erbakan University Of Konya, Konya/Turkey</p> <p><b>ABSTRACT</b></p> <p>An effective education requires the development of educational program according to what students can do and how they learn (Avcioglu, 2009). Individualized education program is a key element in providing the students with disabilities with an opportunity of being educated (Smith and Brownell, 1995). In Turkey, the paragraph (f) of Article 4 of the Decree Law on Special Education No. 573 of 30.05.1997, which is concerned with the education programs intended for students with disabilities, introduced the requirement of preparing and implementation of individualized education program (IEP). In the body of literature, very few studies are available on the opinions and impressions about Individualized Education Programs of the teachers working with the responsibility for implementing such programs.</p> <p>This study was conducted to investigate whether the knowledge on individualized education program of the teachers working in rehabilitation centers where individuals with mental disabilities are rehabilitated, is adequate. To do this,</p> <ol style="list-style-type: none"><li>1. how adequate their knowledge of what should be done in the process of preparing, developing and evaluating an individualized education program is</li><li>2. how they will successfully realize the process of preparing and implementing an</li></ol>

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	<p>individualized education program will be searched out. This study uses the semi-structured interview, which is a qualitative method of research. The study was conducted on 25 teachers working in a Rehabilitation center in the central district of Konya in the school year of 2015-2016. The data for the study were collected by using the qualitative data collection technique 'Semi-Structured Interview'. Descriptive Analysis technique was used to analyze the data collected through the interview. The study found out that teachers working in the rehabilitation center work in teams in preparing individualized education program; however, some teachers have not the adequate knowledge of the process of preparing, developing and evaluating an individualized education program. Keywords: Special Education, Individualized Education Program (IEP), Rehabilitation center, Teacher</p>
 <p>Shazia Tasleem GICLEAP1609121</p>	<p>Constrains in Education in South Asia: A Case Study of Pakistan</p> <p>Shazia Tasleem Federal Govt College (w) Rawalpindi Cantt, Pakistan syeda.shah123@hotmail.com</p> <p>S. R. Shah Department of Plant Breeding, LUAWMS, Balochistan, Pakistan sru.shah@outlook.com</p> <p><b>ABSTRACT</b></p> <p>Education remains a subject which is paid least attention in the whole South Asian region. The present study aims to explore the socio-cultural and managerial constraints regarding access to education and its progression in developing countries of South Asia Region. The study outlines some major problems such as lack of primary education which gradually led by higher studies with the specific differences of age, gender and location in urban or rural areas like distance from schools, lack of awareness, ignorance about early childhood education, lack of pre schooling education system, lack of secondary education to youth, lack of adult literacy with gender parity, lack of proper planning, social constraints, funds for education, lack of counseling. Parent's education as well as families earning is the demographic variables of the research paper. The data after analysis demonstrated that poverty, law and order situation, natural disasters, lack of coordination among the intellectual faculty, budgetary constraints due to decentralization of scientific institutes, lack of maintenance and insecurity, and privatization have also contributed in inefficiency of the whole educational system. The issues lead to the comprehension of the problems which are faced in the development of education system and promotion of literacy. The present study has been recommended that comprehensive education planning and institutional reforms initiative required with the inclusive awareness community programs may be incorporated at policy level to reduce current illiteracy rate in South Asian countries and to promote education simultaneously from primary to higher studies at all levels. Keywords: Education, Constrains, South Asia, Child education, Scientific education</p>

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**Developing Oral Communication Skill in Bangladesh: A Further study**

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**ABSTRACT**

Competency in Oral Communication has become the most spoken issue of the present Bangladesh. English Language /is no more the communication medium for the English only; it has achieved the status of the official or the dominant language for above two billion in more than 60 countries. In a short period of time, English received a wide Geographical coverage and become one of the leading means of communication. In line with the present competitive world, Bangladesh is not an exception. In here, also, English continues its domination and expansion as the highly demandable and an inevitable language. People who have a very sound communication skill in English, especially of spoken English, are in the triumphant march. However, the way of increasing this oral communicative competences for the students of Bangladesh, is indeed a very crucial and burning issue. Despite acknowledging the great importance of this language, our students cannot reach to that required level. Only ‘mutual intelligibility’ or ‘mere communication through English’ cannot be considered as competency in speaking. Even the students entering the University level have a very poor knowledge in English Language. This paper, therefore, tends to go through the present scenario of communicative skill especially speaking skill of today’s students and the existing methods of developing this oral communication skill in Bangladesh. It also endeavors to diagnose the reasons behind the students’ incompetency , and to propose some new strategies to overcome this language barrier.

