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## **Keynote Speaker**



**David Goldsmith**  
**Founder and Chief Executive**  
**Andean Medical Mission**

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Dr. AfianmagbonErhauyiBenson  
GIC1554051

**Principals Administrative Competencies in Occupational  
Task Areas and the Challenges of Scondary Schools  
Management in Abia State, Nigeria**

**Dr. AfianmagbonErhauyi Benson**

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**Administration and Planning,**

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**Abstract**

The Nigerian population is ever growing and this has invariably affected the school enrolment and thus, providing the school administrators newer challenges to deal with on regular bases. The purpose of this study is to ascertain how principals administrative competencies are deployed in some of their task areas such as financial and physical resource management and school community relations management in dealing with and resolving issues brought forth by the school's activities. The school is a social system in which all the sub-systems are inter-dependent and related. Hence a change in one part or happenings in one sub-system has implication for the other sub-systems which may affect the system as a whole. Two research questions were posed and two null hypotheses were formulated. Data were collected from one hundred and ninety (190) duty principals (heads of schools) and eight hundred and eighty four (884) secondary school teachers, selected through stratified random sampling technique across the three education zones of the state. Principal Form (CP) and Principal Competence Teacher Questionnaire (PCTQ) were the two instruments used for data collection. The responses from the respondents were analysed using means for the research questions and z-test for testing the hypotheses. Results indicated that principals displayed low competence in financial and physical resources management but were found to be highly competent in school community relationship management. A significant difference was established in the level of administrative competence of experienced and less experienced principals and also with principals with professional qualification in educational administration and those without professional qualification. Based on the findings, it was recommended that the Abia State government should provide adequate budgetary allocation for secondary schools. This is to essentially provide an enabling environment for principals to be able to deal with the challenges they face on periodic bases as a result of the ever changing situations (such as increase in enrolment) within the school

	environment.
 <p>Akujieze, Mary Okwuchukwu GIC1554052</p>	<p><b>Evaluation of the Impact of Out-Of-Class-Activity Strategy in Geometry Among Low-Achieving Secondary School Students in Ibadan, Nigeria.</b></p> <p><b>By</b></p> <p><b>Mary O. AkujiezePh.D</b></p> <p><b>Department of Educational Psychology</b></p> <p><b>NwaforOrizu College of Education</b></p> <p><b>Nsugbe, Anambra State, Nigeria.</b></p> <p><b>maryakujieze@yahoo.com</b></p> <p><b>Abstract</b></p> <p>Literature in mathematics education shows that the teaching methods being applied by many mathematics teachers are teacher-centered. Furthermore, the methods do not relate the classroom activities to out-of-class real life experiences. Most often, low-achieving secondary school students do not gain from the method of instruction and consequently, develop negative attitude towards mathematics especially in the area of geometry, leading to poor achievement. This study therefore evaluated the impact of out-of-class-activity strategy and mathematics self-efficacy as a moderator variable on low-achieving students. The study adopted pretest, posttest control group, and quasi-experimental research design. Simple random procedure was used to select two local government areas out of five existing ones in Ibadan metropolis. Simple random sampling approach was employed to select four schools and an intact class from each school. Instrument used were student selection Test (<math>r = 0.70</math>); Achievement Test in Geometry (<math>r = 0.81</math>). Two hypotheses were tested. Data were analyzed using descriptive statistics and Analysis of covariance. There was a significant main effect of out-of-class-activity on low-achieving students' achievement in Geometry (<math>F_{(1, 76)} = 79.74, p &gt; 0.05</math>). Participants in the out-of-class-activity group had higher mean score (<math>\bar{X} = 17.54</math>) than control (<math>\bar{X} 13.15</math>). There was no significant main effect of mathematics self-efficacy on Geometry achievement. The use of out-of-class-activity strategy improved students' achievement in Geometry. Out-of-class-activity strategy should be adopted in the teaching and learning process so as to enhance student achievement in Geometry.</p> <p><b>Keywords:</b> Out-of-class-activity, Low-achieving-students, Achievement in Geometry, Mathematics self-efficacy and Evaluation.</p>



Muokwue, Chinyere Agnes  
GIC1554053

**Role of gender, job designation, self concept and age on wellness among staff of universities**

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**Abstract**

Four hundred and one (54 career and 347 academic) administrative staff (227 males and 174 females) in nine government-owned universities in South-East geo-political zone with  $M_{age} = 51.43$  years and  $SD_{age} = 5.27$  years were used in a study that investigates role of gender, job designation and age on wellness. Four research questions and nine hypotheses guided the study. A 22-item Wellness Instrument with reliability estimates of  $r(150) = .86$  (Cronbach Alpha);  $r(150) = .88$  (Spearman brown) was employed. Results revealed that there was a significant difference between male and female staff, academic and career administrative staff in their mean scores on overall wellness, physical, religious and emotional. A significant positive relationship was found between age and self concept of administrative staff and overall wellness, physical, religious and emotional. Female administrative staff in general engages in wellness than their male counterparts. Academic administrative staff engages in wellness than their career counterparts.



Edith Podhovnik  
GIC1554054

**Language and Academic Identity: Sociolinguistic Aspects of English as a Lingua Franca in Academia**

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**Abstract**

Language is closely connected to personal, social, and cultural identity and to power. The article *Language and Academic Identity: Sociolinguistic Aspects of English as a Lingua Franca in Academia* describes a research project that looks at the relationship between using English as a Lingua Franca (ELF) at universities and the image of the self as a researcher and/or student. Additionally, the project discusses possible implications for research and tertiary education. English has been widely recognised as the language of the international research community. Yet, while ELF has facilitated international co-operation and knowledge exchange, there are certain effects of language choice on the researcher as an individual.

Qualitative interviews with lecturers and students of the degree course *Master of Business in Emerging Markets* at the University

	<p>of Applies Sciences FH JOANNEUM Graz (Austria) as well as of the partner universities in Russia, India, China, and Mexico, planned for May 2015, gives an insight into the sociolinguistic aspects of using ELF for academic purposes. Areas addressed include the choice of language of written and oral discourse, the attitude to choosing between English and the native language, the image of the self as a researcher, the attitudes to bilingualism, and perception of one's own and others' English language proficiency.</p> <p>In the context of existing research on language in international business, this project contributes new insights into using ELF in academia from a sociolinguistic point of view.</p> <p>Key-words:</p> <p>sociolinguistics, ELF, language and identity, international research community, university co-operations</p>
 <p>Shi Li GIC1554055</p>	<p><b>Measuring gratitude scales of school students in China</b></p> <hr/> <p><b>Shi Li</b></p> <p><b>School of Arts, University of New England, Australia</b></p> <p><b>Armidale, NSW 2350</b></p> <p><b><u><a href="mailto:sli7@une.edu.au">sli7@une.edu.au</a></u></b></p> <p><b>Abstract</b></p> <p>Only-child generations in China are widely perceived as self-centred and lacking in gratefulness, contributing to moral degeneration and confronting the tradition of filial piety with unprecedented challenges in modern China. From 2005 onwards, the Chinese government has launched a large number of nationwide gratitude campaigns in schools and the public media. This paper aims to measure the gratitude scales of school students in China and examine whether moral reasoning promoted by these campaigns has made the claimed impact on Chinese children. 600 school students from Year 7 to Year 9 aged from 12 to 15 are recruited, i.e. 200 from each of the three grades.</p>
<p>Dr. Ezeoba, Kate Oge GIC1554056</p>	<p><b>Implementation Of Universal Basic Education Curriculum In Nigerian Schools: Problems And Prospects</b></p> <p><b>Ezeoba, Kate OgePh.D</b></p> <p><b>Dept of Curriculum and Instructional Technology</b> <b>NwaforOrizu College of Education, Nsugbe</b> <b>Anambra State, Nigeria</b> <b><u><a href="mailto:ezeobakate@yahoo.com">ezeobakate@yahoo.com</a></u></b></p> <p><b>&amp;</b></p> <p><b>Okafor, Victor EmekaPh.d</b></p> <p><b>Dept of Social Studies</b> <b>NwaforOrizu College of Education, Nsugbe</b> <b>Anambra State, Nigeria</b></p>

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**Abstract**

Nigeria is among one of the countries with the highest level of illiteracy in the world. With the launching of the Universal Basic Education (UBE) programme, a positive step has been taken to drastically reduce illiteracy level in Nigeria. Many issues that must be considered in the implementation of the UBE curriculum include the teacher factor, pupil/student enrolment, facilities which include: classrooms, laboratories, libraries and other instructional facilities and materials. Issues like funding and supervision were also examined. A number of challenges the implementation of the scheme would face were also highlighted. These include the problem of man power, facilities and problem of resource allocation. The paper also offered some useful measure that could place universal basic education (UBE) curriculum on the proper perspective.

Keywords: implementation, Universal Basic Education, Curriculum, Problem and Prospects



Ms. Jaclyn Davis-Lapa  
GIC1554057

**La Sallian Values Program – Checking the Impact, Validity  
and Applicability of Values Inventory to Self-Reflection**

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**Abstract**

Being a La Sallian entails one to develop virtues that are centered on the La Sallian Core Values, Faith, Service and Communion. An inventory of the self-rating of DLSZ students and teachers' rating for the students was done to assess how DLSZ students view themselves as to the degree of their development in nurturing virtues that are deemed necessary for a student as well as their respective advisers' rating on the development of their advisees in each of the listed virtues under the three core values. The ratings were done in two forms, a self-rating inventory for the students and the advisers' ratings for their respective advisees that focused on 15 items under three Core Values.

Findings show that for the Pre-Kindergarten and Kindergarten, all the items has ratings of Exemplary according to the Students' self-rating.

For the grade school students, it was observed that majority of them rated themselves as Acceptable only unlike their younger counterparts. Furthermore, the high school students generally has Acceptable ratings for most of the items.

It was found that there is no significant difference

	<p>between the students' self-rating and their advisers' rating as to the level of the student's values development.</p> <p>There is an observed trend in the self-rating of the students as to their year level. Older students have relatively low self-rating and it can be attributed to their ability to be more self-introspective. The same goes with the Adviser's rating where most of the Adviser's from the upper grades has lower rating than those in the lower grades.</p>
 <p>Okafor Josephine Obiageli GIC1554059</p>	<p><b>Re-Engineering The Teaching And Learning Of French Language Through E-Learning</b></p> <p><b>Okaforjosephineobiageli</b></p> <p><b>Nwafororizu college of education, nsugbe Anambra state, Nigeria</b></p> <p><b>obyjoe2020@gmail.com</b></p> <p><b>Abstract</b></p> <p>The teaching and learning of French Language in Nigeria has been facing a lot of challenges. The first of these challenges is the methodology employed by the teachers. The traditional methods of teaching the French language has proven inadequate as evidenced in the poor performance of these students in both internal and external examinations. The inadequacy of these methods of teaching this French language is appreciated against the backdrop of the technological revolution and breakthrough in the field of education, especially in the area of language teaching and learning. Hence, there is need for re-appraisal and re-engineering of language teaching and learning for effective and efficient impact of the language. This in essence, will take care of different learners and their needs. This paper therefore, would re-appraise the traditional methods of teaching and learning language and explore E-learning as a tool for improving of language teaching and learning. It would explicate as well the benefits of the E-learning in language teaching and learning.</p>
 <p>HaydarOztas GIC1554060</p>	<p><b>The Secondary Students Understandings Of Atoms, Cell, Cell Structure And Function</b></p> <p><b>Dr. Haydar OZTAS</b></p> <p><b>N.Erbakan University, Education Faculty,</b></p> <p><b>Biology Education Department,</b></p> <p><b>Konya/Turkey</b></p> <p><b>Abstract</b></p> <p>It is a vital point that students should be able to understanding of cell structure and function during their early education. They should begin to form the concept of a cell as the</p>

	<p>basic unit of life and understanding of basic cell function.</p> <p>So far studies have shown that mostly students have some difficulty of understanding the link between molecular and cellular organization. The both of atoms and cells are made up of smaller parts. However, students have some difficulties about understanding thabasic principal that all matter, including cells, is made of atoms. The students have a general concept of molecules and cells. Also, students tend to think that macro macromolecules, such as proteins and carbohydrates, are made of cells rather than atoms. This study has been designated to work out these misunderstandings and identify the reasan of them.</p> <p>The findings of this research has revealed that there are a lot of misunderstanding about molecular and cellular structure. It was possible to advice that science teachers in the middle schools should begin to concepts discussion of molecular structure cell and matters. The comparing via illustrations the size of the atom to that of a molecule, cell, organ, and organism. Also it could be beneficial to compare the atomic and the cellular nucleus. Modelledatoms, and macromolecules could be useful to form part of cells and as a whole cells. This activity may help provide a useful connection between the size and structure of atoms and the size and structure of cells.</p> <p>Keywords: Atom, cell, cell structure, misconceptions, secondary pupils</p>
 <p>JyothiThalluri GIC1554061</p>	<p><b>Collaborative Learning versus Individual Learning: Lessons from Our Study Buddy Support Scheme</b></p> <p><b>JyothiThalluri</b></p> <p><b>Abstract</b></p> <p>The debate amongst education theorists continues regarding the value of collaborative over solo learning. This paper aims to contribute to the debate as it describes a study in which peer learning was compared with individualised learning on first-year Medical Radiation students studying a Pathology course. In this pathology course, 75% weighting based on the multiple-choice questions using various case scenarios was utilised in the course. After completion of the first assessment administered in week 5, students were categorized as at risk, average achievers and high achievers. All students regardless of their performance in the quiz were invited to participate in the peer to peer learning group called the Study Buddy Support scheme. The course coordinator organized the study sessions and student groups. Each group consisted of a mix of all three categories of students. The same resources (the study plan and MCQs) also were given to students who opted to do their own study. The improvement of these two groups of students between the first assessment and the final examination was analysed. At risk students who participated in the peer to peer learning group made significant difference in their performance in the final exam compared to the first assessment. Both qualitative and qualitative data will be</p>

