



**Global Research &  
Development Services**

**CONFERENCE PROCEEDINGS**

**2018 8th International Conference on Teaching, Education &  
Learning (ICTEL), 07-08 June 2018, Rome, Italy**

07-08 June 2018

Conference Venue

University of Washington - Rome Center (UWRC), Piazza del Biscione  
95, 00186 Roma, Italy

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**Preface:**

Association for Development of Teaching, Education and Learning (ADTEL) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. ADTEL aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join ADTEL and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

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GRDS' mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative ideas

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## **KEYNOTE SPEAKER**



**Dr. Lauren B. Birney**  
**Assistant Professor in the School of Education, Pace University, New York, USA**

Dr. Lauren B. Birney Ed. D is an urban STEM educator with nearly 30 years of experience encompassing both high school and university tenures. She is an Assistant Professor in the School of Education at Pace University preparing both pre-service and in-service teachers in the areas of curriculum and instruction, classroom management, teaching methodologies and research techniques. Lauren earned a B.A. in Biology/Chemistry from the University of San Diego, an M.A. in Counselling & an Ed. D in Educational Leadership from the University of Southern California. Dr. Birney works collaboratively with partners and affiliates in creating STEM content, defining curriculum & assessment systems, and conducting program evaluation services for the K-12 STEM community. Dr. Birney founded and is the Co-Director of the STEM Collaboratory NYC™, which was established to be a leader in enabling students and teachers to engage in the fields of STEM education, create meaningful science curricula and provide interactive inquiry-based professional development for teachers. An integral component of STEM Education is the affiliation and partnerships between Universities and the multinational corporations. The support of these partners in terms of funding, resources, and affiliate activities is critical for the success of STEM fields. Establishing a network that is multilayered and integrates aspects of business into educational practices will provide constituents with experiential learning and the ability to grow as a singular entity. Establishing multinational STEM Partnerships and collaborations will create unique opportunities for both Educational Institutions and corporations to become substantial powerhouses in the STEM arena. Dr. Birney was recently awarded the largest grant in Pace University's history from the National Science Foundation. The project, entitled "Curriculum and Community Enterprise for New York Harbor Restoration in New York City Public Schools", will be led by Pace School of Education and implemented by a consortium of partners including New York Harbor Foundation, New York City Department of Education, Columbia's Lamont Doherty Earth Observatory, New York Academy of Sciences, University of Maryland's Center for Environmental Science, Good Shepherd Services, New York Aquarium, The River Project, SmartStart ECS, and others.

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Building on the partners' collective expertise in marine science education and restoration ecology, the grant will significantly create an accredited math and science teacher training program at Pace University, an interdisciplinary Harbor Literacy and marine STEM-C curriculum for NYC schools, a wrap-around model of afterschool STEM mentoring through the New York Academy of Sciences, museum and aquarium-based programming, and a state of the art digital platform to support field science teaching and learning.

**Topic: Evolving Education through Powerful Partnerships in the STEM Industry**

## **PLENARY SPEAKER**



**Dr. Juana Mª Ortega-Tudela**  
**Associate Professor at the Pedagogy Department University of Jaen, Spain**

Dr. Juana Mª Ortega-Tudela is an Associate Professor at the Pedagogy Department University of Jaen, Spain. Her lines of research are focused on the use of ICT in Education, attention to diversity and Service-learning methodology at the university.

Dr. Ortega works collaboratively with partners and affiliates in using Service Learning Methodology at the university. Dr. Africa M. Cámara and Dr. Elena Mª Díaz, both associate professors at the University of Jaen, are part, together with Dr. Ortega, of the research team that promotes the development of group methodologies and service learning as teaching tools at the university.

Service-Learning can be defined as an educational approach that combines learning and community service in a structured project, and where participants address the actual needs of the environment and work to fulfill them. In their case, one of the main principles of the Service Learning is the collaboration between Universities, social services, and schools.

The SL methodology achieves a training and service need for two different populations: in their case, a preschool/primary school and students from the Bachelor's in Education degrees at the Universidad de Jaen.