**Keywords:** Communicative skill, speaking, existing practices, correction, development, methods

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**Investigating the Role of Culture in Curriculum Design and English Learners’  
Critical Thinking Promotion Through An Analysis of English Textbooks’  
Cultural Content**

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**ABSTRACT**

The recognition of culture as a relevant component in second and foreign language learning and teaching linked cultural studies to different disciplines, such as : -Cross-cultural Psychology, -Linguistic Anthropology, Sociolinguistics, Acculturation Psychology and Ethnopsychology. All of these disciplines provide considerable support to a better understanding of the relationship between the individual’s culture and behaviour in general, but more specifically, learning. The study of culture as an essential constituent of action and communication is

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	<p>deeply grounded in the belief that culture guides the individual's action through the interactive process and offers him orientation in the shape of background expectations and cognitive models. The present paper investigates the effect of implementing the foreign language culture through an interpretive approach (trans-cultural information) on promoting learners' critical thinking and the importance of training learners to develop their intercultural competence through analysis and interpretation. Four English textbooks designed to teach English at middle and high school were analyzed to check the appropriateness of the cultural information presented and the type of exercises used. The analysis showed clearly that English learners in Algerian middle and high schools are not trained to interpret or analyze the cultural data because of the informative texts that do not encourage speculation, comparison or reflection and the type of exercises designed in the curricular which favor the linguistic competence over developing active learners who can think critically and that the number of interpretation, analysis and comparison exercises constitute only 1% of the number of exercises, activities and questions contained by the four textbooks.</p>
 <p>Varijakshi Prabhakaran GICLEAP1609062</p>	<p>The Religio-Cultural Dynamics of the Hindu Andhras in the Diaspora</p> <p>Varijakshi Prabhakaran Northern Lakes College Slave Lake Canada <a href="mailto:prabhakaranv@northernlakescollege.ca">prabhakaranv@northernlakescollege.ca</a></p> <p>ABSTRACT</p> <p>In this paper an attempt is made to demonstrate how the immigrant Hindu Andhras, a Telugu speaking sub-minority linguistic group, used their religio-cultural activities to retain their ethnic group identity in an 'enclaved' situation when threatened by the dominant in-group or out-group communities in the diaspora. Although the Hindu Andhras form an integral part of the Hindu community in South Africa and elsewhere, not much is known about them to the academics as not much research has been conducted on this group on a comparative basis. While the term diaspora is used for this paper the research was limited to the intergenerational activities of the three formal British colonies viz. Mauritius, South Africa and Malaysia and to the United States of America (USA) to demonstrate the impact of generation in shift and maintenance of the religio-cultural dynamics of the group under study. The process of shift and maintenance had been studied and it was found that generation is a factor in such shift and maintenance of their religio-cultural identity. Lastly, statistical tests were employed to establish the hypothesis of the researcher.</p>
 <p>Kukkamalla Anand GICLEAP1609068</p>	<p>"Effectiveness of the PBL orientation program for medical students at Melaka Manipal Medical College (MMC) : Students perceptions"</p> <p>Anand Kukkamalla, Department of Microbiology, Melaka Manipal Medical College (Manipal Campus) Manipal University, Manipal - 576104</p> <p>Shobha K.L,</p>

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#### ABSTRACT

Problem-based learning (PBL) has been an integral part of our organ - system based curriculum. Students who join our program are naïve to this student centered learning strategy and it is important that students be well acquainted, appraised and trained in concepts of PBL. It was therefore imperative that an orientation program be conducted for the 1st year students equip them with awareness on PBL process to have a uniform understanding of PBL.

1. To assess the effectiveness of the PBL orientation program conducted.
2. To ascertain students' perception of the preferred method of PBL orientation

A total of 319 MBBS year 1 students (2 batches – Batch 29 & 30) were included. The orientation was conducted in 2 sessions. In the first session, students were oriented using a power point lecture presentation focusing on various aspects of PBL process by trained PBL co-ordinators. A peer validated questionnaire with 20 closed ended questions was administered prior to and after the presentation (pre and post intervention). The second phase involved the PBL orientation by video presentation as well as active student demonstration. A peer validated questionnaire to assess the effectiveness as well as the preferred method of PBL orientation (ranking) were administered.

90% students opined that PBL orientation program was properly organized, 78% students felt that PBL questionnaires were well designed to give a proper understanding of the process. Comparison of the median scores of the 4 domains of pretest and posttest i.e. What is PBL? PBL dynamics, Individual roles, General attributes of PBL using Wilcoxon signed rank co-efficient among batches showed a statistical difference in the pre and posttest scores with P value 0.002, <0.001, 0.003 and 0.007 respectively. Regarding the effective PBL orientation methods, both batches of students perceived (ranking) that active demonstration was the preferred method (77% and 43%) followed by video presentation (53% and 45%).

The PBL orientation program was found to be properly planned and effectively delivered. Students perceived that active demonstration of the process was more effective and could be coupled with video presentation. Based on the perceptions, modifications were made in the PBL orientation program.