	<p>presented at the conference.</p>
 <p>MehwishHussain GIC1554062</p>	<p><b>Prediction Score for Intellectual Wellness Among Medical Teachers of Pakistan</b></p> <p><b>RehanaRehman</b> <b>Aga Khan University, Pakistan</b></p> <p><b>MehwishHussain</b> <b>Dow University of Health Sciences, Pakistan</b></p> <p><b>Abstract</b></p> <p>Educational leaders make their best efforts to enhance their scholastic skills while acquiring healthy learning, critical feedback and analytic mindfulness. There are various other triggering factors influencing intellectual wellness (IW) of a teacher. Developing country like Pakistan lacks many resources which hurdle noteworthy development of IW. Medical institutes, on the other hand, have comparative better environment.</p> <p><b>Aim:</b>In this study, we have derived scoring method to identify factors influencing IW of medical teachers of Pakistan.</p> <p><b>Methods:</b>Data were collected from 13 different public and private medical institutes during January-December, 2014. Questionnaire was tailored from “Wellness Wheel” and responses were collected on 4 point Likert scale ranging from never, sometimes, mostly and always (coded 1-4). Reliability of the questionnaire was measured using Cronbach’s alpha. Simple and multiple linear regression models were evaluated for IW with 6 other wellness quadrants as predictors. Model validation was performed using bootstrap method.</p> <p><b>Findings:</b>Wellness quadrants of occupational, spiritual, and financial followed by social and mental were significantly correlated with IW. IW of public institutes teachers was not significantly affected by any of the wellness dimension. Occupational wellness alone played significant role to enhance IW of males while spiritual wellness got highest score among females. Bootstrap methods showed minimum biasedness of prediction score.</p> <p><b>Conclusion:</b>Medical teachers of Pakistan need broader aspects to enhance intellectual wellness especially in public institutes and by female teachers.</p> <p><b>Key Words:</b> Intellectual wellness, Medical teachers, Wellness wheel, Prediction Score, Pakistan</p>

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**Improving Attitude Towards Green Environment Through  
The Slgea-Code Module**

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**Abstract**

This paper is part of a large study which was on developing a green environment awareness module using QR-Code. My main focus of the study was on the development of the module. In this paper, I focus on the evaluation phase of the module after it was taught by a teacher to two form four classes. The aim of the evaluation is to test whether students' attitude can be nurtured to behave, act and react towards conservation of the green environment using the module. The researcher developed Green Environment Awareness Module with QR-Code (SLGEA-Code) as a self-learning and mobile learning instructional approach. The module was evaluated on two classes: one is the treatment group and the other is the control group. The evaluation phase employed a quasi-experimental design. Two groups of form four secondary students were the sample of the study. The researcher trained 1 experienced teacher to teach 2 form four classes; treatment class (n= 35) and compared gains in attitude towards green environment to the normal approach (control) class (n=33). The measure for attitudes towards the environment were adapted from the GASE scale. There were five domains: willingness to learn and inform about environmental issues; disbelief in explanations related to environmental issues; sensitivity towards environmental issues and saving the environment; disbelief in environmental, and belief in protecting habitat. Students in the treatment group showed statistically greater growth in their attitudes towards the environment in all the domains compared to the pre-test. This study revealed the potential of using a self-learning module to nurture students' attitude towards caring for the environment by giving them massive and immediate information in a convenient, interesting and current way.

Keywords : green environment, awareness, attitude, QR-Code



SihamMostadi  
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**Meeting ESP Teachers' Professional Needs in Higher  
Education**

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**Abstract**

Effective teaching English for Specific Purposes (ESP) at the university level is a worldwide concern. Therefore, the role of the ESP teacher is crucial in the teaching process. The research literature is ample regarding the features of a successful ESP teaching. For the most part, academics focus on the following points, the use of adequate materials and courses. However,

	<p>much less discussed the particularity of an ESP teaching situation where English is taught as a third language and students' language proficiency is low. This paper assists in mitigating this deficiency by attempting to find out teachers' professional needs particularly at the level of Bechar University (Algeria), with close reference to those teachers working at the faculty of technology. In this respect, a quantitative research is conducted by asking teachers to write brief responses describing their experience and the main difficulties faced while performing their jobs. The results of the questionnaire suggest that the ESP teacher can be an effective practitioner unless he receives specific training, assistance and guide of the subject specialist. This paper first presents some aspects of ESP teaching that are decisive for successful teaching. The second part deals with the methodology adopted for the target situation, the third part is rather reserved to the interpretation of the results of the research and the paper concludes with the presentation of some of the main ways that help improve the English language educational situation in Algeria by providing new perspectives for ESP teaching, and thus, opening the doors for further research in this particular scope of interests.</p> <p>. Key words : Teaching ESP ; higher education ; ESP teacher ; training ; subject specialist ; professional needs.</p>
<p>Ayesha Zafar GIC1554066</p>	<p><b>Integration of E-education in Pakistani Education System: Issues and Challenges</b></p> <p><b>Ayesha Zafar</b></p> <p><b>Kinnaird College for Women, Lahore, Pakistan</b></p> <p><b>ayesha.zafar@kinnaird.edu.pk</b></p> <p><b>Abstract</b></p> <p>This research paper discusses the issues and challenges in the integration of E-education in Pakistani education system. It investigates the key pedagogical and administrative challenges and solution to integrate E-teaching in classrooms. Although E-teaching and E-learning have been implemented in schools on a large scale in different parts of the world, no significant initiative has been taken in Pakistan yet. Most information and communication technology (ICT) integration or use of computers in Pakistani (private and public) schools is limited to teaching the subjects on information technology. In private schools, there is some emphasis to learning using online resources, where students are given home assignments to find and incorporate relevant material from the internet. However, there is very limited introduction of computer aided teaching inside the classroom, with either teacher or students using them. E-education integration is a multi-faceted challenge, not just in the context of technology but also from pedagogical and human aspects. From the aspect of policy makers and management, it seems that technology deployment is a sufficient condition to achieve this goal, instead of just a necessary pre-requisite. They do not</p>

	<p>consider the time and resource allocation for teacher training and lesson planning, or the inherent change in culture it needs for successful implementation. Teachers consider technology as a threat, which would replace them, rather than as a tool which will enhance their effectiveness. For those who are more amenable, it is considered as at least an extra load to carry, along with an already over-burdened (and under-paid) daily routine, a load which seems insurmountable in the absence of non-existing teacher training programs and insufficient in-class availability of technology resources and connectivity. But perhaps the most threatening challenge is that taking the technology to the classroom, on unsure ground vis-a-vis their technology competence, teachers face students who are likely to be more fluent in technology. This challenges the class dynamics, interactivity and power balance in the favor of students, a cultural change which the teachers are also not prepared to accept. In addition to challenges in the process, there are also formidable challenges in the availability of relevant content. Pakistani teaching and learning system has traditionally been result oriented, where significant emphasis is given to course books and exam papers. Understanding the concepts is measured by the ability to reproduce the material in the text books during the exams. Thus, any content which is generic and not conforms to the text books will not be acceptable to students, teachers and school administration alike. However, there is no existing E-content which conforms to our local curricula and thus poses a challenge to acceptability of E-education in general, in Pakistan. Though there are challenges, it is clear that integrating E-education into Pakistani national educational system is a priority. A comprehensive program is needed in order to integrate ICT in education at school level in Pakistan. The research suggests the importance of teachers' training regarding ICTs tools and integration of E-content in classroom teaching. Moreover, the study concludes that monitoring of management and teachers plays a vital role in the effective integration of E-education because management is responsible for decision making and ensures the effectiveness and success of the integration program and teachers are the key practitioners in the process of ICT Integration in the classrooms and major participants in the use of the E-content.</p>
<p>MichalaPlassová GIC1554067</p>	<p style="text-align: center;"><b>Neurological correlates of arithmetic functions</b></p> <p style="text-align: center;"><b>Mgr. MichalaPlassová, Faculty of Education, Univerzity of South Bohemia in Českobudějovice</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>There have been studies (e.g., Dehaene,1999; Brannon, 2006; Merritt, DeWind, &amp; Brannon, 2012) in recent years proving that numeric competences are embedded evolutionally throughout a great variety of species. In literature, these nonverbal numerical competences are called approximate number sense (ANS).</p> <p>In our research, we are focusing on the function of ANS among pre-school children. We are using simple cognitive task</p>

	<p>(comparison of two sets of objects) and recording EEG signal with 64 electrodes while solving these tasks. We also study current researches in this field and a proposition of a new methodology surpassing the old one (e.g., Gilmore, McCarthy, &amp; Spelke, 2010; Mazocco, Feigenson, &amp; Halberda, 2011a; Mazocco, Feigenson, &amp; Halberda, 2011b; DeWind &amp; Brannon, 2012; Park, Brannon, 2014) with a detailed study of spatial variables that can bias the ANS. Furthermore we are searching for a correlation between brain activity (EEG signal) and success rate (proportional success and RT) while solving the aforementioned cognitive tasks.</p>
 <p>RevathiSrinivas GIC1554068</p>	<p><b>Elementary Acts: India's School Dropouts And Universal Education</b></p> <p><b>RevathiSrinivas</b> <b>rrevathi@yahoo.com</b></p> <p><b>Abstract</b></p> <p>The Indian Constitution's Universalization of Elementary Education (UEE) for children between 6 and 14 is one of the major goals of the SarvaShikshaAbhiyan (Universal Education Project), bolstered by the Parliament's Right of Children to Free and Compulsory Education (RTE) 2009 Act. Education is now in a "justiciable legal framework entitling all children between 6-14 years a stress and anxiety free education that is equitable and non-discriminatory"<sup>1</sup>.</p> <p>The RTE is the origin of the country's flagship programs, the Elementary Education Project, (SarvaShikshaAbhiyan or SSA), and the Rajiv Vidya (Literacy) Mission (RVM) which aim to bridge gender and social gaps, reduce school dropouts, and provide quality education until at least grade eight with four core aims—universal access, enrolment, retention and achievement. Emphasizing teacher accountability, it makes special provisions for training out-of-school children (OOSC) through bridge courses under the larger Residential Special Training Courses (RSTCs) that last about ten months. The bridge course is intended to facilitate the transition of the child from an academically lower to an age-appropriate class. Identifiable as Alternative Education (AE), the RSTCs have at their roots the personalization of the teaching and learning environments of English.</p> <p>The SSA Program's triumphalist claim that since its inception, an impressive 20 million out-of-school children have joined the age-appropriate mainstream classes on completion of the special training courses papers over the fact that few of the students have a fluency that can account for the time and resources spent on them—their English has stubbornly remained poor. Thus the</p>

	<p>academic issues and challenges in the teaching and learning of English on this AE program are many, and demand solutions that have professional experience and expertise. This study, based on interviews with English language teachers and 700 children, along with classroom observations and evaluation of instructional materials, aims to analyze the AE programme to arrive at a better understanding of its dynamics in English language pedagogy at the primary and upper primary levels for the OoSC.</p>
 <p>Alan Garfield GIC1554069</p>	<p style="text-align: center;"><b>15 Strategies for Saudi Student Success</b></p> <p style="text-align: center;"><b>Alan Garfield</b></p> <p style="text-align: center;"><b>Professor, Computer Graphic and Interactive Media Director, Bisignano Art Gallery University of Dubuque</b></p> <p style="text-align: center;"><b>agarfield@dbq.edu</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Since 2005, there has been rapid growth in Saudi Arabian students at colleges and universities in the English speaking world (mainly in Great Britain, Ireland, Australia and the United States). According to the Saudi Arabian Cultural Mission (SACM) which administers the King Abdullah Foreign Scholarship Program, the number of Saudi students in the United States has grown from 10,000 in 2007 to 111,000 in 2014. Besides the economic impact of contributing over \$3.2bn to the US economy, these students often arrive on campus with low levels of English and math preparation and with cultural values that can complicate their chances for success in an American classroom.</p> <p>While the Institute of International Education (IIE), in partnership with the US Department of State's Bureau of Educational and Cultural Affairs, documents the total number and specific breakdown of international students studying in the US, the Open Doors Report on International Educational Exchange stops short at the point of suggesting strategies for success for these students and the universities. And that is where this paper takes up by outlining 15 strategies that have been developed at the University of Dubuque, in Dubuque, Iowa, to ensure academic and social success for Saudi students coming to a quiet, homogeneous educational environment. We believe these lessons apply equally to other environments and varied demographics</p>



Mohamad Sattar Rasul  
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### **Impact Studies Of Integrated Stem Program In Malaysia**

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#### **Abstract**

Low student achievement in science and mathematics makes integrated STEM education essential. Integrated STEM program is an initiative to increase student's interest in science. The program is interdisciplinary and multidisciplinary based, involves hands-on activities, experiments and demonstrations. A series of programs have been implemented in Malaysia and have positive effects in terms of academic and soft skills. The aim of this paper is to share the program impact studies carried out. Students showed high interest and high ability in creating new ideas in science after attending the integrated STEM program.



Mazhar Ali Shahid  
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### **Teaching Language Skills Through Powerpoint Presentations In Elt Smart Classrooms At University Level**

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#### **Abstract**

This paper reports the effectiveness of using PowerPoint presentations in ELT smart classrooms in teaching the language skills and enhancing the language proficiency level of adult English language learners. The study was carried out at Jazan University with 60 male Saudi preparatory year students. The efficacy of the model study was based on enhancing the language proficiency level of English language learners in the context of using PowerPoint presentations in smart classrooms for English language teaching. Qualitative and quantitative data were collected through students' and teachers' interviews, questionnaire survey and end semester results of the participants. The learners involved in this model study were university Preparatory Year students (Level-I&II) taking Intensive English Language Course. The findings of the study statistically indicated the learners studying through PowerPoint presentations in ELT smart classrooms showed better results. The respondents also showed moderately favourable attitude towards the use of Technology in the Classroom over traditional methods of lecture delivery. This paper thus, emphasizes on the importance of the use of PowerPoint presentations in ELT smart classrooms and how they can be integrated with classroom education so as to meet the challenges of global language teaching.