**Topic: Service learning at the university**

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<p><b>Richard S. Prawat</b> GICICTEL1806052</p>	<p style="text-align: center;"><b>The Problem with Project-Based Learning in Science</b></p> <p style="text-align: center;"><b>Richard S. Prawat</b> Department of Counselling, Educational Psychology &amp; Special Education, Michigan State University, USA</p> <p style="text-align: center;"><b>Theodore R. Prawat</b> Design Studio, College of Education, Michigan State University, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper tells the story of the development of a science unit from a unique epistemological perspective—termed “realist constructivism.” Science is one of the two content domains where cutting edge technology can play a key role in helping student grasp difficult to teach but nevertheless powerful ideas at the middle school level. Teachers in the approach to teaching and learning play a more direct role than they do in the typical constructivist-oriented approach in science, social studies, and other disciplines. The different role reflects the fact that this approach, termed “realist constructivism,” is an “ideas first/inquiry second” variant on active teaching and learning.</p> <p>The teacher in the realist constructivist approach is not expected to relinquish his or her expert status. Instead, that person adopts a stance, described in recent writings by one of the researchers as a “sage on the side” role that is mid-way between the traditional “sage on the stage” role and that of the inquiry-oriented “guide on the side” (Prawat, 2003). An example of this type of reasoning might be the following: (1) A youngster observes the surprisingly fact (C) that plants, although they have no way to go out and get food the way animals do, nevertheless are living things and require nourishment. (2) The youngster, perhaps encouraged by a teacher who suggests that the student think of plants as “food factories,” reasons that, if plants were food producers (H from above), than the problem associated with the inability to gather food would be resolved. (3) Therefore, the student continues, plants must have a food producing capacity.</p> <p>Data from three implementation studies are presented that support this novel approach to science curricula development.</p>
<p><b>Sr. Farrah Partol</b> GICICTEL1806053</p>	<p style="text-align: center;"><b>Vocabulary Competence And Comprehension Level Of The Grade 10 Students At Mamplasan National High School</b></p> <p style="text-align: center;"><b>Sr. Farrah Partol</b> College Of Education, University Of Perpetual Help System Laguna, Binan City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study is a descriptive-correlation research aimed to scrutinize the vocabulary competence and comprehension level of the grade 10 students at Mamplasan National High School. The definitive intention of the study was to determine the relationship between the respondents’ vocabulary competence and comprehension level where fifty five (55) students from the 10th grade answered the survey questionnaire covering three (3) parts; their profile, vocabulary test, and comprehension test focused on the literal, inferential, appreciative, and evaluative level, upon the approval on the permission of the</p>



	<p>school principal.</p> <p>Subsequent to the positive response of the said respondents, the information were tallied, tabulated, and statistically treated that guides the study to the finding that the vocabulary competence and comprehension in which the literal level got the Pearson r of 0.118 and p-value of 0.394, the appreciative level with the Pearson r of 0.139 and p-value of 0.317, and lastly, evaluative level with the Pearson r of 0.013 and p-value of 0.925 were all not significant. While the vocabulary competence and the comprehension of the respondents in inferential level gained the Pearson r of 0.315 and p-value of 0.020 and was found out to be significant.</p> <p>Behind the interpretation and findings of the study, the research has lead to the conclusion that vocabulary competence has no relationship with the literal, appreciative, and evaluative level of comprehension and conversely accepting the fact that vocabulary competence has a significant relationship with inferential level of comprehension.</p>
<p style="text-align: center;"><b>JR Ratliff</b> <b>GICICTEL1806055</b></p>	<p style="text-align: center;"><b>White female supervising black faculty: American race relations in the Middle East</b></p> <p style="text-align: center;"><b>JR Ratliff</b> Zayed University</p> <p style="text-align: center;">Assistant Professor Michelle Elghardgui Zayed University</p> <p style="text-align: center;">Nekeyla Oliver Zayed University</p> <p style="text-align: center;">Felix Lavious Daniels Zayed University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Finding inclusivity and mentoring amongst white colleagues is a major challenge for black faculty. These challenges can be exacerbated for black faculty when they have white colleagues in supervisory roles. In this session a panel of U.S. born faculty will explore their experiences navigating race, mentoring, inclusivity, and the promotion process in a Middle Eastern context. The panel will engage the audience in discussing the integrity of higher education, related scholarship, and the lived experiences of black faculty.</p> <p><b>Keyword: Race; Higher Education; Inclusivity</b></p>
<p style="text-align: center;"><b>Prof. C. A. John</b> <b>GICICTEL1806056</b></p>	<p style="text-align: center;"><b>Political And Economic Factors Impeding Educational Development: The Bane Of The Koma People Of Adamawa State, Nigeria</b></p> <p style="text-align: center;"><b>Prof. C. A. John</b> Department Of Technology Education Modibbo Adama University Of Technology, Yola, Nigeria</p> <p style="text-align: center;"><b>Alphonsus S. Dogari</b> Schools Management Board, Yola, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study investigated the political and economic factors militating against the</p>