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	<b>Key Words:</b> Problem Based Learning, Orientation program, undergraduate MBBS students
 <p>Maya Roche GICLEAP1609069</p>	<p><b>PBL trigger design by medical students: An effective active learning strategy outside the classroom</b></p> <p>Maya Roche, Department of Biochemistry, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal-576104, India <a href="mailto:mavaroch2011@gmail.com">mavaroch2011@gmail.com</a></p> <p>Indira Adiga K, Department of Biochemistry, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal-576104, India</p> <p>Akshatha G. Nayak, Department of Biochemistry, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal-576104, India</p> <p><b>ABSTRACT</b></p> <p>Problem based learning (PBL) is known the world over as an effective active learning strategy with various benefits for the student. Usually, in medical schools, PBL triggers are designed by a well- trained team of experts from basic and clinical sciences. This pilot study was planned to explore the possibilities of using PBL trigger design by students as a mode of enhancing active learning and promoting horizontal and vertical integration. Student volunteers of the first year MBBS course (n=10), who were at the tail end of their first year curriculum and familiar with the PBL process, were recruited for the study. In addition to a handout on the topic ‘gout’ containing aspects from preclinical, paraclinical and clinical subjects, they were given the freedom to access any resource in the university library to construct the PBL triggers on this topic in a period of 2 weeks. The PBL triggers were subsequently vetted by senior clinicians (n=3). A focus group discussion was held with students. Students’ and faculty’s responses were collected on a Likert scale. Students opined that the activity helped improve their comprehension (100%), critical thinking abilities (90%) and clinical orientation to the topic (100%). They felt that designing a PBL trigger was a relevant active learning strategy (100%) and would help them answer questions on this topic better in the future (90%). The clinicians who examined the PBL triggers (n=3), felt that they were well designed (100%) and that the process was a good tool for vertical integration between basic and clinical sciences (100%). It is well known that active learning and integration of knowledge are corner stones of knowledge retention. In a predominantly lecture- driven curriculum, it is important to provide avenues for active learning. PBL trigger design requires a complete understanding of all the aspects of a particular topic. Though it is time consuming and labour intensive, it gives students a holistic understanding of the topic. In conclusion, this pilot study indicates that PBL trigger design can be introduced as an active learning strategy for students in medical schools where PBL is part of the curriculum.</p> <p><b>Key words:</b> active learning, problem based learning</p>

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 <p>Ahmed Mohammed Al-Kaabi GICLEAP1609072</p>	<p><b>Teacher Perceptions of the Implementation of Teacher Evaluation System in the United Arab Emirates</b></p> <p>Ahmed Alkaabi United Arab Emirates University Al-Ain United Arab Emirates <a href="mailto:ahmed.alkaabi@uaeu.ac.ae">ahmed.alkaabi@uaeu.ac.ae</a></p> <p><b>ABSTRACT</b></p> <p>In many countries around the globe, teacher evaluation systems are one of the main topics upon which educators strive to improve. Clearly, however, this improvement is still a work in progress. The ultimate goal of teacher evaluation systems is to improve teaching quality, and by extension, student achievement. In this contemporary era, many educators and administrators establish different evaluation models to maximize educational benefits—the Abu Dhabi Education Council (ADEC) is no exception. The ADEC aspires to improve education in the United Arab Emirates by demolishing the old evaluation systems in Abu Dhabi, Al-Ain, and Al-Gharbia, and replacing them with a new one. However, any new system needs rigorous assessment and investigation to gauge its effectiveness. Thus, teachers are now critical players in the success and effectiveness of schools. Their feedback and perceptions on the new evaluation system help to find weaknesses in evaluation practices that need to be eliminated. The study contained within this paper was conducted to examine teacher perceptions of the new evaluation process. The primary goal was to assist policy-makers and school administrators in understanding current practices for improving their evaluation system. The study employed a mixed-method design. In the first phase, the study used a quantitative method by administering a survey to randomly selected schools in the city of Al-Ain. However, in Phase II, the study used a qualitative method to include interviews with ten of the school teachers who responded to the survey in Phase I. The purpose was to gain a deeper understanding of teacher's perceptions of the evaluation process in their schools. Key findings of the study were that most teachers viewed the current evaluation process as neither effective nor ineffective in improving student learning. Although the majority of teachers were skeptical of the new evaluation system, they agreed that teacher evaluations had the potential to improve teaching and learning. This potential, they expressed, would only be possible if the system were restructured in a manner that involved continuous input from both evaluators and teachers.</p>
<p>Ndileleni P. Mudzielwana GICLEAP1609074</p>	<p><b>Parental support in the learning of mathematics for learners in Grade 3.</b></p> <p>Ndileleni P. Mudzielwana University of Venda, Department of Early Childhood Education, Thohoyandou, 0950, South Africa</p> <p><b>ABSTRACT</b></p> <p>The purpose of the study is to establish how parents of learners as stakeholders of schools help their children to curb the factors contributing to high failure rate in mathematics in Grade 3. The study is qualitative in nature. In this study 5 schools</p>

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	<p>were sampled. Data was collected using focus group discussions and one interviews with teachers from 5 schools, parents and teachers. Data was analysed using themes derived from the research questions. Data was reported in a form of thick description and verbatim quotes from the participants. The findings of the study revealed that parents feel that teachers are there to teach their children. The feel that teachers should be responsible to teach and that their responsibilities as parents is to clothe their children and provide food and shelter for them. The study recommended that there should be mechanisms in place to encourage and motivate parents to be involved in the education of their children.</p> <p><b>KEYWORDS:</b> Cognitive development, participation, partnership, puzzles, strategies</p>
 <p>Ayman Kamal Hefnawi GICLEAP1609076</p>	<p><b>Towards an effective teachers' professional learning</b></p> <p>Ayman Hefnawi Abu Dhabi Education Council (ADEC), Abu Dhabi, UAE <a href="mailto:aymh@yaho.com">aymh@yaho.com</a></p> <p><b>ABSTRACT</b></p> <p>Teachers' professional development (PD) is an essential tool in helping them meet the change requirements imposed by the continuing school improvement plans. In order to evaluate the quality and impact of the provided PD programs, the ways teachers perceive and approach the provided PD programs are important factors to investigate.</p> <p>Thus, this paper focuses on the factors that might influence the ways teachers perceive and approach the provided PD activities. In Particular, factors related to the school learning culture were the focus of this paper. The reason is that the features of school learning culture inevitably influence the ways the teachers perceive and approach their professional learning in many different ways.</p> <p>The research reviewed in this paper suggest strategies for school leaders to build and sustain learning cultures that facilitate learning at all levels in schools. Additionally, the literature discussed propose a potential effective strategy for planning and evaluating the impact of PD programs that might help increase the effectiveness of these programs.</p> <p><b>Keywords:</b> professional development – professional learning – teachers' perceptions – school culture - school learning culture.</p>
 <p>Jessica Sushma D'Souza GICLEAP1609079</p>	<p><b>Awareness of Hepatitis A and Hepatitis B Vaccination among MBBS students in a Medical School</b></p> <p>Jessica Sushma D'Souza1, Department of Microbiology, Melaka Manipal Medical College, Manipal University, Manipal</p> <p>Ashwini Aithal, Department of Anatomy, Melaka Manipal Medical College, Manipal University, Manipal</p>