	<p>Keywords: language skills, PowerPoint presentation, language proficiency, smart classroom</p>
<p>NettikumaraAppuhamilage Lakshmi ApsaraNettikumara GIC1554072</p>	<p><b>CLIL lesson plan: effective teaching strategy to uplift content and language integrated learning in Sri Lanka</b></p> <p><b>NettikumaraAppuhamilage Lakshmi ApsaraNettikumara</b></p> <p><b>Abstract</b></p> <p>CLIL is a dual focused approach which integrates the teaching of subject content with the teaching of a non native language. It is also considered one of the effective teaching approaches in bilingual education. Sri Lanka introduced CLIL to the national curriculum in 2003. Though it has passed more than a decade, the development of this programme shows a slow progress due to many reasons: Lack of training, improper recruiting procedure and other practical difficulties aroused in the actual classroom setting.</p> <p>Classroom observations revealed that the bilingual science teachers did not follow proper CLIL lesson plans while teaching. Textbook analysis revealed that the prevailing number of exercises was not sufficient to improve the main language skills: reading, writing, speaking, and listening. In the same time the teachers were not capable of adopting the given exercises in accordance with CLIL. An action research design was employed in this study to assess whether the teachers can be facilitated by providing them with prepared model CLIL lesson plans plus exercises. Model CLIL lesson plans were prepared and were distributed among the bilingual science teachers of grade six in selected schools and were monitored through the weekly classroom observations. Finally the qualitative data such as the teacher's attitudes, classroom interactions and students perceptions were gathered prior to the intervention and after the intervention and analyzed. In this study one cycle was implemented and the results revealed that the majority of the teachers who participated for this study showed positive attitudes towards the intervention. In addition, students were observed to be motivated during the classroom intervention. Therefore it is suggested that provision of a workbook along with model CLIL lesson plans will be useful to uplift the bilingual teaching learning process in Sri Lanka.</p> <p>Key words: Bilingual education, CLIL, Model CLIL lesson plan, teaching learning process</p>
<p>SuliamanOlabisi, OLOYEDE GIC1554073</p>	<p><b>African Intellectuals, Education Curriculum And Self-Reliance: Panacea To Ameliorate Unemployment In Africa</b></p> <p><b>SuliamanAdebisi, OLOYEDE</b> <b>Department of Marketing</b></p>

	<p style="text-align: center;"><b>The Polytechnic Ibadan</b> <b>Sango Area, Ibadan</b></p> <p style="text-align: center;"><b>jimoholatunbosunoloyede@yahoo.com</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In African states, there is high tempo of following the residual paths of Western thinkers such as Plato, Aristotle and John Locke, in the quest to formulate sound thoughts and policies. While nothing is inherently wrong with appropriating ideas from non-African cultural backgrounds, what is awkward is that Africans are so engrossed in this vogue that our own models, whatever their worth, are rarely considered. This paper therefore critically appraises the ideas of Dr. TaiwoSolarin and Julius Nyerere on education for self-reliance as panacea to ameliorating the mounting quotient of unemployment in Africa. The paper notes that although African education is rooted in self-reliance as stated in the National Policy on education, commitment however is only at the level of policy articulation. Using historical and philosophical analytical methodology, the paper examines African Political Thought and self-reliance and posits that the present educational policy stifles the graduates' initiative to apply their theoretical knowledge pragmatically. The paper explores the philosophers' views on education which reflects African cultural experiences based on resourcefulness, self-realization, self-sufficiency and self-reliance through emphasis on vocational and technical education. The paper asserts that Africa is blessed with great thinkers and in our march to economic greatness, the paper concludes by advocating for the integration of their perspicuity into the National Policy on education in other to tackle unemployment in Nigeria.</p> <p>Keywords: Education, Unemployment, Self-reliance, Africa, Development, Political Thought.</p>
 <p>Dr.NupurSen GIC1554074</p>	<p style="text-align: center;"><b>Rabindranath Tagore-His Internationalism And Global Pedagogy</b></p> <p style="text-align: center;"><b>Dr.NupurSen</b></p> <p style="text-align: center;"><b>Department &amp; Faculty of Education,</b></p> <p style="text-align: center;"><b>University of Lucknow, Lucknow, 226010,</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Today, there is an urgent need to humanise education and make it relevant for the pursuit of the wide variety of human aptitudes. Education must promote social mobility, alleviate poverty, minimise economic inequality &amp; exploitation, therefore education can make every citizen a genuine participant in the National Development. Nowadays, there is paradigm shift from humanistic &amp; spiritual development to Information Technology and Material Advancement. Towards the close of the twentieth century, several important changes have occurred in human life all over the world, which require special attention with a view to</p>

	<p>redefining universal values. The globalisation phenomenon has given rise to issues of justice, equality, freedom, democracy and Human Rights &amp; Child Rights .To an urgent necessity to protect the world from the dismal scenario is now not a parochial concern of a particular country but a global issue &amp; also a universal responsibility. Today there is need to re generate the world from the crisis to take it out of this immense panorama of futility &amp; anarchy, only humane education can be conceived as the most potential instrument. The present research article is an attempt to present and to explore the contours through Tagorean Vision about the world humanism and ideas of universalized education and its salience in the contemporary world. Rabindranath Tagore. (1861-1941) Nobel Prize Winner in literature for Gitanjali (song offerings) in 1913 was gifted as a philosopher, educator, mystic poet, author, dramatist, artist, Social Reformer. Tagore is India's most revered global cultural icon. Therefore, to accomplish the following objectives it is pertinent to endorse that there is great relevance to rethink &amp; reinterpret Rabindranath Tagore's ideas both at an individual as well as at societal levels to spread his message of Universal Harmony across the globe.</p>
 <p>Edwin L. Apawan GIC1554075</p>	<p><b>The Impact of Disaggregating Concept and Specialist Languageon Content Learning and Academic Identity Formation: An Instructional Approach for English Language Learners in Content-Rich Subjects</b></p> <p><b>Mr Edwin L. Apawan Dr John Mitchel O'Toole</b></p> <p><b>The University of Newcastle School of Education and Arts Newcastle, New South Wales</b></p> <p><b>wine_apawan@yahoo.com</b></p> <p><b>Abstract</b></p> <p>This study investigates the impact on learning of language manipulation in teaching Science and Mathematical concepts and in developing appropriate academic identities. It utilizes the EDWIN STRATEGY, which was originally developed for this study, in teaching the content rich courses to English language learners. The said strategy attempts to capsulate three main concerns which suggest gap in the literature and worth exploring.</p> <p>First, that Science education research from linguistic and semiotic views, pedagogical perspectives and sociocultural theories of meaning-making all suggest that language plays a role in the Science teaching-learning processes and it is becoming more widely recognised that the use of specialist language in Science poses difficulty for monolingual English Speakers and much more for speakers of English as an additional language or</p>

	<p>dialect (EALD/EFL/ESL). There has been few researches conducted so far on the latter.</p> <p>Second, Mathematical academic language refers to words and phrases which are highly abstract and relate to critically important concepts that are not yet understood. This means that decoding Mathematical texts requires a certain level of literacy.</p> <p>Lastly, academic identity describes how an individual would like to be understood as well as who they are in the process of constructing themselves as, in a learning instance. If they feel the pressure on using the specialist language as pre requisite and as symbolic cultural membership, it signals identity mismatch which promotes inferiority rather than inclusivity. Thus, scaffolding through appropriating opportunities improves students' understanding of concepts, command of specialist language and the likelihood of perceiving themselves as part of the discipline.</p> <p>The on-going investigation is employing a mixed method design which will best illustrate the plausibility to hypothesize and conclude that disaggregating concept and specialist language will improve content understanding in Science and Math among English language learners</p>
 <p>Dr. Abdelraheem Al-Mahasneh GIC1554076</p>	<p><b>The Care for Gifted Students at the Primary Stages as Perceived by the Program Workers in Southern Governorates of Jordan</b></p> <p><b>Dr. Abdelraheem Al-Mahasneh</b></p> <p><b>Faculty of Educational Sciences</b></p> <p><b>Tafeelah University</b></p> <p><b>Abstract</b></p> <p>This study aimed at exploring the programs of care for the gifted students in the primary stage as perceived by the workers of program in the southern governorates of Jordan. It also aimed at recognizing if there were any differences in the discovery programs of care for those students attributed to the demographic variables (gender, experience and qualification). To accomplish the goals of study the researcher developed a study instrument (questionnaire) which was distributed over the population of the study (209 respondents), where the rate of response was 87%. The SPSS V. 16.1 was applied to find the values of arithmetic means, standard deviations and Tri-NOVA analysis. The study results indicated that the arithmetic mean of responses was high, besides statistically significant differences in the dimensions of applied techniques and assessment strategies that we attributed to qualifications and differences in the dimension of appropriateness of organization attributed to experience</p>



Muhammad Zaki Bin Yahaya  
GIC1554077

**Embrace or Reject: Students' Views on the Incorporation  
of Reflective Video Journal in English Oral Presentation  
Class**

**Muhammad Zaki Bin Yahaya, Dr.Izaham shah bin ismail**

**Abstract**

The use of reflective video journal has been researched extensively in the areas of nursing, teacher training and other professional developmental courses. It has been proven to leave positive impacts on its practitioners in reflecting on their professional practices and trainings thus, further help them to become better professionals. However, its usage and acceptance to be used in English oral presentation class as a supplementary task to help students in their oral presentation performance has been under researched. The need to gauge their views seems crucial as to see how well could it be suited with their current practice, thus this had become the main aim of this study. A group of fifteen semester one Diploma in Accountancy students from The Polytechnic of SeberangPerai, Penang Malaysia taking English for Communicative Purposes course volunteered to participate in this study. They were assigned with two English oral presentations tasks, where both presentations were recorded, graded and compared. In between, they were asked to do seven reflective video journals based on their performance for the first oral presentation. An interview was conducted at the end of the process as a mean to gauge their views on the use of reflective video journal in English oral presentation class. From the analysis, it was found that even though they were some problems faced by the students in doing the reflective videos, they viewed and welcomed its incorporation positively. As a whole, it is concluded that with some adjustments and proper planning, reflective video journal can be used as a task to help students improve their performance in English oral presentation class.

Key word: Reflective video journal, English oral presentation, Reflective video, oral presentation



MajidEbrahimpour  
GIC1554078

**Effect of perceptual-motor activities training on the abilities  
of autistic children's fine motor**

**ZohrehAbbasiKarghand<sup>2</sup>, MajidEbrahimpour<sup>3</sup>Ph.D,  
AzamAbbasiKarghand<sup>4</sup>, Mohammad BaniAsadi<sup>5</sup>**

	<p style="text-align: center;"><b>Abstract</b></p> <p>The objective of present study is determining the effect of perceptual-motor activities training on the abilities of autistic children's fine motor. The research method was semi-experimental with pretest -post-test by using the control group. The Statistical Society of the study was all autistic children of the Mashhad city. In this study, the method of objective-based sampling is used and 30 autistic children were selected and randomly placed in two groups (15 people) and control (n = 15). Then children's conditions were measured by Ozeretski Lincoln Test, and before the implementation of the program the lack of significant differences in pretest in the two groups was confirmed. Then the students in experimental group encountered with 12 sessions perceptual-motor activities training(Every session 45 minutes); then post-test were done and results analyzed by SPSS using independent T test two samples and analysis of covariance. The results showed: perceptual-motor activities training have positive effect on the autistic children's fine motor abilities.</p> <p>Keywords:Autism, fine motor abilities, perceptual-motor activity.</p>
 <p>Dr. Achu A.O GIC1554080</p>	<p style="text-align: center;"><b>Music teaching and learning through the Indigenous knowledge system will enhance music training in nigerian</b></p> <p style="text-align: center;"><b>Dr. Achu A.O</b></p> <p style="text-align: center;"><b>Department Music, School Of Arts and Social Sciences NwaforOrizu College of Education, Nsugbe, Anambra State</b></p> <p style="text-align: center;"><b>Achualice2020@gmail.com</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>It is considered opinion of the writer that the basis of music education in Nigeria school should be traditional music, traditional musical practices instrument. It is a common belief that the appropriate value for music education for Nigerian children lies in their indigenous culture. The effective development of of music education to also spring from their indigenous culture. The wide gap existing between those who acquire music training through formal music education and indigenous music education system calls music education training system in particular the teacher music education programme to meet with the challenges of the African society's music consumption. This paper tries to examine teaching and learning of music in Nigerian schools, the constraints therein and the way forward. The paper concludes on the note that the teachers who note that the teachers who will implement the music curriculum must be adequately prepared and equipped for the challenges in music education development, recommendation are made to improve teaching and learning of music in schools.</p>

Middlemas Simon  
GIC1554081

**Student Expectations and Perceptions of Undergraduate Study in Sport, Health and Adventure in New Zealand**

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**1 Institute of Sport and Adventure, Otago Polytechnic, New Zealand**

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**Abstract**

For some, the transition from school to university can be challenging and intimidating. New students may be enthusiastic and motivated when joining their institution but the reality of leaving home, independent learning and the social demands of student life can be overwhelming. Those failing to cope with the transition may find that they do not engage with their studies, potentially leading to under achievement and withdrawal. Identifying ways to reduce attrition and increase student satisfaction is important, especially for those students whose challenges are due to ethnic disparities, as well as socio-economic and academic. Previous research has considered issues such as student expectations, preparedness and perceived skills on entry, with the belief being that the better informed and prepared the students were the better they would perform academically. This study aimed to contribute to understanding the student experience in tertiary education in New Zealand, focusing specifically on the relationship between students' preconceptions and satisfaction. First year undergraduate science degree students enrolling at the Otago Institute of Sport & Adventure (OISA) were invited to participate. A mixed methods approach was taken, using a sequential mixed design. Students completed a questionnaire exploring their perceptions and expectations of tertiary education during induction, followed up by a mirror-questionnaire at four weeks and again at the end of their first semester. The results of these surveys were subjected to a statistical analysis. Secondly, focus groups were conducted to explore in greater depth the student perceptions of their experience across the first semester and the factors which influenced these perceptions. The perceived pedagogy of the institution and the role of significant others (e.g. family, teachers) were raised as key factors. The findings show that even within one educational institution, the student experience is highly variable. Future research intends to compare the perceived experience of students in New Zealand with those studying comparable courses in UK and USA.