	<p>educational development of Koma people of Jada Local Government Area of Adamawa State, Nigeria. The study answered three research questions and tested three hypotheses. A 21-item questionnaire collected data from resident and non-resident indigenes of Koma District. Descriptive statistics of mean and standard deviation were used to answer the research questions. The Z-test tested the hypotheses at 0.05 level of significance. The study found that political factors responsible for the slow pace of educational development of Koma District were prolonged neglect by successive governments in providing social amenities, poor political representation in governance and bias in appointments, among others. Economic factors responsible for the slow educational development of Koma District were lack of adequate natural resources, high rate of unemployment, neglect by successive governments in resource allocation, and high poverty rate among the Koma. The study found that provision of social amenities, increased funding, increased quota for the election of Koma indigenes into political positions, paying of political attention by way of legislation on the development of the Koma people, and declaration of an educational emergency for the development of the Koma people were among the strategies found to enhance the educational development of the Koma people, if adopted. It was found by the study that there was no significant difference between the mean responses of resident and non-resident indigenes on the political and economic factors responsible for the slow educational development of Koma District, as well as on strategies to adopt to enhance the educational development of Koma District. Therefore, the three null hypotheses, were upheld. The study suggested among others that government needed to declare a state of emergency in the education sector for the Koma people. Members representing the Koma/Jada constituency needed to maintain constant contact with the people of their constituency in order to keep the Koma people abreast of government policies and the act of governance, and that there was need for increased participation of the private sector in the provision of education and other social amenities for the Koma people.</p> <p><b>Key Words</b>  <b>Political factors    Economic factors    Educational Development    Koma District</b></p>
<p><b>Inst. Eylül Sözen</b>  <b>GICICTEL1806058</b></p>	<p style="text-align: center;"><b>The Relationship Between Productive Vocabulary Knowledge, Writing Proficiency And Lexical Frequency Profile</b></p> <p style="text-align: center;"><b>Inst. Eylül Sözen</b>  <b>Anadolu University School Of Foreign Languages, Eskişehir/ Turkey</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This non-experimental study was intended to be a qualitative, descriptive and a correlational research in order to search for a relationship between writing and vocabulary scores of a group of student enrolled in an English prep-school program in Anadolu University School of Foreign Languages in the 2016-2017 Spring Term. The main aim of the current study is to examine the productive dimension of vocabulary knowledge and the contribution of vocabulary knowledge to the L2 writing performance. Therefore, the participants' productive vocabulary scores were calculated using Laufer &amp; Nation's 2K word level vocabulary test. Later, the researcher measured lexical richness in student's writings using Lexical Frequency Profile (Laufer &amp; Nation, 1995) to reveal their situations regarding their lexical richness levels by looking at their</p>