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**ABSTRACT**

Hepatitis A is the most common vaccine-preventable virus acquired with travel to developing countries with high prevalence (7.4% in India) of hepatitis A. Hepatitis B vaccine is administered especially to individuals who are at risk such as health care professionals (HBV point prevalence of 3.7% in India) as per WHO guidelines.

The present study was aimed at understanding the knowledge about hepatitis A and hepatitis B vaccination among the first year and second year medical students.

Cross-sectional questionnaire study was conducted among Year 1 MBBS students (n= 84) and Year 2 MBBS students (n=102). For the second year students this study was conducted prior to teaching Hepatitis in the microbiology curriculum. Peer validated questionnaire comprising of 12 closed ended questions dealing with transmission and risk factors for hepatitis A and hepatitis B as well as regarding the vaccination against these infections was administered. Data was analyzed using SPSS version 16.

Among the second year students 92.9% knew the difference between Hepatitis A and Hepatitis B viruses whereas 65.7% of first year students were not aware of the differences. 89.2% of first year students and 81% of second year students had taken hepatitis B vaccine during their entry to medical school in India 10.8% of the first year students and 19% of the second year students had missed taking the vaccine dose scheduled in India. 26.5% of first year students and 36.9% of second year students opined that people who were travelling and in food industry required Hepatitis A vaccine whereas 43.2% of first year students and 50% of second year students felt that medical professionals should compulsorily take Hepatitis B vaccine. Although 53.9% of first year students and 64.3% of second year students were aware of Hepatitis A and B vaccines, 8.8% of first year students and 11.9% of second year students were uncertain about these vaccines.

In the present study knowledge of hepatitis and its vaccination was found to be adequate among the medical students. However, few students lacked the knowledge about hepatitis and its vaccination schedule indicating a need for creating more awareness among the students before entering medical profession. This awareness will improve compliance of vaccination against one of the most transmissible healthcare associated infections.

**Key words:** Hepatitis A, Hepatitis B, Vaccine, Medical Students

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GICLEAP1609081

**Effects of a Teacher Education Course for Ph.D. Students**

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**ABSTRACT**

As the number of Ph.D. students who do undergraduate teaching while working on their degrees in different disciplines has risen at universities, many universities have responded in part by providing pre-service teacher education course for these individuals. In a review of some of the more recent literature on professional preparation of teachers generally and university Teaching Assistants (TAs) specifically, a number of themes emerge. They include the importance of: disciplinary context (Winter et al., 2014); teaching behavior (Boman, 2013); impact studies (Chadha); Identity development and commitment (Jarvis 2010); long-term impact of training on academic development (Winter et al., 2014); anxiety (Boman, 2013); teaching observations (Chadha); lack of and need for longitudinal studies (He & Cooper, 2011; Sleeter, 2004); challenges faced by new teachers (He & Cooper, 2011; Jarvis et al., 2010); and the recursive nature of teacher preparation (Jarvis et al., 2010).

Boman (2013), building on a measure developed by Tollerud (1990), studied self-efficacy with Teaching Assistants at a Canadian university who had participated in a pre-service teacher education program. Boman's survey was adapted and used as a pre- and post- measure of self-efficacy in a study of new PhD students in Hong Kong who were undergoing a six week pre-service teacher education course. The course was found to have a positive impact overall on self-efficacy of these soon-to-be-teachers. The background of the students and the university, the survey instrument used, and a detailed analysis of the results will be provided in this presentation.

**Using Repeated Readings with International Teaching Assistants**

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**ABSTRACT**

At many universities, International Teaching Assistants (ITA) carry out much of the undergraduate teaching. Researchers have noted a variety of issues in these occurrences, centering especially around ITAs who teach using English as a Second Language (ESL) (e.g., Bailey , 1984; Kaplan, 1989; Twale, et al. 1997; Papajohn ,1999; Saif, 2006; Gorsuch, 2006; Chiang, 2009; Li et al., 2011.) Broadly speaking, this has given rise to a number of pronunciation, syntactic, cultural and pedagogical issues, which have been observed among many new ITAs in Hong Kong. (Corrigan, 2015a; Corrigan, 2015b).