**An investigation into the experiences of Muslim students in an Irish University: A grounded theory approach**

**BuseGamzeUstundag**

**Irish Research Council, School of Applied Language and Intercultural Studies, Dublin City University**

<p>BuseGamzeUstundag GIC1554083</p>	<p style="text-align: center;"><b>Abstract</b></p> <p>There is a positive and a two-way relationship between the increasing visibility of student mobility and the pace of internationalisation of higher education. The global knowledge economy is a rapidly growing market in today's globalising world and the need to respond to this growth in Ireland as an English speaking country has become only more significant during the past few years with the launch of new plans by Higher Education Authority (i.e. National Strategy for Higher Education to 2030). In addition to this, current debates on campus diversity and internationalisation of higher education include a need to understand and accommodate Muslim students in western campuses. With this in mind, this project aims to explore the experiences of international Muslim students in an Irish university. The study employs a grounded theory approach with use of semi-structured, in-depth interviews and draws upon the existing body of research exploring the experiences of Muslim university students on campus (Ali, S. R., &amp;Bagheri, E. 2009, Asmar, C., Proude, E., &amp;Inge, L. 2004, Cole, D., Ahmadi, S. 2003, Hopkins, P. 2011). It aspires to develop a conceptual model to understand the intercultural relations between the host and the Muslim culture in an educational setting from the lens of international Muslim students. The project also puts a special focus on the impact of the said host culture. Furthermore it explores how religion, nationality and gender shape these lived experiences of Muslim students given the visibility of the headscarf as an identity marker.</p> <p>Key words:internationalisation of higher education, Muslim students, international students, intercultural relations</p>
<p>Woo Huay Lit GIC1554084</p>	<p style="text-align: center;"><b>Tools and Interactions in a Non-Formal Learning Environment – A Case Study</b></p> <p style="text-align: center;"><b>Woo Huay Lit</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Non-formal learning, meant to complement formal learning, usually exists in the form of online learning. In such learning environment, the use of tools takes centre stage and has a decisive role to determine the success of the learning. Woo (2013) put forth a Tool-Enabled Interaction (TEI) model to explain how a tool may invoke the various types of interaction involving teachers, students and the content to learn as well as their associated interfaces with the tools. Though the model is able to provide a framework for designing effective online instruction, it is posited that the same model can be used to understand how instruction is used in private tuition, an equally known and popular form of non-formal learning that takes place outside school environments. The purpose of this study is therefore to find out if the application of TEI model can be extended to the tuition learning environment and what kinds of tools and interactions are involved in the learning process. Results showed the tool-concept used in the TEI model can be</p>

	<p>applied to explaining the tuition phenomenon; also there are similarities and differences between the online learning environment and the tuition condition observed in the case study, both are observed in terms of choice of pedagogy, tools and interactions. The study also discusses the implications of the findings.</p>
 <p>DrAmenaZehra Ali GIC1554085</p>	<p style="text-align: center;"><b>Academic Dishonesty and Personality: An analysis of University students in Karachi, Pakistan</b></p> <p style="text-align: center;"><b>DrAmenaZehra Ali, Associate Professor, Department of Psychology, University of Karachi, Pakistan</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In the current times the definition of morality is changing. Everyone has their own perspective of right and wrong. In such a time, it is easier for everyone to be dishonest and then have justifications for it. Academic dishonesty has become a serious issue and literature for over half a century is concerned with how to deal with this. The present study is conducted to find out the different personality correlates of Academic Dishonesty as well as differences in the means of different dimensions of academic dishonesty. For this purpose a data of 232 students of undergraduate and graduate courses was taken from different faculties of University of Karachi, Pakistan. The age range of the sample was between 18-35 years (<math>\bar{X}</math>=21.55, SD= 2.44). The participants were given the Big Five Inventory (BFI-44) (John &amp; Srivastava, 1999) and English version of Academic Dishonesty Questionnaire (Eminoğlu &amp; Nartgün, 2009). One more dimension of academic dishonesty prevalent in our universities is the tendency towards influencing teachers. Few questions, developed to measure this, were also given. For statistical analysis, correlation and t-test were conducted. Some personality types were found to be associated with different dimensions of academic dishonesty.</p>
<p>Mouili Fatiha GIC1554087</p>	<p style="text-align: center;"><b>The Influence of the Mother Tongue in Foreign Language Classroom</b></p> <p style="text-align: center;"><b>Case of English Language Teaching in Algerian Secondary Schools</b></p> <p style="text-align: center;"><b>MouiliFatiha,</b></p> <p style="text-align: center;"><b>University of Thari Mohamed; Bechar Algeria</b></p> <p style="text-align: center;"><b>mouilifatiha@yahoo.fr</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The role of culture in language teaching and learning is an</p>

	<p>important issue that has developed in many directions in the last 10 to 15 years. 'Culture' in language teaching and learning is usually defined as the culture associated with a language being learnt. In the case of ELT, many English teachers need sometimes to use their mother tongues or first language in their sections for many reasons. Mother tongue or L1 is defined as the first language acquired by the child in his early stages of development, as it is assumed to be the one spoken by the primary caregiver. In many speech communities, English teachers justify their use of L1 as a way of conveying the meaning of an unknown word, clarifying the confusing word, and explaining difficult concepts. They also use it to insure the pupils' comprehension or to control their classes. In the case of Algeria, official decisions have been recently adopted toward mother tongue use in foreign language classes mainly the English one. The teachers are therefore allowed to use their L1 in the case if the pupils did not understand certain elements. Other views are against such decision arguing that the pupils will be affected by not only their L1 but also the Arabic culture which may probably be mixed with the English one. In fact, the use of L1 in English classes has not only effected the way teachers teach English, but also the way they speak it.</p> <p>Key words: ELT; L1, culture, secondary school..</p>
<p>AdeyeraChristianahOlugbemileke GIC1554088</p>	<p style="text-align: center;"><b>Impact of teaching Literature- in- English on students' performance in English language skills in secondary schools in Nigeria.</b></p> <p style="text-align: center;"><b>AdeyeraChristianahOlugbemileke</b></p> <p style="text-align: center;"><b>General Studies Education Department</b></p> <p style="text-align: center;"><b>School of Education</b></p> <p style="text-align: center;"><b>Federal College of Education (Special),</b></p> <p style="text-align: center;"><b>Oyo, Oyo State</b></p> <p style="text-align: center;"><b>Nigeria.</b></p> <p style="text-align: center;"><b><u><a href="mailto:adeyerachristianah@yahoo.com">adeyerachristianah@yahoo.com</a></u></b></p> <p style="text-align: center;"><b>.Abstract</b></p> <p>This paper examines the impact of teaching Literature-in-English on the performance of students in English language skills in secondary schools in Nigeria. The purpose is to explore and expose the interdependence of the two subjects in enhancing performance and competence in English language. Apart from the educational advantages, it is also in the opinion of the author that language is not only a necessity for the formulation of thoughts but also part of the thinking process itself, which is one of the great attributes of a literary man, that is, power of intuition. Considering the interdependence of the two subjects as the case may be, especially in a second language situation in Nigeria, the integration of the two, as it is argued in this paper will no doubt</p>

	<p>enhance the basic language skills: listening, speaking, reading and writing. It is the conviction of the writer that Literature-in-English should form an integral part of the English language curriculum for all secondary school students.</p>
<p>AshmitaRajkumar GIC1554089</p>	<p><b>.How does Music Affect the way kids behave: Autistic vs. Neurotypical</b></p> <p><b>AshmitaRajkumar</b></p> <p><b>Abstract</b></p> <p>Autism is a neurological defect in the brain of a child, which can affect the way they behave, from when they are born, all the way to old age. Autism affects the brain in an atrocious way, which takes away the ability of processing information from the child. Autism also affects the sensory behaviors of a child, making them very sensitive to sounds, smells, textures, and other items. An 18-year-old adult with Autism has the brain capacity of a 10-year-old child without Autism. Music has been known to be a factor that doctors often use with patients to help soothe them, as well as calm them down. Certain songs have different levels of sentimental attachment to them as well. Neurotypical, a term coined in the field of brain development, means ‘normal brain,’ or without Autism. If a neurotypical child related to a song they played, meaning they correlated the beats of the music to a familiar person, place, or object in their life, then maybe the music would be able to lessen the severity of an autistic child. As well as each song having a different sentimental attachment level, each song has a different pace, or speed of the beats in it. If the speed of the beats helped a child with Autism retain information, or even make them express some kind of emotion, that would show how the brain thinks in the presence of external factors, as well as advise caretakers to provide an atmosphere with fast or slow music with beats. This paper outlines the experiments and results carried during my research about the music impact on the kids’ behavior.</p>
<p>Benjamin, Ayinde GIC1554090</p>	<p><b>Teachers’ Belief about Effective Chemistry Teaching and their Roles During Effective Classroom Practice</b></p> <p><b>Benjamin, Ayinde, Hackling, M, Olaleye, B</b></p> <p><b>Abstract</b></p> <p>Beliefs can be identified that are consistent with effective teaching practices and student cognitive and affective growth. Chemistry teachers’ beliefs are instrumental in defining teaching and learning tasks, in selecting cognitive tools, and in adopting teaching strategies. The focus of this study is to investigate Nigerian chemistry teachers’ beliefs about effective chemistry teaching and the influence of these on their classroom teaching behaviour. The intention is to understand why teachers teach the way they do and develop ways to help them adopt best practices that fit within their own framework. All 70 chemistry teachers involved in teaching of Chemistry at the secondary school level</p>

	<p>in the 30 secondary schools in Education District 5, of Ojo, Lagos, Nigeria, were surveyed. Many of the teachers believe that chemistry teaching is effective when the teacher demonstrates and explains the concept being taught and relates it to students' lives. The responses also indicate that the majority of them hold beliefs consistent with knowledge transmission pedagogy. Nevertheless, some do believe on more student-oriented strategies. The significance of the findings in relation to professional development, consensual agreement between teacher training institutions and the teachers themselves in relation to standards of good classroom practice have been outlined.</p>
 <p>Dr. D. Parimala GIC1554094</p>	<p style="text-align: center;"><b>Teaching, Education and Learning: Training for Built-up Course Developer in India</b></p> <p style="text-align: center;"><b>Dr. D. Parimala</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>In India's enrolment statistics are impressive, retention of students in school can be difficult as they face social pressure to contribute to their families through labour and the care of elders of younger siblings. Children from disadvantaged groups and girls in particular, are most at risk of dropping out. NGO's non-negotiable policy that all children must be in school, not participating in child labour, has led to a need for consensus building in the wider community. Based on constant meetings with the community and grassroots level experience working with children, NGO's designed an alternative strategy called "<b>Training for Built-up Course</b>" for mainstreaming OOSC. Initially, may OOSC showed reluctance to re-enter formal schooling if they were not in age-appropriate grades, therefore the NGOs provide accelerated learning in order for pupils to catch up and then re-enter the formal system in an age appropriate class. The purpose of RBCs is to help OOSC in their transition from workers to students. It prepares them not only to join schools but also prepares the parents of OOSC to accept that their children are no longer available for work. It also assists schools to accept older children by developing modalities for responding to the needs of the first generation learners. Overall, the Paper details discussion on case studies NGOs serve to establish links with the community that helps them understand the possibilities of bringing order children back to school.</p>



Peter Okpamen  
GIC1554095

**Environmental Degradation in the Niger-Delta Area and Sustainable Development in Nigeria: Issues for Consideration**

**Peter Okpamen**

**Abstract**

The issue of environmental degradation in Nigeria is of serious concern. The colonial period brought a major change in environmental awareness and relationship with the environment. This period introduced a model of development, the major thrust of which was the exploration and transformation of natural and human resources for the benefit of the colonial masters. There is abundant evidence in the literature that there are various manifestations of environmental degradation in Nigeria, which have resulted in the various problems found throughout the Nigeria national space. The idea of the environment acting as a constraint to the growth of human activity has given way to the contrary. Environmental education, going by the literature, exists at the primary, secondary and tertiary institutions. In short, the 1<sup>st</sup> National conference on environmental education gave several suggestions on how it could be realised. Thus, to realise sustainable environmental development we need to accelerate the process of providing basic education for both the old and young. Environmental education should cover the whole federation, and resources should be made available for the training of environmental education teachers and research into environmental education for the development of appropriate learning resources.

-Key Words: Environment, Degradation, Sustainable, Development, Education, Literature.



Dr. R.K. Prajapati  
GIC1554097

**The Impact OfCounselling On Depression And Suicidal Ideation In Hiv/Aids Patients And Their Caregivers**

**Dr. R.K.Prajapati\* Dr. RadheyShyam\*\* Dr. S.C. Bhargava \***  
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**Abstract**

Psychosocial responses of fear, denial, stigma and discrimination have accompanied the HIV epidemic right from the time it was first discovered in the human beings. The diagnosis of HIV is an extremely distressing event in the lives of an individual, with its multiple implications- psychological, social and physical. It is not only the individual but whole family is affected. The studies have shown that adults and children living with HIV and/or at risk of acquiring HIV are at an elevated risk of psychosocial distress and psychiatric conditions, particularly depression. People with major depression often have feeling of hopelessness, despair and worthlessness, as well as thought of committing suicide. An understanding of the problems faced by the patient

and their caregivers will help in the treatment and rehabilitation of the patients. Therefore the present study was planned with the aim to assess and compare the impact of counseling among HIV negative, positive and AIDS cases and their caregivers in relation to depression and suicidal ideation.

The sample consisted of 50 cases each of the HIV positive, HIV Negative and AIDS patients who attended the ICTC centre. One hundred and fifty caregivers were included in the other group. The following tools were administered to measure the depression and suicidality in both the groups

1. Hamilton Depression Rating Scale (Hamilton, 1967)
2. Suicidal Ideation Questionnaire (Reynolds, 1988)

The counseling module used for HIV positive and AIDS cases and for their care givers was the “ICTC counselors training module” developed by National AIDS Control Organization, Ministry of health, Government of India, New Delhi.