	<p>frequency levels. The study concluded that there was a moderate positive correlation (<math>r = 0,552</math>) between the participants' productive vocabulary test scores and the LFP scores of the students' essays. This moderately high correlation between the productive vocabulary knowledge and the lexical frequency profile means that the higher level a student's productive vocabulary is, the higher his lexical knowledge level. All in all, the results supported the existing literature on the reliability and validity of Lexical Frequency Profile by correlating well with Nation's (1995) 2000-word level Vocabulary Knowledge Test.</p> <p><b>Key Words:</b> Lexical Analysis, Productive Vocabulary, Lexical Profile, Writing, Vocabulary, Testing</p>
<p><b>Marc Wolterbeek</b> GICICTEL1806060</p>	<p style="text-align: center;"><b>Superheroes and the Ethics of Vigilantism</b></p> <p style="text-align: center;"><b>Marc Wolterbeek</b> Notre Dame de Namur University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Vigilantism has informed American comic books and graphic novels throughout the twentieth century, raising serious issues about the nature of ethical action and its relationship to legal systems. The earliest comic books featured crime fighters who operated outside the law and reflected social angst about the ineffectiveness of law enforcement to curb organized crime that was widespread in the 1920's and 1930's. This popular literary tradition culminated in the appearance of true superheroes, notably Superman, Batman, and Wonder Woman, who all operated outside the law. After a hiatus during World War II, when superheroes became agents of the government's struggle with the Axis powers, the ethical and legal behavior of superheroes has become increasingly problematic, reflecting changes in social attitudes about the relationship of the individual and the legal system. After giving an overview of the theme of vigilantism as it occurs among twentieth-century superheroes, this paper focuses on ethical and philosophical issues raised by this theme in two important graphic novels, Frank Miller's <i>Batman: The Dark Knight Returns</i> and Alan Moore's <i>Watchmen</i>.</p>
 <p><b>Rungrudee Klaharn</b> GICICTEL1806069</p>	<p style="text-align: center;"><b>The evaluation of a workshop project to construct analytical skills test for teachers.</b></p> <p style="text-align: center;"><b>Rungrudee Klaharn (Ed.D) (Lecturer)</b> Department: Educational and Psychological Test Bureau Srinakharinwirot University. Bangkok, Thailand.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The important role of teachers in perfect human development in terms of physical, mental, intellectual, knowledgeable, moral, ethical, and socially well-balanced life. Teacher quality is a vital factor that influences the students' learning dynamics. Measurement and evaluation of teachers' analytical skills are important and need to be accelerated. One way to develop teachers is the training. Training is a systematic learning process. To improve the work of personnel in knowledge, skills, and attitudes to work through learning experiences. To help improve performance. The researcher organized a workshop training on measurement and evaluation of critical thinking skills for teachers. The evaluation project is based on the concept of Kirkpatrick model.</p>

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	<p>This model comprised the evaluation of 4 dimensions, such as reaction, learning, behavior and results. The participants are 30 teachers were trained on 11-12 May, 2017. The instruments used in this research were questionnaire, test, worksheet and interview form. The instrument had a content validity value between .80 -1.00 and Cronbach’s alpha coefficients reliability .97. The test had difficulties ranging .20 - .70 and discrimination powers ranging .33 - .82. Data analysis employed mean, standard deviation, percentage, paired sample t- test and qualitative data obtained from open-ended questionnaire, interviews, and worksheet use content analysis methods. Findings indicated the following:</p> <ol style="list-style-type: none"> <li>1) Reaction evaluation : Participants viewed the workshop training. Training methods, teaching materials, measurement and evaluation. Overall, the average was at the highest level. ( =4.36, SD=.62).</li> <li>2) Learning evaluation: The results of the participants’ knowledge before and after training differed significantly at a statistical level of .05.</li> <li>3) Behavior evaluation:An interview with the administrators about the change in test-construction behavior to measure and evaluate the analytical thinking of teachers found that some teachers had the competency to construct the test.</li> <li>4) Result evaluation:The results of the assessment of the construction of the test items from the worksheets showed that half of the teachers were able to create an analytical test.</li> </ol> <p><b>Keyword:</b> evaluation/ measurement/ construct analytical test/ teacher</p>
<p><b>Gelan Hesham Abdou Ahmed</b> <b>GICICTEL1806070</b></p>	<p style="text-align: center;"><b>The Curtain Raiser to Cooperative Learning Strategy</b></p> <p style="text-align: center;"><b>Gelan Hesham Abdou Ahmed</b> Department of English, Zewail University of Science And Technology, Cairo, Egypt</p> <p style="text-align: center;"><b>Abstract</b></p> <p>“It is through student discourse and the interaction of different ideas that students construct meaning” (Kagan, 1985, p. 43). According to Kagan, profound knowledge construction necessitates the existence of two fundamental elements: discourse as well as interaction. Such crucial elements are part and parcel of learner-directed instruction, in which students learn by collaborating and interacting with their classmates (Siegel, 2010). Learner-directed instruction encompasses numerous, yet effective teaching strategies. One of the most efficient, learner-directed teaching strategies, which has been proved to skyrocket students’ motivation, achievement, engagement, and participation, is cooperative learning (CL) (Brody &amp; Baloche, 2017). To elaborate, CL is defined as “an instructional strategy that allows teachers to address intellectual and social learning goals” (Coates &amp; Mayfield, 2009, p. 244). In addition, Siegel (2010) deems CL as a teaching strategy, which involves mutual cooperation and collaboration between classmates to complete a certain project. Also, Felder and Brent (2007) refer CL to “students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project” (p. 34). Furthermore, CL is considered an efficient teaching strategy, in which groups of students are in complete charge of their own learning, and the learning of all group members (Li &amp; Lam, 2013; Schoor, Narciss, &amp; Korndle, 2015). Hence, the goal of this paper is to explore CL as an active learning strategy. Such paper consists of four sections; the first section tackles theoretical frameworks of CL, the second section entails the pros of CL,</p>