Building on Gorsuch's research (2011; 2015; 2016), an action research project involving a series of short texts for repeated readings was developed. The texts tracked simple technical topic presentations in English available in videos on

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	<p>YouTube and therefore are easily accessible by students. Worksheets were developed to guide students through the repeated readings exercises, which were adapted from Gorsuch's model. Students are asked to self-report on what happened and what they learned for each of the four weekly worksheets, following Gorsuch's use of ITA reporting. Comments from more than 500 worksheets were analyzed and emerging categories were identified, with many students self-reporting that they had improved their ability to recognize sense groups/pause groups; improve their intonation and pronunciation; and improve their reading fluency. This presentation will describe what repeated readings are, describe the participants and the university, elaborate on the action research process used in this study and demonstrate how materials were used, as well as provide a range of analysis of results.</p>
 <p>Prof Michael Mhlolo GICLEAP1609082</p>	<p>Inclusive education with the gifted students in mind: the extent to which teachers in the regular classrooms teach for creativity.</p> <p>Central University of Technology Private Bag X 20539 Bloemfontein 9300 SOUTH AFRICA <a href="mailto:mmhlolo@cut.ac.za">mmhlolo@cut.ac.za</a> <a href="mailto:mikemhlolo@yahoo.com">mikemhlolo@yahoo.com</a></p> <p><b>ABSTRACT</b></p> <p>From a human rights perspective the term inclusive education has been applied mainly in the context of persons with disabilities. It has recently been criticised because of its focus on minimum levels of literacy, numeracy - skills necessary to do menial work in a complex society. Many developing countries are now coming to realise that their future existence in the 21st century knowledge economy does not depend on how many children gain such basic skills but on children who are able to handle the complex and technical languages needed for success at the highest levels of the value chain. For this reason a call to move beyond the human rights approach and shift the focus to a conceptual model of capabilities approach has been proffered by many researchers. From this capability perspective intellectually gifted individuals are seen as "the hope of the future" because of the special creative attributes that they possess. For this reason researchers warn that, societies that do not make every effort to ensure that the potential talents of their young and intellectually gifted people are utilized, are losing their most valuable national capability. This paper presents the results of a research which aimed at investigating the extent to which South African mathematics teachers' teaching approaches supported/inhibited gifted students' growth of their creative potential. Four teachers were each observed teaching over a week and the analysis focused on how they responded to and supported gifted students' creative ideas. The results show that in 63% of the micromoments students' creative ideas were considered disruptive and were therefore not recognized. These results suggest that currently regular classrooms in South Africa might not be conducive for the development for the gifted students' creative potential.</p> <p><b>inclusive education, giftedness, creativity</b></p>

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Dr. Asude Balaban Dağal  
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Psychometric Evaluation of “Children’s TV Programmes Scale”

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ABSTRACT

The purpose of the study is to develop a scale for evaluating TV programmes for children. At first 92 items were prepared in order to evaluate the reliability and the validity of the scale. These items were assessed by 8 experts in the field in order to make a statistical analysis for the facial validity. As a result of this analysis 83 items were found to be suitable for the purpose of the scale. 424 children participated in the study. The scale was administered to children’s parents at home. The teachers of the children sent the forms of the scale to the parents. The data which gathered were first analysed with factor analysis in order to test the structure validity of the scale. The results of the factor analysis revealed that the item had 8 factors with 60 items. The reliability coefficient was calculated by Cronbach Alpha as .98 for total scale. As an outcome the scale was accepted as valid and reliable in evaluating Turkish Children’s programmes.

Key Words: TV programmes, children’s programme scale, validity and reliability



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The Effect of Emotion Regulation Skills on Ego Resilience in Preschoolers

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ABSTRACT

Emotion regulation skill includes the adaptation of emotional reactions according to the environment (Thompson, 1994 cited in Çorapçı et al., 2010). Ego resiliency is defined as the tendency to adapt to and to develop against risk factors. This

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	<p>term is defined by Luthar (1993) as “behaviorally manifested success at negotiating salient developmental tasks, in spite of major stressors and possible underlying emotional distress” (p. 442). Children with higher levels of ego resiliency could continue their positive development against such individual risk factors as premature birth, chronological illness and early negative experiences, and such environmental factors as parental abuse and neglect, poverty (Gizir, 2007). Emotional self regulation was found as an important tendency to built resilience in children who have suffer with adversity early in life (Bonano&amp;Diminich, 2012).The aim of this research is to investigate the effect of emotion regulation skills on the the ego resiliency levels in Turkish preschoolers. The study group of the research, which was designed in survey method, consisted of 288 children who were attending a preschool in 2015-16 academic year, in Istanbul city. The “Personal Information Form”, the “Ego Resiliency Scale” and the “Emotion Regulation Checklist” were used as data collection tools. The results indicated that emotion regulation skills influenced ego resilience in Turkish preschoolers. The gender and the age of children were not effective on ego resiliency. The three way ANOVA was also carried out. The gender, age and emotion regulation were not jointly effective on ego resiliency. Key Words: Emotion regulation skills, ego resilience, Turkish preschoolers, five-six years olds</p>
 <p>Mrs. Sarika Kewalramani YRSLEAP1609070</p>	<p><b>Student Experiences of Career Counselling Process in Secondary Subject Choices in Australia: A Case for Parent-School Partnership</b></p> <p>Sarika Kewalramani Faculty of Education, Monash University, Melbourne, Australia</p> <p><b>ABSTRACT</b></p> <p>A large body of research has documented the substantial influence of parental involvement on students’ academic achievement. Although conceptions of parent-school partnerships have recently been problematised, there is less agreement surrounding how these acquaintances can influence secondary students’ subject choice. This study examines the experiences students have during school’s career counselling process which involves the career counsellor, the subject teacher and parent in influencing student thinking around their senior subject choices. Vygotsky’s sociocultural theory underpinning the framework of mediation and internalisation was used as the theoretical paradigm for this research. Within this framework, parents, teachers and career counsellors are viewed as the more knowledgeable other, who through their interactions make use of psychological tools to frame, filter and interpret information that influences the way students perceive their educational goals and develop their thinking around subject choice. Using a case study approach semi- structured interviews were conducted with twelve Years 10-12 students from three public secondary schools in Melbourne, Australia. Findings revealed career counsellors did not play a major influential role, rather were only a source of dissemination of university course information whereas students positioned their teachers to be supportive and inspirational in guiding them to work towards their capabilities. Students’ experiences also reflected internalised realistic and unrealistic parental expectations suggesting</p>