The HIV positive and the patients with AIDS scored significantly higher on scale for depression as compared to the HIV negative individuals. Also, that the HIV positive and AIDS cases had significantly more suicidal ideations. The care givers of the AIDS patients and the HIV positive cases also scored significantly higher than the caregivers of HIV negative cases.

Following intervention with AIDS counseling there was a significant reduction in depression scores and suicidality in AIDS patients as well as the HIV positive cases. The implications of the impact of counseling in the overall management of HIV/AIDS are discussed.



Waheed Ahmad  
GIC1554098

**Juvenile in Pakistan**

**Waheed Ahmad**

**Abstract**

In Pakistan today, the vast majority of children in detention are under trial, they have not been convicted of any offence as yet but are awaiting the conclusion of their trials. Unfortunately it is children - Pakistan's most vulnerable citizens - that suffer the deficiencies of Pakistan's criminal justice system, which is fraught with delays and procedural abuse. Much has been written about the plight of children in detention, and while different organisations, both government and non-governmental, are working to alleviate the problem, the gap persists.

The ages involved in Criminal case are between 12 to 16, and mostly are from villages of Punjab, they came in big cities to find a job, most of them are poor from single parents or broken families. They don't have any relatives in cities, and even when they arrested no body will try to find his/her family to inform

there families that they are in Jail or in Police detention.

Once arrested for what are usually petty offences, the children are subjected to detention in conditions that usually have a detrimental effect upon the child's psychological and physical well being. Moreover the children face the very real threat of physical abuse, not only from investigating and detaining police officers, but from fellow inmates who may or may not be juveniles themselves. There is also currently no effective process of rehabilitation within the detention facilities.

Reason

There is no special training program for the judicial actors (Judges, Police, Persian staff, Lawyers etc.) who are dealing with the cases of Juveniles directly. While registering the F.I.R. the local police least bother about the determination of the age of the Juveniles therefore the case of Juveniles are treated in the same like adult and most of the time judges are following the police reports .



DrAmenaZehra Ali  
GIC1554099

**Academic Dishonesty and Personality: An analysis of University students in Karachi, Pakistan**

**DrAmenaZehra Ali,**

**Associate Professor, Department of Psychology, University of Karachi, Pakistan**

**Abstract**

In the current times the definition of academic morality is changing. Everyone has their own perspective of right and wrong. In such a time, (people find it their right to cheat and) it is easier for everyone to be “dishonest” and then have justifications for it. Academic dishonesty has become a serious issue and literature of the last century is concerned with how to deal with this. The present study is conducted to find out the different personality correlates as well as predictors of Academic Dishonesty. For this purpose a data of 232 students of undergraduate and graduate courses was taken from different faculties of University of Karachi, Pakistan. The age range of the sample was between 18-35 years ( $\bar{X}$ =21.55, SD= 2.44). The participants were given the Big Five Inventory (BFI-44) (John & Srivastava, 1999) and English version of Academic Dishonesty Questionnaire (Eminoğlu & Nartgün, 2009). One more dimension of academic dishonesty prevalent in our universities is the tendency towards influencing teachers. Few questions, developed to measure this, were also given. For statistical analysis, correlation and regression analysis were conducted. Some personality types were found to be associated, and

	<p>predictors of different dimensions of academic dishonesty.</p>
 <p>Said Rahimi GIC1554100</p>	<p style="text-align: center;"><b>On the Importance of Integrating E-Learning into Curriculum Development for the 21<sup>st</sup> Century Language Learners; Key Challenges and Solutions</b></p> <p style="text-align: center;"><b>Said Rahimi<sup>1*</sup>, Hamid Reza Pudine<sup>2</sup>, Aref Hashemzchi<sup>3</sup></b></p> <p style="text-align: center;"><b>1* Iranshahr, Iran, education ministry, <a href="mailto:saidrahimi1394@gmail.com">saidrahimi1394@gmail.com</a></b></p> <p style="text-align: center;"><b>2 Zahedan, Iran, Sistan-Baluchistan university, <a href="mailto:hamid_p2010@yahoo.com">hamid_p2010@yahoo.com</a></b></p> <p style="text-align: center;"><b>3 Khash, Iran, education ministry, <a href="mailto:lasharix@yahoo.com">lasharix@yahoo.com</a></b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Drastic changes in technologies have brought a crucial shift on language learning that requires both teachers and students to acquire new skills of the 21<sup>st</sup> century. Today, learning is no longer confined to physical space. E-learning as a new enterprise in the education arena, has become synonymous with education revolution and its role in professional educational development has been world-wide recognized as a priority and central to learners' lives. The content of this article reflects the rationale of integrating this skill into curriculum development and it confirms that E-learning includes a wide variety of learning strategies and applications for exchanging and gaining knowledge. Although e learning provides a pedagogical system and opportunity for students' submissions, assessments, posting grades, content and communication, but it is not uncommon that some learners face difficulties when performing it. In this paper, it is investigated that issues including costs, inadequate technical infrastructure, low technical expertise, to name a few, are among the fundamental challenges for establishing e learning around the globe. This paper introduces the potential solutions to reduce and eliminate the above-mentioned challenges if properly implemented.</p> <p>Key Words: E-learning, 21<sup>st</sup>-century learners, globalization, challenges, solutions, curriculum development</p>
<p>DropatiLal GIC1554101</p>	<p style="text-align: center;"><b>.Planning Process in Early Childhood Education (ECE) in Fiji: Case Study.</b></p> <p style="text-align: center;"><b>SangeetaJattan* Dr. R.K.Prajapati ** DropatiLal***</b></p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The intention of this research is to analyze the planning process of early childhood curriculum in Fiji and propose suitable strategies to achieve the vision. There has being a significant change in the planning process of kindergarten programmes with the introduction of Na Noda Mataniciva, the Kindergarten Curriculum Guidelines for Fiji Islands in the past five years. This is the first curriculum for early childhood education in Fiji therefore there was a lot of hitch in the developmental process of this curriculum as many foreign ideas and strategies were adopted.</p> <p>Observation-Planning Cycle is a one of the recommended strategy for planning the early childhood programme for 3-6 year olds in the kindergartens (Mataniciva, 2009). This is evidence based learning inconsideration of the early childhood philosophy that “Young children learn through play”. Moreover this strategy also reflects Jean Piaget and Lev Vygotsky theories which states that young children learn and develop through active participation in their environment as they go through different developmental stages (<a href="http://psychology.about.com">http://psychology.about.com</a>).</p> <p>Through this research, I intend to find out some suitable strategies for Early Childhood Teachers to implement the Observation- Planning Cycle in their classrooms enhancing the quality of the programmes and the capability of the teachers to apply this strategy in many different settings allowing young children to learn and develop with an enjoyable and inspiring approach.</p> <p>Key Words: Early Childhood Education, Curriculum, Observation-Planning Cycle, kindergartens.</p>
 <p>SangeetaJattan GIC1554102</p>	<p style="text-align: center;"><b>Planning Process in Early Childhood Education (ECE) in Fiji: Case Study.</b></p> <p style="text-align: center;"><b>SangeetaJattan* Dr. R.K.Prajapati ** DropatiLal***</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The intention of this research is to analyze the planning process of early childhood curriculum in Fiji and propose suitable strategies to achieve the vision. There has being a significant change in the planning process of kindergarten programmes with the introduction of Na Noda Mataniciva, the Kindergarten Curriculum Guidelines for Fiji Islands in the past five years. This is the first curriculum for early childhood education in Fiji therefore there was a lot of hitch in the developmental process of this curriculum as many foreign ideas and strategies were adopted.</p> <p>Observation-Planning Cycle is a one of the recommended strategy for planning the early childhood programme for 3-6 year olds in the kindergartens (Mataniciva, 2009). This is evidence based learning inconsideration of the early childhood philosophy that “Young children learn through play”. Moreover this strategy</p>

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 <p>FarihaAsif GIC1554103</p>	<p><b>Creativity, Commitment and Thinking through English in EFL Classroom</b></p> <p><b>FarihaAsif</b></p> <p><b>Abstract</b></p> <p>Linguists claim that language one learns has significant impact on the way he thinks. There are found profound correlations between language development and cognitive development.</p> <p>Owing to hectic schedule and overburdened course coverage scenario faced by the EFL teachers all around the globe, the learner's individuality is extensively and miserably suppressed. Learner has no choice of thinking and evaluation on his/her part. Learner is just forced to rote or adhere blindly what teacher stuffs him/her. This damages his creativity, commitment and thinking skill. It is the need of the hour that EFL teachers must know how these segments of learning can help learners develop positive skills among them and the teachers can become of cause of inculcating and infusing in learners the true spirit of learning English with over all paraphernalia. Learners must be aware of what they are learning; they must be given opportunity to develop their thinking according to the target language culture and environment. Teachers must be committed in imparting and urging thinking skill by using creative methodology and full proficiency and commitment. It is an admitted fact that language does have influence on our thoughts. It is often suggested that the language we learn enables us to carry out abstract inferences on cognitive level, and helps us shape the external world into distinct categories as in the domain of object categories.</p>

Sean Sagar Nair  
GIC1554104

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

**Jacqueline Prasad\*Sean Sagar Nair\*\* PriyankaLal\*\*\* Dr. R.K.Prajapati\*\*\*\***

**Abstract**

Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, and economic opportunity, and in political rights- the world over. (Sharma G. , 2012)

Gender inequality is very common in Fiji universities, student's specially girl are victim of gender inequality in Fiji. As researcher we interviewed and it was found that the major issue is that a girl's intelligence was measured by her sense of dressing. During a series of tutorial sessions their opinion and ideas were not taken into consideration due to their dressing whereas the "professionally" dressed student's opinion was widely accepted. The girls lost faith in her and what they could have achieved.

The stereotype was that girls in short clothes had no sense of intelligence and were tagged as "bubble heads". Since in our society full body clothes are deemed as professional, many females face the problem of not being taken seriously. This leads to many problems such as low self-esteem, depression and a reduction in individual creativity and imagination, thus the reduction in the development of a nation.

Key Words: Gender inequality, Stereotype, Intelligence, Self – esteem, Depression and Professional Development.



Jacqueline Prasad  
GIC1554104

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

**Jacqueline Prasad\*Sean Sagar Nair\*\* PriyankaLal\*\*\* Dr. R.K.Prajapati\*\*\*\***

**Abstract**

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	<p>specialty girl are victim of gender inequality in Fiji. As researcher we interviewed and it was found that the major issue is that a girl's intelligence was measured by her sense of dressing. During a series of tutorial sessions their opinion and ideas were not taken into consideration due to their dressing whereas the "professionally" dressed student's opinion was widely accepted. The girls lost faith in her and what they could have achieved.</p> <p>The stereotype was that girls in short clothes had no sense of intelligence and were tagged as "bubble heads". Since in our society full body clothes are deemed as professional, many females face the problem of not being taken seriously. This leads to many problems such as low self-esteem, depression and a reduction in individual creativity and imagination, thus the reduction in the development of a nation.</p> <p>Key Words Gender inequality, Stereotype, Intelligence, Self – esteem, Depression and Professional Development.</p>
 <p>Christopher D. Gabriel GIC1554105</p>	<p><b>Images Of Translocality Towards A College Degree In The Philippines</b></p> <p><b>Christopher D. Gabriel</b></p> <p><b>Abstract</b></p> <p>This preliminary paper revisits prevailing language attitudes among English as First Language (EFL) students working on their undergraduate degrees from a Philippine university. It looks at EFL students' reflections on the context of learning Public Speaking (ENGL103), a general education course in English offered at De La Salle University-Dasmariñas. Using diary logs and semi-structured questionnaires, students' attitude toward learning ENGL103 is discussed viz., certain patterns of interaction, through a description of thought processes expressed in narratives, with their teachers and/or classmates who may have used codeswitching. Results arrived at after interpreting EFL's narratives, are assumed to characterize images of translocalization - the movement of individuals across different locals - in the process of obtaining a college degree in the Philippines. With the EFL students being directly involved in this sociolinguistic phenomenon for decades, their thought processes seemingly bear implications for English language pedagogy.</p>
<p>Eunice H. Li GIC1554106</p>	<p><b>Challenging Some Perceptions of Disability</b></p> <p><b>Eunice H. Li</b> <b>University of London</b></p> <p><b>Abstract</b></p> <p>This paper examines some popular perceptions of disability, which is the focus of study. Its main purpose is to look at how</p>

	<p>disability is generally viewed by some people. It shows disability to be a very complex concept, and therefore very difficult to attach a one-off definition to. Some common views are based on assumptions, and in many cases, there are no solid proof or research findings to support these notions. For example, many perceptions are based on what is seen, which is often related to physical impairment. Using literature search, the paper points out the distinction between impairment and disability. It also comments on research findings that relate to models of disability, especially the Medical Model and Social Model. Findings also look at various terms that are associated with disability, such as special need and learning difficulties.</p> <p>The paper considers it important for people to learn about disability because of the misconceptions that people generally have about the word disability. There are many strands to understanding disability in a full sense but this paper does not address these, but view them as follow-up themes for future research.</p>
 <p>Dr. Wafaa Salem Al-Yaseen GIC1554107</p>	<p style="text-align: center;"><b>Storytelling as a Teaching Tool in the EFL Classroom</b></p> <p style="text-align: center;"><b>Dr. Wafaa Salem Al-Yaseen</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>There is a strong research evidence supporting the effectiveness of storytelling as a learning strategy in raising the standards of educational learning and maximizing learning outcomes of all students. It proved to have positive educational values which makes it significant to apply it in the EFL classroom.</p> <p>The present paper investigates the benefits of storytelling learning based on its theoretical relevance to the EFL classroom. Light will be shed on the significance of the storytelling in addition to focusing on the application of storytelling in the EFL classroom to enhance the learning of the four language skills. The paper concludes with suggestions regarding how best to apply storytelling in the EFL classroom and some considerations which EFL teachers need to keep in mind when presenting the storytelling activity.</p>
<p>F Esen Taylor GIC1554108</p>	<p style="text-align: center;"><b>Enhancing Creativity And Innovation In Industrial Design Education Via Employing Project Based Learning Approach</b></p> <p style="text-align: center;"><b>F Esen Taylor</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Project-Based Learning (PBL) is a holistic approach to learning and assessment to provide learners with the experience of bringing together their knowledge based skills from numerous different subject areas and to employ them to real life problems. PBL offers an outline and a connection between education, work</p>