	<p>the third section illustrates some drawbacks of CL, and the fourth section discusses recommendations for implementing CL. Keywords: Cooperative Learning, Learner-Directed Instruction, Active Learning</p>
<p>Assoc .Prof. Alaattın Parlakkılıç GICICTEL1806073</p>	<p>A Swot ( Strengths, Weaknesses, Opportunities, And Threats) Analysis Of Information Technology In Medical Education</p> <p>Assoc .Prof. Alaattın Parlakkılıç, Ufuk University Department Of Management Information Systems Ankara Turkey</p> <p>Abstract</p> <p><b>OBJECTIVE:</b> This study aims to make a SWOT analysis of information technology (IT) and its tools in medical education to in order to support it. <b>MATERIAL AND METHOD:</b> A strong literature reviw was done in IT and its tools in contemporary medical education subject area. The developments and innovations of information technology (IT) has made a significant change in medical education and offer a number of modes of delivery of medical knowledge and skills. IT should satisfy and maintain educational aims, be flexible and enable collaboration and communication between students and teachers. It should be student oriented and centered towards specific users' needs. E-Learning, E-health, Interactive Classroom, Web Based Learning, Simulations, Virtual Classroom, Virtual And Agumented Reality, Interactive Distance Learning, Massive Online Open Courses (Moocs), Internet of Things(IoT)and Cloud Computing are current trends used in IT based Medical education. The use of IT offers additional benefits and sometimes weaknesses, and threats. A SWOT analysis of IT in medical education can be declared as follows. Concerning its strengths, IT should be very effective in improving knowledge through standard lecture-based courses because it offers a lot of virtual tools, such as interactive activities, animations, video demonstrations, video clips of experts, and self-assessment exercises and identifies the infrastructure required for supporting e-learning within medical education. As weaknesses, students often wonder for doing what they have learned in real medical practice because they can only watch how other professionals work. The lecturer never knows whether managed to keep the attention of the students. Continual collaboration between pedagogy and technology is required. The opportunities lie in the fact that IT should be flexible in order to be adapted to the students' needs, be innovative, evaluated regularly, and shared amongst faculties. Well designed frameworks of IT may be profitable for an institution that develops and use it. Students or medical doctors are able attend any e-course unit anywhere in the world from their unit avoiding the high costs. The threats may lie in the fact that those institutions that have large numbers of patients and lower costs of study may be more attractive for students or healthcare professionals than those having to invest into the development of IT and cyber security. And also continual change and progress of information technology quickly render the existing e-learning systems obsolete.</p> <p><b>RESULTS:</b> After analysis IT and its tools provides strengths as improving knowledge, as weaknesses collaboration between technology and pedagogy, as opportunities flexibility and personalisation, as threats cost and security.</p> <p><b>CONCLUSION:</b> Information technology and its tools can support educational</p>