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	<p>limited direct influence on student subject choice perceptions. The paper concludes by outlining the importance of how teachers and school's career counselling practitioners can come together to strengthen parental role as the more knowledgeable other and implement ways to enrich student capacities of subject choice decisions.</p> <p>Keywords: subject choice, parental expectation, mediation, parent-school partnership</p>
 <p>Aray Saniyazova YRSLEAP1609071</p>	<p>Student perceptions of their first-year university experience: case study of nazarbayev university</p> <p>Aray Saniyazova PhD student , Nazarbayev University, Astana, Kazakhstan</p> <p><b>ABSTRACT</b></p> <p>This mixed-method study examines and develops in-depth understanding of first-year university experience of undergraduate students at Nazarbayev University, an elite international university, located in Astana, the capital of Kazakhstan. The study is based on the investigation of students' perceptions of their first-year experience with a focus on challenges and opportunities that students encounter during their first year in university and the ways they address them.</p> <p>The students' perceptions have been investigated through an online survey as an initial stage of the study that identified preliminary themes and categories to build on further through in-depth focus groups and individual interviews that eventually comprised the main body of the study.</p> <p>The study has revealed that first-year experience is a complex and multifaceted phenomenon which is shaped by a number of various aspects and factors. According to students' perspectives the success of their university experience, which they largely define as feeling comfortable academically and socially, and remaining motivated and confident in own abilities to progress in studies, greatly depends on such factors as early communication of information and orientation of prospective student, comprehensive new student orientation, quality of curriculum and classroom instruction, and good campus facilities. On the top of it appears to be interactions with peers and faculty, and academic and social support that students receive at the university from peers, faculty and staff.</p> <p>The study suggests some important areas that higher education institutions in Kazakhstan may find useful to focus on when addressing challenging and promoting opportunities that students face during their first-year in university. Those areas include clear communication of information, continuous support and encouragement, and every effort to integrate students into an institution both academically and socially in order to ensure enriching and rewarding first-year experience.</p> <p>Key concepts: first-year experience, social support, academic support, student success, student integration, student retention.</p>

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**Relationship between Leadership Effectiveness and Work Alienation of Male Youth Leaders in Turkey**

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**ABSTRACT**

Youth leaders are those in the age range of 18-35 who are responsible for the preparation and implementation of the physical activity programs for young people and who are entitled to receive the certificate by successfully completing the Youth Leadership Training organized by the Youth Center, one of the subsidiaries of the Republic of Turkey Ministry of Youth and Sports. Youth leaders serving young people aged 7-29 years; to serve as a bridge between young people in the central organization and in the provincial organization, to socialize young people, to support young people at a level that can compete with their peers in an international sense, to raise young people based on national and moral values as a role model. The specificity of our study employs mainly descriptive research principles to find out the perception of male youth leaders in the relationship between their leadership effectiveness and work alienation. We used "personal information form", "Turkish version of Work Alienation Scale" adapted by Kanter and Ülker (2013) and "Turkish version of SLQ (Self-Leadership Questionnaire)" adapted by Tabak and friends (2013) as data collection tool. The collected data was analyzed using the techniques and procedures of relational screening model and software package SPSS 17.0.



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**Knowledge Management And E-Learning In Academic Libraries In Nigeria**