	<p>and personal development to engage learners in a constructive exploration for developing innovative solutions around realistic projects. As PBL provides a context to the theory that a learner is studying, it is considered as an efficient delivery approach in higher education system for reinforcing learners' existing knowledge.</p> <p>This presentation aims to investigate project-based learning at the higher education level in the context of the increasing significance of creativity and innovative thinking in the twenty first century. It explores the integration of PBL into undergraduate education in industrial design discipline.</p> <p>With the aim of providing background information, it firstly explores the application of PBL in higher education. Then, it examines case studies to investigate how PBL was implemented within the theory courses, which are offered at industrial design programs. Then, it identifies challenges and opportunities in implementing PBL within theory courses to foster creative and innovative thinking in industrial design education at undergraduate level.</p> <p>Methodologically, the presentation employs primary empirical research and secondary sources to address the integration of PBL into theory classes in higher education.</p>
<p>Femi Olaiya GIC1554109</p>	<p><b>Introduction of ict into inclusive education as determinant of its patronage and impact in lagos State, nigeria</b></p> <p><b>Femi Olaiya</b> <b>Dept. of Educational Foundation</b> <b>School of Education,</b> <b>Federal College of Education (T) Akoka</b> <b>Lagos, Nigeria</b></p> <p><u><a href="mailto:femiolaiya2k@yahoo.com">femiolaiya2k@yahoo.com</a></u></p> <p><b>Abstract</b></p> <p>Inclusive Education seems to be gaining popularity in the world of Special Needs Education. In fact experts believe that it is the most effective means of combating discriminatory attitude, of building an inclusive society and achieving education for all. It is a form of education that makes provision for full time placement of children with mild, moderate and severe disabilities in regular classroom. That is, children with special needs are placed in regular school classrooms which they would have otherwise attended, if they had been non-special needs children. This form of education is gaining ground globally and especially in developed world mostly because of their level of ICT compliance. The purpose of this study is to establish the</p>

	<p>level of ICT compliance of Nigeria Inclusive Education System, its level of patronage and impact on the learners. Survey research design was adopted. The population comprised all the parents and teachers of Inclusive Education centers in Lagos, Nigeria while a sample size of 80 participants were selected with the use of stratified random sampling technique. Two research questions and two hypotheses guided the study. A 27-item structured questionnaire validated by two senior lecturers at the University of Lagos was used. Through a pilot-test, the reliability of the instrument was found to be 0.83 and above. The data were personally collected by these authors and they were analyzed with f, %, mean, standard deviation and t-test statistics. The results show that the schools were sparingly equipped with ICT facilities which do not take care of the specific needs of the students. It also shows that the extent to which each of the schools was equipped with ICT determines its patronage and impact on the learners. Based on the findings, it was recommended that all tiers of government in Nigeria should ensure better commitment to Inclusive Education by getting the centers fully equipped with ICT. They should also ensure training and retraining of the teachers too to be ICT compliant for effective teaching and learning.</p> <p>Keywords: impact ; inclusive education; information computer technology; patronage; special needs children.</p>
 <p>Titia Izzati GIC1554110</p>	<p><b>An Education Profile Of Indonesian Last Five Years</b></p> <p><b>Titia Izzati<sup>1</sup>, Pebri Hastuti<sup>2</sup>, Zahra Diana Putri<sup>3</sup>, and Ahmad Aulia<sup>2</sup></b></p> <p><b><sup>1</sup>Electrical Engineering Program, Engineering Faculty, MercuBuana University, 11650, Indonesia</b></p> <p><b><sup>2</sup>Social Education Program, School of Social Science, Sekolah Tinggi Keguruan Ilmu Pendidikan, Indonesia</b></p> <p><b><sup>3</sup>Islamic Education Program, School of Educational Studies, Sekolah Tinggi Agama Islam AL-qidah AL-Hasyimiyah, Indonesia</b></p> <p><b><a href="mailto:tizzati@gmail.com">tizzati@gmail.com</a>; <a href="mailto:pebrihastuti@ymail.com">pebrihastuti@ymail.com</a>; <a href="mailto:ahmadaulia.19@gmail.com">ahmadaulia.19@gmail.com</a></b></p> <p><b>Abstract</b></p> <p>Based on the program of The Ministry of Youth and Sports of Republic of Indonesia, this study compares the statistic data of the educational factors and the number of young people to a survey conducted in the four years, 2009-2013. As a result, significant trends are traced through an era filled with events that deeply affected the lives of young people, such as the peak and the ending of the political issues. Changing values under</p>

	<p>examination include attitudes toward authority and obligations toward others; social values dealing with attitudes toward the work ethic; marriage, family, and the importance of money in defining the meaning of success; and self-fulfillment. While the largest portion of the sample contains college youth, other people between the ages of 16 and 30 are considered, including high school students, blue collar workers, housewives, and high school dropouts. The report is divided into three major sections containing 3 chapters. Section 1 provides an overview and interpretation of the data. Section 2 presents the research contrasting the values of college and noncollege youth.</p> <p>Keyword: Education, Young people, Indonesia, Ministry programs.</p>
<p>VassoStylianou GIC1554111</p>	<p><b>What Synthesizes a Knowledge Management Culture?</b></p> <p><b>VassoStylianou, Andreas Savva</b></p> <p><b>Department of Computer Science</b></p> <p><b>School of Sciences and Engineering, University of Nicosia</b> <b><a href="mailto:stylianou.v@unic.ac.cy">stylianou.v@unic.ac.cy</a>, <a href="mailto:savva.a@unic.ac.cy">savva.a@unic.ac.cy</a></b></p> <p><b>Abstract</b></p> <p>Knowledge Management (KM) involves collecting valuable knowledge from all existing sources including people, systems, databases, file cabinets, etc., and then storing, categorizing and organizing this knowledge with the aim of making it promptly available to those people and systems that need it. Successful transformation of businesses into knowledge organizations and economies into knowledge economies requires coordinated efforts focusing on a number of KM critical success factors. These consider the organizations' structure, systems, technology, and skill which need to be aligned with its goals and direction; if successful here, then it is very likely that KM success will follow. This paper focuses on one of the KM critical success factors being culture, and attempts to put together a set of characteristics of a KM-enabling culture in Higher Education Institutions (HEI) by drawing knowledge from available literature and a recent study on KM in one such institution.</p> <p><u>Keywords</u>: Knowledge Management, Higher Education, Culture</p>



Adnan Jamil  
GIC1554112

**Rural-Urban Migration for Education (A Case Study of District Bahawalpur Pakistan)**

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**Department of Anthropology, Quaid-i-Azam University  
Islamabad**

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**Abstract**

This study identifies the education as a factor which influencing the rural-urban migration in some selected areas of Bahawalpur. It was carried out in Bahawalpur because of its high concentration of migrants from different parts of its rural areas. Data were collected by the use of pre-tested interview guide to elicit information from the respondents in the study areas. The study revealed that education was most probably consider as the major reason for the migration among establish and as well as to some extent families which are not well grounded in economically they are also strive in this regard this study find some new findings regarding migration aspect as compare with reasons likewise inadequate social amenities in the rural Communities, avoidance of boredom in agriculture and health reasons are the major factors influencing rural-urban migration. It was however recommended that to stem down the rate of the migration, good educational facilities and qualified teachers should be made available in the rural areas. The main channel of data were collected with the help of questionnaire through field survey a questionnaire was developed that contained about 25 queries regarding various aspects of the study. To save cost and time and to maintain the cooperation and goodwill of the respondents the wording of questions was kept short and simple. The second method of data was some selected case studies were collected, among the sample size and insure that these case studies will represent the entire migrant's aspect in this regard.

Key Words: Rural, Urban, Migration, Education

Xuemeng Li  
GIC1554116

**The Effect of Parenting Styles on Teenagers' Social Interaction Within Social Media in China**

**XuemengLi<sup>a\*</sup>, Ann Zedginidze<sup>b</sup>**

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**Abstract**

As information technology develops with a formidable speed in

China, social media such as QQ and Wechat are becoming more widespread than ever and are comparable with the dominance of Facebook and Twitter in other countries. With teenagers usually being the majority of users, there are parents worrying about the negative effects of social media. Many parents posed restrictions on their children’s use of social media which lead to conflicts that undermined parent-child relationship. Addressing this increasingly urgent problem, this study discusses the effect of different parenting styles on teenagers’ social interaction within social media in a Chinese context. The parenting styles were mainly measured by Parental Authority Questionnaire (PAQ); teenagers’ social interactions within social media were measured by the number of “close friends” they have in social media accounts. Surveys were distributed in a six-year system high school in Northeastern China, in the city of Shenyang. There were 131 participants in the survey with ages ranging from 11 to 18. The results confirmed that more Authoritarian parents posed more restrictions on children’s use of social media, but rejected the hypothesis that teenagers with more authoritative parents have more close friend online. Instead, it is found that participants with more permissive parents have significantly more close friends online. It is also found that female participants were generally more satisfied with their parent-child relationships, and that there were generally more Permissive fathers than Permissive mothers. Possible causes are the influence of traditional Chinese values(e.g. gender roles, pedagogy) and the collision of traditional values and westernized thoughts, which is characteristic of contemporary China.  
 Keyword: Parenting Style; Social Media; Teenager, Parental Authority Questionnaire



Etubi Joy U  
 GIC1554117

**Human Capacity Development Of Igala Youths In Higher Institution In Igala Land For Skill Acquisition And Empowerment**

**ETUBI, JOY U.**

**Abstract**

Education is the bedrock of the development of a nation and the greatest legacy for any individual. Igala is one of the ethnic groups in Nigeria that has not received much attention from the Federal government in regard to human capacity development as compared to other ethnic groups in Nigeria. The Federal Government has not given attention to the high poverty level of Igalas that has made the needed educational training of their youths very difficult. Consequently, hundreds of these youths drop out of school every year and thousands of them take to socially unacceptable acts in order to survive the hardship of schooling. The paper discussed the concept of capacity development, overview of capacity development in selected institutions in other countries, high poverty level of Igala people as compared to other ethnic group in Nigeria and capacity development in vocational technical education with regard to rubber technology in higher institution in Igala land. The paper

suggested among others that the Federal government via the State Ministry of Education should encourage human capacity development in tertiary institutions in Igala land by providing funds and interventions toward human capacity development initiative especially in rubber Technology.

Key word: Igala, intervention, capacity development, higher institution, rubber technology



TürkanErdem  
GIC1554119

### **Anarchy in Art: Protest Art**

**TürkanErdem**

#### **Abstract**

The birth of art and the problem of how the relation between social strata and the work of art affects the art and the artist are based on the point of view that has been reflecting the strong bond between art and life since Plato.

Protest art is defined according to the intention of the opposing activists of art and protest and of the artists and their performance-based aesthetic practices in the public sphere.

The first part of this article will examine the art-historical background of protest art, which has gone beyond the institutional art environment and entered into the public sphere.

The second part discusses question of what social aesthetic practices the artist adds to this process by making the audience stop being the audience and including them in the creative process for the purposes of social responsibility in the public sphere.

In this context, the study questions the problems related to historical grounds of aesthetic practices, how the artist affects the protest and how the protest affects the artist in the creative process, and the roles of media, activists and avant-garde artists in the protest art. The stance of young activists against the established cultural codes and the implications of this stance on art education will be explained through examples.



Mohammad Naqi  
GIC1554120

### **Examination Internal Efficiency of Elementary Courses in Afghanes Non-Profit Schools in Tehran at 2014-2015 Academic Year**

**Mohammad Naqi**

#### **Abstract**

The elementary educational system is first course of public education that children with entrance to this course enter new world of education. This system always had been considered for families, politics makers and educational planners because of it

	<p>has financial and individual benefit. Hence, it is for this respect that plentiful financial sources, would sources and human sources are allocated to this system every year, and shortage of sources reveal more and more attention exigence to internal efficiency of elementary educational system, but among of this way some factors're caused to retarding the student's movement in the way of studying or dropout of them, there for, this present research is sought to in the examination internal efficiency of elementary courses in afghanes non-profit schools in tehran at 2014-2015 academic year, until help to afghanes politics maker and educational planner, in order to punctual acquaintance of internal efficiency of the elementary courses educational system in Tehran and other cities, that have non- profit schools, in order to help them at adjustment and improvement and promotion of internal efficiency of the elementary education system, present research was surveying's type that it is in the type of investigative and descriptive method, statistical community for this research include student of afghans non-profit school in tehran at 2014-2015 academic year. That this statistical community consist of (1362) student, the sample also was equal to these statistical community. the way of data's collection in this present research for completing researchs question include of examination of document and relevant existance evidence. Such year book and statistical paper of afghanes ambassador in tehran. About the non-profit schools in tehran and also use of special statistical questionnaire- that they send to school for collecting the in formation every year- and statistics form- that they are built by researcher. this research has had eight question, that for analyzing and resolutioning the in formation has used of affluence and affluence present, and tables and statistical graph and also formulas of dropouts, promotion, basis repetition and Survival and academic failure.</p>
<p>SarwatQayyum GIC1554121</p>	<p style="text-align: center;"><b>Socio-economic impact of education on urban women in Pakistan</b></p> <p style="text-align: center;"><b>SarwatQayyum</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is a word has been derived from Latin word "Educare", means to train. Therefore, the harmonious growth of the potentialities for achieving the qualities desirable and useful in the human society is called education. It is claimed that by educating women we can develop our economy, family health and decrease population growth.</p> <p>Methods: A prospective study design was used. Over a period of six months 50 respondents were randomly selected from Hayat Abad, an urban city in the North West of Pakistan. A questionnaire was used to explore marital, educational, occupational, social, economical and political status of urban women. Epi Info 7 and IBM SPSS 22 were used for data analysis</p>