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	<p>processes by offering a lot of new and usable methodological designs and pedagogical support that are flexible, personalized and modular and types of interaction, cooperation and communication medical education. And it should be careful of threats those can be harmful and hindering educational processes in cyber world as mis use of IT and its tools.</p> <p><b>Keywords:</b> Medical education , swot analysis, information technology, e-learnig.</p>
<p><b>Ngoc-Trang (Anna), Hoang GICICTEL1806077</b></p>	<p style="text-align: center;"><b>The Development Of Critical Thinking In Student Teachers' Transition To The Practice Of Teaching</b></p> <p style="text-align: center;"><b>Ngoc-Trang (Anna), Hoang Victoria University Of Wellington, Wellington, New Zealand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>As a teacher educator of novice teachers, I am motivated to gain a deeper understanding of their developing cognition about teaching. Like all education, teacher education requires a deep understanding, both by teachers and learners, of learning processes.</p> <p>Studies in teacher cognition have focused mainly on teachers' beliefs and practice about particular aspects of teaching. Little attention has been paid to how teachers develop critical thinking and what that means during the process of learning to teach. This research aims to explore how student teachers develop criticality in their thinking during an important transition period in professional development – the teaching practicum and the first year of teaching.</p> <p>The research involved working closely with 5 student teachers during 4 months of their English language teaching practicum in Vietnam. I was engaged in all their practicum activities plus intense weekly group discussions, individual talks, online diaries, and individual end-of-practicum interviews. I also continued following two of them into their first 16 months of teaching through Skype talks, Facebook, and Google-docs chats. The investigation was conducted within a constructivist epistemology, “becoming” ontology, and a spirit of grounded theory.</p> <p>The close longitudinal interaction with the student teachers incrementally constructed a picture of the complexity and dynamics of their thinking. The study uncovered what the novice teachers focused on (“focus of attention”), how their focus of attention was expanded and deepened to capture more aspects of teaching (“cognitive movement”), and how those different aspects were negotiated to resolve dilemmas and problems (“cognitive negotiation”). This paper proposes a theoretical framework of novice teachers' critical thinking development. This framework offers teacher educators an approach to understanding novice teachers' cognitive changes, a framework for novice teachers to reflect on their learning to teach, and a model for designing training activities and programmes to promote novice teachers' critical thinking.</p>
<p><b>Firdaous El Hamdi GICICTEL1806078</b></p>	<p style="text-align: center;"><b>Metacognitive Learning Strategies For Students With General Learning Difficulties Aged 8 To 12 Years Old: A Comparative Study</b></p> <p style="text-align: center;"><b>Firdaous El Hamdi Department Of Educational Sciences, Faculty Of Educational Sciences, University Mohamed 5th, Rabat, Morocco</b></p> <p style="text-align: center;"><b>Abstract</b></p>

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	<p>The study aims to comprehend and assess the metacognitive strategic behavior of students with general learning difficulties, compared to the metacognitive strategic behavior of efficient-learners. The study is qualitative, and opts for the non-directive interview as a data collect tool. The study sample is of 30 students, of 8, 10 and 12 years old divided in two groups of students: the referential group (efficient-learners) and the assessed group (students with general learning difficulties). The results prove that the students with learning difficulties participating to the study demonstrate a deficit in the use of metacognitive strategies and the quality of the usage. This deficit is explained, with this particular group of students, by an ensemble of interactions between the nature of their metacognitive knowledge, planning, monitoring and assessment strategies, and of motivational variables including the feeling of personal efficiency, the attributional style and accomplishment goals.</p> <p><b>Key-words:</b> general learning difficulties, learning strategies, metacognition, metacognitive strategies</p>
<p><b>Juana M Ortega-Tudela</b> GICICTEL1806079</p>	<p><b>Service Learning As A Tool To Develop Specific Competences For College Students</b></p> <p><b>Juana M Ortega-Tudela</b> Department of Education, University of Jaén (Spain)</p> <p><b>Cámara-Estrella</b> Department of Education, University of Jaén (Spain)</p> <p><b>África M</b> Department of Education, University of Jaén (Spain)</p> <p><b>Díaz-Pareja</b> Department of Education, University of Jaén (Spain)</p> <p><b>Elena M.</b> Department of Education, University of Jaén (Spain)</p> <p><b>Abstract</b></p> <p>This study aimed to examine the college students' perception of the efficiency of different methodologies to achieve specific competences for the Degree in Social Education. We compared traditional practice activities with practices based on Service Learning Methodology (SL). Service Learning can be defined as an educational approach that combines learning and community service in a structured project, and where participants address the actual needs of the environment and work to fulfil them. The study used an ad hoc questionnaire to collect data. The questionnaire was made to learn to what extent students believed they had acquired the specific competences of a subject after participating in the activities with both methodologies. Students were asked to rate their own perceptions on a six-point Likert-type scale ranging from 1 (lowest degree) to 6 (highest degree) according to the statements posed for SL and traditional classes. The questionnaire was validated by a team of six experts from several universities. The analyses revealed that students perceive Service Learning as enabling them to acquire the specific competences in a better way. The results suggest that taking part in</p>