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	<p style="text-align: center;"><b>Eha-amufu</b> <a href="mailto:Ebisi.ebere@fcehamufu.edu.ng">Ebisi.ebere@fcehamufu.edu.ng</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In the knowledge age we live, organizations need to develop fast and accurate responses which increase their scope and speed daily. In this context, knowledge management (KM) and educational activities gain increasingly importance for all kinds of institution including academic libraries. KM is the management of information flow, getting the right information to the right people who need it so that they can act on it quickly. KM starts with business objectives and processes and recognition of the need to share information. E-learning is a learning environment supported by continuous, evolving, collaborative processes focused on increasing individual and organizational performances. E-learning could be a cornerstone of knowledge management and provides good environment for people in organizations to learn everywhere. The need of KM in organization offers opportunities and challenges to e-learning. This paper explores the concept of knowledge, KM, e-learning and the possibility of integrating e-learning systems in KM.</p> <p><b>Keywords:</b> Knowledge, knowledge management, e-learning, e-learning system, integration and academic libraries.</p>
<p><b>Dr Adeel Ahmad</b> GICLEAP1609128</p>	<p style="text-align: center;"><b>An Innovative Method of Teaching the Art of Communication to Healthcare Professionals</b></p> <p style="text-align: center;"><b>Dr Adeel Nazir Ahmad</b> Department of Family Medicine, King Faisal Specialist Hospital and Research Centre, Jeddah, Saudi Arabia <a href="mailto:adeelnahmad@gmail.com">adeelnahmad@gmail.com</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Communication is an essential tool for all healthcare professionals. It was realized that poor communication among healthcare professionals and patients leads to frustration, anxiety with low satisfaction scores and poor outcomes for all. Communication skills are usually taught as lectures and PowerPoint presentations with no immediate result suggesting any improvement in the actual communication among healthcare professionals.</p> <p>In view of this, an innovative and interactive method was devised to teach effective communication while achieving instant benefit reflected by actual improvement in communication skills of the Healthcare Professionals. These included medical interns, residents and nurses. Teams were formed and each team tasked with verbally communicating an image they were shown. One member from the team would draw the image shown to their team members by verbally communicating it. Images were random designs including shapes and lines interconnected to each other. Strict policy was enforced to use verbal communication only and no hand or eye gestures could be used. This was to avoid any non verbal cues hence keeping the focus on verbal communication. Teams learnt from each others weaknesses in communication as well as identifying their own shortcomings due to open discussion following each session. The result was improved awareness of individual and team based communication reflected by gradually improved performance in subsequent communication skills drawing</p>

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	<p>exercises. Teaching in an interactive and innovative method involving all healthcare professionals improved teamwork and patient satisfaction resulting from effective communication.</p>
 <p><b>Markhabat Nurketayeva</b> GICLEAP1609129</p>	<p style="text-align: center;"><b>Media Literacy: Curating trustworthiness of online resources</b></p> <p style="text-align: center;"><b>Elaine, JEE</b> Educational Technology Division, Ministry of Education, Singapore <a href="mailto:Elaine_JEE@moe.gov.sg">Elaine_JEE@moe.gov.sg</a> <a href="mailto:jeeelaine@gmail.com">jeeelaine@gmail.com</a></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Traditionally, literacy is deemed to be the ability to read and write. However in today's age of media explosion, we consume most of our information from digital sources. The competencies to critically view new media forms have thus become essential skills in the 21st Century. With the growing threat of youths and adults falling victims to misleading content perpetuated online, many educators are looking towards new-media literacy education as an engaging approach to develop critical and inventive thinking skills in their students for comprehending a wide range of issues. By learning how to manage, create and share digital information thoughtfully, ethically and responsibly, new-media literates are better able to understand the complex messages we receive from Internet, newscasts, e-books, documentaries and social media etc. This paper shares how teachers of English Language in Singapore schools can explicitly instruct their Primary Five students to verify the accuracy, credibility and currency across multiple sources of digital information.</p> <p><b>Keywords: Multimodality; Multi-literacy; 21st-century competencies</b></p>
 <p><b>Hebah Sheerah</b> GICLEAP1609134</p>	<p style="text-align: center;"><b>English Language Teachers' Experiences and Perceptions of Educational Supervision in Relation to their Professional Development</b></p> <p style="text-align: center;"><b>Hebah Sheerah</b> PhD researcher in the Institute of Education at The University of Reading ,UK</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Teachers' professional development is a central factor in ongoing educational practices. This paper reviews this working policy in terms of its application in Saudi Arabian English classes. This qualitative research used a series of semi-structured interviews with English language teachers to gain a greater understanding of the delivery of professional development and the supervisory policies and practices of the leadership teams within these educational institutions. Considering the importance of education to wider Saudi Arabian economic policies, this paper seeks to address a number of issues relating directly to the delivery of professional development to enable educational institutions to build upon their successes and create a cohesive system that can realize increased educational capacity through improved leadership, supervision, and educational practice policies.</p> <p>This paper seeks to provide a greater understanding of the benefits stemming from an improved formal and informal process of professional development for both the institution and the practitioner. This perspective, however, does not forget the role that the end users—that is, the students—can play in this</p>

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	<p>narrative. Utilizing a mixture of primary and secondary research methods, this paper addresses a number of issues related to this area of research and educational practice, including the impact of supervision on professional development, the influence that supervision has upon teachers' perceptions and the impact of supervision upon teachers' continuation of professional development. The results of this study show that supervision does not influence educational practice in real contexts and the investment in profession development is extremely limited. This paper concludes with several recommendations that can be utilized by Saudi educational institutions to progress professional development.</p>
 <p>Ebere Maryann Ebisi GICLEAP1609136</p>	<p><b>E-Learning, Digital Libraries And Information Utilization</b></p> <p>Ebere maryann ebisi Librarian Federal college of education Eha-amufu <a href="mailto:Ebisi.ebere@fceehamufu.edu.ng">Ebisi.ebere@fceehamufu.edu.ng</a></p> <p>Godwin nwachukwu arua (cln) Deputy college librarian Federal college of education Eha-amufu <a href="mailto:Ngonwa4tochi@gmail.com">Ngonwa4tochi@gmail.com</a></p> <p><b>ABSTRACT</b></p> <p>Digital facilities demand machine searching, offer relatively mature set of tools of information services delivery in learning and research. E-learning describes the teaching and learning resources or experiences that are, in some way, delivered electronically. Digital libraries, as environment that bring together collections, services and people to support the full cycle of creating, disseminating, using and preserving data, information and knowledge, have the potentials to offer enormous resources to support e-learning. With tremendous growth of internet, e-learners have access to very great range of information sources available on clicking the mouse. This paper explores the merits of digital libraries for e-learning, types of learning that digital libraries can support and provide insights into the meaning of e-learning and roles of digital libraries and online resources play on e-learning.</p> <p><b>Keywords: E-learning, Digital libraries, Information utilization, E-learners.</b></p>
 <p>Irfan Abbas GICLEAP1609138</p>	<p><b>Dool is opent: An investigation into the autistics' speech</b></p> <p>Irfan Abbas Visiting Scholar , San Jose State University, California , USA</p> <p><b>ABSTRACT</b></p> <p>Autism is a complex neurodevelopmental disorder which results in triad of impairments i.e. social communication, social interaction &amp; stereotypical behavior. The researchers working in this area have proved that Autists have atypical language development. However, there has been less research in this area, particularly there is scarcity of research to explore phonological errors</p>