	<p>and logistic regression with 95% confidence interval.</p> <p>Results: Of the total, 50% (25) were employed, where 56% were married and 44% unmarried. Of the employed participants, 56% were teachers followed by social worker 16%. Monthly income was significantly high (<math>p=001</math>) of women with master degree. Understanding between wife and husband was also very significant in women with masters. . 78% of employed women replied that Parda (Hija) should be on choice not imposed. 52% of educated women replied participation in social activates, such as parties, shopping etc. The difference between educated and uneducated women regarding participation in political activities was significantly high (<math>p=002</math>), where 88% educated women replied casting votes in last general election.</p> <p>Conclusions: Education has a high impact on urban women because it is directly related to employment, decision of power, economy and social life. Urban women with high education have significant political awareness and empowerment. Improving women educational level in rural areas of Pakistan is the key for economic growth and political empowerment</p> <p>Keywords: Women, Education, Socio-economic, Urban, Peshawar, Pakistan</p>
<p>Omar de la Cruz Vicente GIC1554121a</p>	<p style="text-align: center;"><b>Collaborative Learning Network</b></p> <p style="text-align: center;"><b>Tools evaluation</b></p> <p style="text-align: center;"><b>Omar de la Cruz Vicente</b></p> <p style="text-align: center;"><b>Departamento de DidácticasEspecíficas</b></p> <p style="text-align: center;"><b>Centro UniversitarioCardenal Cisneros</b></p> <p style="text-align: center;"><b>Alcalá de Henares, Madrid, Spain</b></p> <p style="text-align: center;"><b><a href="mailto:omar.delacruz@cardenalcisneros.es">omar.delacruz@cardenalcisneros.es</a></b></p> <p style="text-align: center;"><b>María Dolores López Carrillo</b></p> <p style="text-align: center;"><b>Departamento de DidácticasEspecíficas</b></p> <p style="text-align: center;"><b>Centro UniversitarioCardenal Cisneros</b></p> <p style="text-align: center;"><b>Alcalá de Henares, Madrid, Spain</b></p> <p style="text-align: center;"><b><a href="mailto:lola.lopez@cardenalcisneros.es">lola.lopez@cardenalcisneros.es</a></b></p> <p style="text-align: center;"><b>Lourdes de Miguel Barcala</b></p> <p style="text-align: center;"><b>Departamento de DidácticasEspecíficas</b></p> <p style="text-align: center;"><b>Centro UniversitarioCardenal Cisneros</b></p>

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 <p>Goutam Roy GIC1554124</p>	<p><b>Effect of Computer-Aided Learning in Teaching-Learning Activities in Rural Secondary Schools of Bangladesh</b></p> <p><b>Goutam Roy<sup>6</sup></b> <b>Lecturer, Institute of Education and Research, University of Rajshahi, Rajshahi, Bangladesh</b></p> <p><b>Nazia Sharmin</b> <b>Deputy Manager, Planning and Communication Unit, BRAC Education Programme, BRAC, Dhaka, Bangladesh</b></p> <p><b>M Mahruf C Shohel</b> <b>Lecturer in Education and International Development, School of Education and Lifelong Learning, Institute of Education, Graduate and Professional Development, Aberystwyth University, P5 Penglais Campus, Aberystwyth,</b></p>

	<p style="text-align: center;"><b>Ceredigion, Wales, SY23 3UX</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The provision of teaching-learning is a multifaceted process where different types of instruments should be used in balanced way. Computer-Aided education eases the process of learning and can play an exceptional role in increasing educational access. BRAC, the world largest non-government organization, launched Computer-Aided Learning (CAL) in six secondary schools of rural Bangladesh as pilot project with the financial support of Ministry of Education of the country. This paper aims to explore the changes occurred due to implementation of the CAL in these schools. The study highlights the changes regarding teaching-learning provisions in secondary classes as well as perception of the students and teachers towards this way of learning. Qualitative approach was used in the study where data were collected through classroom observation, in-depth interviews and focus group discussions with the students, the teachers, the parents and the BRAC staffs using observation checklist, interview and FGD guideline. Some data were also collected from school records. Study findings revealed that the teachers and students were found convinced that the initiatives were helpful in improving the quality of teaching-learning. They noticed some initial changes occurred at the classroom. As this was a short time pilot project, however, the respondents identified that the duration of the project was a barrier for a visible impact on students learning achievement. The study suggested for expansion of the activities in more schools to get more benefit from this way of learning. Some modifications, especially on content and visualization related issues, are also suggested. According to the respondents, an integrated as well as holistic way of teaching-learning process can be more effective than the present independent intervention where Computer and related accessories will play a vital role. Record-keeping system of the schools needs to be improved for measuring impact on attendance and learning achievement of the students.</p> <p>Key words: Computer-aided learning, Secondary education, Bangladesh</p>
<p>Ana Cristina Lahuerta Martínez GIC1554125</p>	<p style="text-align: center;"><b>Analysis of the written competence of secondary education students in bilingual and non- bilingual programs</b></p> <p style="text-align: center;"><b>Ana Cristina Lahuerta Martínez</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present study aims to analyse and compare the written competence of two groups of secondary education students: one enrolled on a bilingual programme and another group enrolled on a non-bilingual programme, including in the analysis grade and</p>

	<p>gender. Three hundred and ninety-three students in the third and fourth year of compulsory secondary education participated in the study. For the present study, the data come from a written composition activity, which was administered to participants in their own classroom. Four writing measures were used to analyse the written production of the learners: fluency, accuracy, grammatical complexity and lexical complexity. A statistical analysis was carried out with the program R Development Core Team 2012, version 2.15. The results obtained show that: (a) there are significant differences in written competence between the bilingual and the non-bilingual programme groups, with the bilingual program group outperforming the non-bilingual programme group; (b) a trend of development in written competence from third to fourth grade is observed in both groups indicating that the measures of fluency, accuracy, grammatical and lexical complexity progress at the same rate; (c) bilingual programmes may help to diminish the differences observed in favour of female students when learning a foreign language; and (d) there are significant relationships between all the writing measures studied.</p>
 <p>Ukpoma Esther GIC1554126</p>	<p><b>Critical Assessment of Educational Resources in Economics Courses Relative to NCCE standards for Colleges of Education in Edo/Delta States of Nigeria</b></p> <p><b>Ukpoma Esther</b></p> <p><b>College of Education, P.M.B: 003, Igueben, Edo State, Nigeria.</b></p> <p><b><u><a href="mailto:ukpomafriday@gmail.com">ukpomafriday@gmail.com</a></u></b></p> <p><b>Abstract</b></p> <p>The study assessed the adequacy of educational resources available for Economics courses at colleges of Education in Edo/Delta states of Nigeria in relation to the standards stipulated by the National commission for colleges of Education (NCCE) . the study adopted the ex post facto research designed and was guided by five research questions. The population of the study comprised all the six Economics departments of the state colleges of education in Edo/Delta states of Nigeria with the total number of 1,890. The entire population was studied in terms of adequacy of educational resources, the data for the study was collected through a self designed checklist with NCCE benchmark as inventory and analysed using ratio and percentages scores. The study found that lectures and physical facilities available for Economic courses are adequate in some of the colleges and not adequate in others. Equipment, classroom and staff offices were found to be grossly inadequate in all the colleges studied. Based on these findings therefore, it was concluded that students of Economic in these State Colleges of Education are learning without the necessary and required educational resources for effective economic skills. To this end, it was recommended among others that the National Commission</p>

for Colleges of Education should regularly supervise the programme of Economics studies and ensure that their stipulated minimum standards are maintained through monitoring and evaluation exercises.

Keywords: Economics, equipment, facilities, lectures, educational resources, Nigeria, National Commission for Colleges of Education (NCCE) Adequate,(A) not Adequate (NA).



Taimur Ahmad Khan  
GIC1554127

### **Climate change damaging health sector in Pakistan**

**Taimur Ahmad Khan**

#### **Abstract**

Climate change is a global issue getting aggravated with the passage of time, amongst all areas health is a main sector affected by climate change to great extent.

Pakistan is one of the developing countries most vulnerable to climate change; heat wave in Karachi killed hundreds of people recently, heavy rains causing floods results in several deaths and destruction of infrastructure leaving many homeless. Such disastrous situations triggers many water borne diseases such as cholera, diarrhea, dengue, and other severe stomach problems leading to number of deaths.

Pakistan is an agricultural land and such climate extremities cause damage to crops and fields leading to complete destruction of land, thus contributing in destabilizing economy. Recent floods due to heavy rain caused a lot of damage and left many people homeless, people suffering due to these climate change becomes victim of various water borne diseases which due to lack of resources are not dealt properly resulting in more deaths.

Air pollution is another factor contributing to heat as well as many diseases caused due to inhalation of dirt and contaminated air. As most of the population in Pakistan is living below poverty line, they are unable to get proper medical treatment and loses their lives.

This Is a grave situation and government needs to derive policies to encounter these problems. Ministry of climate has some strategic plans to combat the intensity of this issue but they are not properly implemented. Pakistan being the developing country has many other areas where government is paying attention to, but the damage due to climate change has become really serious and is affecting health by causing many diseases, which if not properly managed and encountered will cause massive irreversible damage. Not only this but people needs to be educated regarding importance of saving environment and dealing with severe climate conditions. This is not possible without proper communication and spreading awareness amongst

masses.

Since large population is not properly educated, they need to be communicated regarding combating timely with these disastrous situations and proper precautionary measures taken regarding health.

Climate change can affect every area of life if not properly dealt with, an extensive action is required at national as well as international level, and government needs to take serious actions in this regard. International experts and developed countries needs to pay attention towards the developing countries making them contribute in saving environment and dealing with severity of climate.

Heat waves, floods, droughts causing large no of deaths, destroying infrastructure, damaging corps also triggers the health issues causing many water and air Bourne diseases, we need to provide our present and future generations clean water and air without any contamination and for this to happen,we need to join hands and play our role individually and at national and international level.

The climate related policies already derived, requires strategic implementation, the educated people of the country has this responsibility to spread awareness regarding fuel consumption and controlling use of transportation, industrialization should not be at the cost of environment ,emissions needs to be controlled, these measures needs to be taken at domestic level and by implenting climate related laws. At a broader level, more developed nations needs to bring developing and under developed countries on board to make them contribute and provide them enough awareness and resources in this regard making them realize the importance of climate change. We also need to develop health early warning systems that can facilitate timely, environmentally friendly public health interventions.



AbarikoAyodele  
GIC1554130

**The Influence Of Technical Voactional Education And Training (Tvet) On Skill Acquisition And Development Of Craftsmen In The Construction Industry**

**AbarikoAyodele <sup>1</sup> and Olabiyi, Oladiran Stephen<sup>2</sup> (Ph.D.)**

**Abstract**

Technical Vocational Education and Training (TVET), as entrenched in the Nigerian National Policy on Education (NPE) identifies one of the aims of TVET to be that of giving training and imparting necessary skills leading to the production of craftsmen and self-reliant Technicians and Technologists in Technical & Vocational areas. Specifically, in construction trades, the construction industry faces different, challenges in area of skilled artisans/craftsmen. Therefore, the paper is designed to find out the level of competency skill possessed by craftsmen, contribution of TVET institutions in

	<p>preparing competent workforce and strategies of improving skill acquisition of craftsmen in the construction industry. A descriptive survey research design was used. A duly validated structured questionnaire on 5 points rating scale was used for data collection. The population for the study consists of 115 engineers/site managers in the construction industry and TVET teachers. Data were analyzed using means, SD and t-test statistics to test the null hypotheses at 0.05% level of significance. Analysis through the use of SPSS computer programme was carried out on the responses of 107 respondents who returned the questionnaires. The findings revealed among other things that: majority of craftsmen are not competent in handling the job; TVET institutions have not been fully involved in the training of craftsmen especially those who acquired their skills through the apprenticeship training scheme. It is recommended that TVET institution should improve on preparation of craftsmen to sufficiently enhance sufficient skilled workers in order to satisfy the needs of the constructio industry. Considering the nature of TVET programme, TVET institutions should focus their research work on promoting skill acquisition and development of employable workforce.</p> <p>Key Words: Technical Vocational Education and Training (TVET); Skill Acquisition; Craftsmen; Construction Industry and Skill Development</p>
<p>Thomas AdujoAdu GIC1554131</p>	<p><b>Effects of Process-Oriented Instructional Strategies on the Spatial Abilities of Basic Science Students in Kogi State.</b></p> <p><b>Thomas AdujoAdu, Ph.D. Science Education</b></p> <p><b>Abstract</b></p> <p>The problem of mass failure or poor performance in science in Nigeria motivated this investigation into “The Effects of Process-oriented Instructional Strategies on the Spatial Abilities of Basic Science students and its effect on Basic Science achievement in Kogi State.” It is widely believed that spatial ability has an overriding influence on the understanding of science. The research is a quasi-experimental study using non-randomized pretest posttest control group design; however subjects were randomly assigned to experimental and control conditions. Overall, 702 junior secondary three students made up of 316 boys and 386 girls were used for the study. The experimental group was taught using process-oriented instructional strategies while the control group was taught using lecture method. The dimensions of the investigation were gender, ability levels, teaching strategies (lecture and process-oriented), age levels, and the relative effects of topologic, projective, and Euclidean spatial abilities on basic science achievement. Six research questions and eleven null hypotheses were formulated and tested at 0.05 level. The instruments used were Spatial Ability Test (SAT) with a reliability of 0.81, Basic Science Achievement Test I (BSAT I), reliability 0.87 and Basic Science Achievement Test II (BSAT II) with a reliability of 0.85. Data were analyzed using both simple descriptive statistics like frequencies and percentages, as well as stepwise multiple regression analysis and Pearson Product</p>