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	<p>made my autists. Moreover, there isn't enough research to find the impacts of age and gender on autists' unconscious knowledge about phonetics of any language. Such a study is very much vital not only for the betterment of these children but also in designing the overall educational language policy. Present study is an attempt in this direction. The researcher selected 6 autists of 4-20 years of age. Children were chosen from the autism center for children in Rawalpindi. The selected children had no significant differences in age of onset, acquisition of first word, family history and comorbid diseases. The data was collected through researchers' observational notes, psychotherapist's diary notes, and interviews with parents of ASD's and psychotherapist &amp; recording of autists' conversation with their speech therapist. The results showed that autists faced different difficulties in observing the segmental and suprasegmental rules of speech. Secondly, it was observed that there is much heterogeneity in the problems faced by ASDs (Autism Spectrum Disorders). In addition to this, no significant differences were observed on the basis of age of autists. Above all, the researcher highlighted the pedagogical implications of the study and also gave recommendations for educational language policy.</p> <p><b>Key Words:</b> autism, phonetics, segmental, Suprasegmental, errors</p>
<p><b>Huda Ali Alqahtani</b> GICLEAP1609139</p>	<p><b>Challenges In Higer Education: Saudi Women Experiences</b></p> <p><b>Huda Ali Alqahtani</b> School Of Psychology, University Of Lincoln, Manchester, United Kingdom</p> <p><b>ABSTRACT</b></p> <p><b>1. Background</b> The uniqueness of Saudi society as a results of the complex mixture of religious, tribal and cultural principles, which has given Saudi females a unique position compared to their female counterparts in both Arab and Western countries. In recent years, Saudi Arabia has seen an increase in Saudi students who head overseas for a university education. The substantial proportion of those students are females (Ahmed, 2015). As part of their experiences of adapting and adjusting to the host culture and the new education systems, female international students might face numerous challenges (Lefdahl-Davis &amp; Perrone-McGovern, 2015; Sandekian et al, 2015).</p> <p><b>2. Research Aims</b> to investigate the experiences of Saudi women during their time in the UK as international students. to investigate the acculturation and adaptation experiences of Saudi students . to investigate the challenges they face and how they deal with them</p> <p><b>3. Method</b> <b>Participants:</b> Female Saudi PhD students (n = 13) from universities in northern England. <b>Procedures:</b> Interviews were conducted during the early stage of the PhD research. Interview questions concerned experiences of living and studying in the UK. The questions reported here focussed on academic adaptation . <b>Data analysis:</b> Fixed choice questions were analysed using descriptive statistics. Open-ended questions were transcribed and analysed using thematic analysis.</p>

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### Research Integrated Teaching in Language Classes

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#### ABSTRACT

In Nazarbayev University which aims to become the first research and world-class university in Kazakhstan, it is important to use research to enhance the student learning experience. In this article, we would like to describe the role of research integrated teaching in Kazakh classes, where both teacher and students use their research skills to review research papers, collect and analyze data, generate, interact, and share enthusiasm in learning process.

A high level of interaction between the students and me is promoted by bringing a survey into the classroom. The survey is mostly focused on course learning outcomes, as well as topics. Due to the students' comments, some modules can be added to the course syllabus. The students had indicated in their feedback that this interaction is highly welcomed and appreciated.

I find myself spending a significant amount of time on revising and refining my materials, my approach and my techniques. I tried to focus on effectiveness of the course and wondered which strategies worked and which were less successful. Consequently, my teaching-oriented preparations have shifted to trying to find solutions for the less effective aspects of my earlier teaching sessions so as to improve my abilities for future class sessions. This is an extremely time consuming and exhausting series of tasks. In this article, we would like to share our experience with other language teachers.

As 'Research is creating new knowledge' (Neil Armstrong), we tried to highlight the importance of integrating research into teaching based on our personal teaching experience. Balancing the time spent on teaching and research can lead to more realistic expectations of staff performance. Other factors such as career development can significantly affect teaching productivity and effectiveness. From our experience at Nazarbayev University, we find that it is possible to integrate research into teaching in language classes.

Key words: research, research integrated teaching, integrating research into teaching, language classes, Nazarbayev University



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### General And Academic Procrastination Among University Students

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