	<p>Moment Correlation Coefficient, and t-test for independent samples. The results showed that there was a significant difference in the spatial ability of the experimental and control groups and that spatial ability is better developed through process oriented instructional strategies. Process-oriented instructional strategies had a significant effect on integrated science achievement. It was also found that there was no significant difference in spatial ability among the boys and girls taught by the conventional method. However, among those taught with process-oriented instructional strategies, a significant gender difference in spatial ability was found, in favour of girls. Further findings show a significant relationship between spatial ability and integrated science achievement; there was no significant difference in the integrated science achievement between boys and girls of the control and experimental groups. Projective and Euclidean spatial abilities are predictors of integrated science achievement among the experimental group. However, the best predictor of integrated science achievement was total spatial ability scores. Early developers (10 – 14 year olds) of the control and experimental groups performed better than late developers (15-20 year olds) in spatial ability test. It was recommended among others that integrated science teachers should de-emphasize the conventional method and emphasize process-oriented instructional strategies which are spatial ability friendly in the science class room.</p>
 <p>LeylanShiri GIC1554133</p>	<p style="text-align: center;"><b>Do recently published ELT textbooks reflect the MI framework?</b></p> <p style="text-align: center;"><b>LeylanShiri , MortezaAslarsuli (Ph. D) &amp; SorayyaBehrouziZad (Ph. D)</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Present study aimed at analyzing to what extent the teacher's guide activities of recently published ELT textbooks reflect MI (multiple intelligences) framework and whether different MI been equally presented in the tasks. By utilizing a rubric adapted from previous researches, the presence of MI tasks was analyzed among available activities of the textbooks. Findings indicate that these textbooks do reflect all of the MI directive tasks throughout the books. However, it seems that traditionally favored verbal/linguistic, Logical mathematical and Interpersonal intelligences were predominant and occurred more often than others. Therefore, there is a call for more diverse activities to meet the needs of all students with diverse intelligent profiles and preferences. The findings of this study would be useful for researchers, supervisors, publishers, and teachers.</p>

Ebtesem F. Alharthi  
GIC1554135

**Teacher Evaluation in (KSA) Schools – Improvement  
through E-Portfolio**

**Ebtesem F. Alharthi**

**Doctoral Researcher**

**University of Southampton, UK**

**Abstract**

This research project aims to tackle the issue of developing effective teacher evaluation tools which results from adopting the latest advances in information technology in the teaching environment, and in particular the use of e-portfolios to achieve this. Nowadays, many forms of education technologies are being used to deliver learning through which interaction between teachers and students occurs. Such interactions need to be structured and have to be bound by certain processes in order for effective learning to occur. In order for this to take place, regular evaluation of teaching strategies and materials should take place in order to ensure quality assurance. The currently used evaluation methods and tools in the Kingdom of Saudi Arabia are somewhat lacking and have not been sufficiently developed to take advantage of the advancements in information technology to achieve this. This in turn has repercussions on the quality of teaching being delivered and on the assessment of teaching staff directly. Maintaining the status-quo means depriving many teachers of their opportunities for promotion, career development and chances to improve their teaching quality, by not having their pedagogical approaches adequately evaluated. There are many approaches and theories that can be adopted for teacher evaluation and development. One of these methods is the use and evaluation of portfolios and e-portfolios. Such methods are based on very firm, grounded theories that are used for evaluation purposes. Conducting unbiased evaluations of teaching processes and related activities are key challenges which will be addressed in this research in order to enhance the educational output in Saudi Arabia. Therefore, the use of such evaluation tools according to the educational and social context of Saudi Arabia shall be investigated in order to measure their effectiveness against currently employed methods. This will result in a rich corpus of information which will aid the development of a comprehensive evaluation tool and procedural recommendations which will assist in better evaluating teachers working in Saudi Arabian schools.



MasitahShahrill  
GIC1554136

**Embracing Globalisation and Ensuring Relevance in  
Providing Quality Education**

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**Abstract**

Globalisation is an important world phenomenon whose impact can be increasingly felt at the higher education arena. In this paper, we looked at how our local university has embraced globalisation in three broad areas; teaching and learning, research and internationalisation. Conventionally, a university primarily prepares students on an academic level with the aim of aiding them in establishing a successful career in the future. Today, globalisation is transforming the job market tremendously. Increasing human migration and population has made jobs more competitive. To further complicate matters, advancement in technology and improved connectivity has significantly altered the job market through creation of new industries as well as making certain job market redundant and with uncertainties. In our efforts, the local university's traditional curriculum has transformed into a hybrid program incorporating both an academic environment of the highest quality as well as unconventional means of intellectual enrichment. In addition, our national university interacts directly with efforts of globalisation by maintaining a prominent presence in the realm of maintaining active exchanges with international collaborators. Moving forward, we propose how we can better deal with globalisation without having its fundamental mission in imparting knowledge to students threatened.

Keywords: Globalisation, internationalisation, impact, transformation, higher education

GulchehraValerievnaIzbullaeva  
GIC1554140

**The ways of utilizing jalāl ad-dīnrūmī's views in the process  
of upbringing of a perfect generation**

**GulchehraValerievnaIzbullaeva**  
**The Senior Science Fellow Researcher, Bukhara State**  
**University, Bukhara, Uzbekistan**

**Abstract**

The article gives information about education sources of learning personality and scientific heritage of JaloliddinRumi (1207-1273), his philosophical views and role in the process of upbringing, the problem of spiritual upbringing of the person in his works "[Fihī Ma Fihī](#)" (In It What's in It), "[MaṭnawīyeMa'nawī](#)" (Spiritual Couplets), "[Dīwān-e Kabīr](#)" (Great Work) , "[Dīwān-e Shams-e Tabrīzī](#)" (The Works of

	<p>Shams of <a href="#">Tabriz</a>), “Majāles-e Sab'a” (Seven Sessions), “Makatib” (The Letters) and theoretically substantiated information about using his vies during the process of education. His views on spiritual and moral upbringing in the system of continuous education the forms, methods and the means of this process are presented in the article. The impact of Rumi’s views on the quality index of the sphere of education and upbringing in Higher Education is well grounded. Key words:perfect person, moral upbringing, spirituality, labour, word, will, inner world</p>
<p>SayakaKamio GIC1554141</p>	<p><b>The impact of formative feedback on developing emotional intelligence: Japanese medical students studying clinical communication in English</b></p> <p style="text-align: center;"><b>SayakaKamio</b> <b>School of Medicine</b> <b>Kyorin University</b> <b>Tokyo, JAPAN</b> <b>sayaka_kamio_jp@yahoo.co.jp;</b> <b>sayaka_kamio_med@yahoo.co.jp</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research studied the dynamics of Japanese medical students’ emotional intelligence (EI) improved by studying medical history-taking in English during English for Medical Purposes (EMP) classes. The aims of this research are (1) to explore the dynamic structures of medical students’ EI in studying history-taking in English; (2) to examine how the EI improved by studying history-taking in English will influence student’s empathy and test anxiety concerning other medical subjects; and (3) to study self-regulation of students with high academic achievement. Native Japanese speaking undergraduate medical students (N = 67) in Japan participated in this study. After the participants studied patient-centred history-taking through English, which was their second language, for three months, their EI (i.e. empathy, motivation to study EMP, self-awareness, and self-regulation) were assessed by two questionnaires. Explanatory factor analysis across the data showed that Japanese medical students’ EI are explained by three factors: (1) self-awareness of confidence and anxiety during lecture and test (EMP and medical subjects); (2) motivation in EMP and empathy; and (3) self-awareness of confidence in English proficiency. In addition, multiple regression analyses indicated that their improved confidence in English proficiency throughout learning history-taking in English correlated with increasing empathy for patients and decreasing test anxiety in medical education. Moreover, open-ended questionnaire suggested that students with high academic achievements keep higher self-regulation to manage their anxiety and regard anxiety as a vital factor in maintaining motivation for further study in medical education. The study suggests pedagogical implications to develop further curriculum and course materials for undergraduate medical education.</p>

	<p>Index Terms—Emotional intelligence, English for Medical Purposes (EMP), empathy, medical education, motivation, self-regulation.</p>
<p>Yuji Shuhama GIC1554142</p>	<p style="text-align: center;"><b>What Do Writing Errors Tell Us?</b> <b>A Case Study of Japanese EFL Students</b> <b>Yuji Shuhama</b> <b>National Institute of Technology, Tsuruoka College,</b> <b>Department of Creative Engineering, Japan</b> <b>shuhama@tsuruoka-nct.ac.jp</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This article explored learner language of Japanese EFL students by analyzing linguistic errors in their essays and investigated the significant difference of error types by their levels of writing proficiency. The collected errors were categorized by error types to compile frequent error types characterizing different proficiency levels. The results show that the most common errors for all the students are related to wrong words and sentence structures. They also show that the elementary-level students frequently make spelling errors, while the intermediate-level students often make verb-related errors. The case study presented here contributes to a better pedagogical approach to promote Japanese EFL students' accurate writing skill evidenced by error analysis from a comparative linguistic perspective.</p> <p>Key words: Error Analysis, L2 English Writing, Japanese L1 Transfer, Learner Language</p>
 <p>George Tsakirakis GIC1554143</p>	<p style="text-align: center;"><b>CAT's objectives, tactics and techniques</b> <b>George Tsakirakis</b> <b>Abstract</b></p> <p>Computerized Adaptive Testing (CAT) offers a highly sophisticated and technologically advanced viable alternative to traditional testing approaches. COMPASS Math, an untimed CAT, is designed to assess knowledge on Algebra, College Algebra and Trigonometry. This paper analyzes the scope of the fundamental code of assessment in Mathematics COMPASS examination; investigates the commonalities of strategic practices of non-native speakers of English in selecting their responses; and evaluates the mathematical reasoning applied to these responses.</p>



Opeyemi Dele-Ajayi  
GIC1554146

**Girls and Science Education: Exploring Female Interests towards Learning with Serious Games A Study of KS3 Girls in the North East of England**

**Opeyemi Dele-Ajayi**

**Abstract**

following the rapid advancement in technologies and computer capabilities, researchers have predicted that more technology-enhanced learning will occur and educational computer games (Serious Games) in particular could play an important part in education. Research has shown that for serious games to be effective as learning tools, they have to provide an engaging experience to the player. However, very few evidence-based research have been carried out to discover the features of games that make it suitable for learning, how the actual learning can be evaluated and more especially, the gender divide that still exists between females and males in the world of gaming. This research aims to determine the educational features necessary to make a serious game effective as a learning tool, develop an assessment framework for the evaluation of serious games as well as determine if some of the educational features and engagement factors are peculiar to females.

Keywords—serious games; learning engagement; learning effectiveness; educational technologies, gender; STEM



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GIC1554148

**The Inclusivity of TIMSS' Physical Science Standards in the Fourth Grade Saudi Science Curriculum**

**Maher**

**Abstract**

This study aims at analyzing the fourth grade Saudi physical science curriculum in light of TIMSS standards. A modified version of Mousa's

multitude measurement tool was implemented after being checked for validity and reliability. Five teachers who have at least 15 years of experience were participated in conforming the analysis according to a sequence of legitimate steps.

It has been shown that the Saudi fourth grade science curriculum has tackled TIMSS content and cognition dimensions adequately on the Physical science area. At the content paradigm, all topical areas on force, electricity and magnetism, and matter and properties were targeted. Yet, subjects on light were entirely discarded.

The cognition paradigm has been targeted variously; the factual knowledge came on the top list, followed by conceptual understanding, and reason and analysis. The less rated standards were drawing reflective models or diagrams of understanding, and the formulation of questions based on depicted information.

<p>MladenHraste GIC1554149</p>	<p style="text-align: center;"><b>Differences in Some Anthropological Characteristics of Preschool Children</b></p> <p style="text-align: center;"><b>MladenHraste</b></p> <p style="text-align: center;"><b>Faculty of natural sciences and mathematics</b></p> <p style="text-align: center;"><b>University of Split</b></p> <p style="text-align: center;"><b>Croatia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study is to identify and explain differences in some motor abilities and anthropometric characteristics in children of preschool age. The test program included 36 girls, 45 boys, 33 athletes and 48 non-athletes. The study used a battery of six motoric tests, and two morphological measures. T-test was used to identify differences and their significance between subject groups. Based on performed analysis and results it can be concluded that in motoric space in relation to gender and orientation on the optional sport activity between boys and girls in preschool age, chronological age of 5 and 6 years there were no statistically significant differences in the form of explosive strength, repetitive strength, flexibility, coordination and balance. In the morphological space between groups of athletes and non-athletes there was a statistically significant difference only in body height.</p>
<p>WafaAlreshied GIC1554150</p>	<p style="text-align: center;"><b>The Deference of Gender Performance in Secondary Single Sex School in the UK and Saudi Arabia</b></p> <p style="text-align: center;"><b>WafaAlreshied</b></p> <p style="text-align: center;"><b>Education Faculty, University of Hull</b></p> <p style="text-align: center;"><b><u>Wafaali13@hotmail.com</u></b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>There is deference between boys and girls in their performance in school. Gender difference in the level of performance may arise for numbers of reasons. Several studies has been don conclude to attributes of boys and girls, which links to family background, age and marital status. While other studies refer the differences to psychological and biological factors (McNabb et al., 2002). There is study empirical on New Zealand school conclude that girls are outperforming boys all level of school except boys slight outperforming in math and since but this advantage will disappear (Gibb et al., 2008). This result encourages researchers to investigate the cause of that difference to explore factors</p>

	<p>impact the gender performance therefore some of these studies found the economic factors play main role on boys attainments where the cultural factors is the main player in girls attainments moreover other studies conclude to the mixed sex school reflect negatively on both boys and girls attainments(Harker, 2000).</p> <p>The deference of gender performance appears clearly in singles schools and because there is single sex school in the UK and the Saudi Arabia has segregated education system this study aim to investigate the differences between boys and girls focusing on math, physics and biology in the UK single sex school and Saudi Arabia also it will compare the students performance in the UK and Saudi Arabia. The study will be explanatory study also the researcher aims to contribute to the students achievements literature by finding why the single school impacts the students performance in math, physics and biology with deferent students' behaviour, cultural and economy level countries.</p> <p><u>Key words</u></p> <p>Gender difference, Single sex school, mixed sex school.</p>
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