	<p>service learning projects leads to a more in-depth and meaningful learning experience for students involved in.</p> <p>In conclusion, it is necessary to promote Service Learning methodologies in university education in order to prompt a change in how to-be-acquired skills are organised.</p> <p><b>Keywords:</b> Service Learning; Specific Competences; College Students; Learning Methodologies</p>
<p style="text-align: center;"><b>Lika Zaalishvili</b> GICICTEL1806081</p>	<p style="text-align: center;"><b>Research productivity of professors of higher education institutions in Georgia</b></p> <p style="text-align: center;"><b>Lika Zaalishvili</b> Ilia State University, Tbilisi (Georgia)</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The research aims to investigate the research productivity of professors of higher education institutions and related variables, to identify the main causes of the existing differences. Based on the project goals, I use a complex approach to evaluate research productivity and take into consideration the scientific significance indicators of publications issued by professors. In addition, I try to determine whether there is a connection between research productivity and variables such as level of knowledge of foreign language, academic status of professors, research orientation of universities, teaching load, difference between directions, number of doctoral students, size of faculty. Moreover, I plan to use multiple linear regressions to display the causal links between variables. The survey is carried out using quantitative research method in which 314 professors of public and private universities participate. Besides, I rate the number of publications published by the academic staff of selected universities, the number of citations and H index based on the Google Scholar database.</p> <p>The results show that research productivity of professors with different academic status and study loads differ significantly from each other. Also, the research productivity is strongly associated with research orientation of universities, size of faculty, and other variables involved in the research. Additionally, the regression model significantly predicts the research productivity of professors in Georgia. The results show a clear picture about research productivity in participating universities that is beneficial for any university administration who wants to improve the research component, as well as state structures and NGOs working on higher education and research issues in Georgia and any other countries.</p> <p><b>Key words:</b> Research productivity, teaching load, number of publications, number of citations, H index.</p>
 <p style="text-align: center;"><b>Keivan, Kakabaraee</b></p>	<p style="text-align: center;"><b>Factorial Validity and Measurement Invariance of the Short Form of the Coping Inventory for Stressful Situations among Parents with Normal and Exceptional Children</b></p> <p style="text-align: center;"><b>Keivan, Kakabaraee</b> Department of Psychology, College of Literature and Humanities, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>the present study aimed to evaluate the factorial validity and measurement invariance of short form of the coping inventory for stressful situations (Endler</p>

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<p><b>GICICTEL1806082</b></p>	<p>&amp; Parker, 1999) among parents with normal and exceptional children. Method: In the current correlational research, a sample of 800 parents (normal 400 and exceptional 400) was administered the CISS-SF. An exploratory factor analysis, confirmatory factor analysis and multigroup confirmatory factor analysis were used to examine the factorial validity and invariance of factorial structure of CISS-SF. Results: The results of the principal component analysis and varimax rotation replicated the three-factor structure of the task-oriented coping, avoidance-oriented coping and emotion-oriented coping in the parents. Goodness-of-fit indices of the confirmatory factor analysis confirmed the three extracted factors. The results of multigroup confirmatory factor analysis indicated cross-group invariance of the CISS-SF across both samples. In addition, a significant correlation between the subscales of CISS-SF and neuroticism confirmed the convergent validity of the CISS-SF. Internal consistency reliability coefficients for each of its subscale of CISS-SF was indicated that CISS-SF was of high reliability among parents. Conclusion: Based on the findings, the scale is a valid measure of the coping inventory for stressful situations among parents with normal and exceptional children. Keywords: coping styles, the factor structure, Invariant factor structure, the short version of Index to deal with situations causing stress, parents with normal children and children with exception.</p>
<p><b>Gelan Hesham</b> <b>GICICTEL1806083</b></p>	<p style="text-align: center;"><b>Best Global Practices for Secondary Education Reform</b></p> <p style="text-align: center;"><b>Gelan Hesham</b> Department of English, Zewail University of Science and Technology ,Egypt</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Similar to the banking model, the education system in Egypt “turns [students] into containers to be filled by the teacher” (Freire, 2000, P. 78). In such a system, students’ mission is confined to retrieving and cramming information. Resting on monologues, the Egyptian education system wistfully metamorphoses students into dependent learners; almost all students deem teachers as the sole sources of knowledge. As a result, private tutoring evolved as a universal phenomenon, especially in secondary stages. For example, the Organization for Economic Co-operation and Development (OECD) revealed that 64 % of students in high schools received private tutoring. While secondary stage students receive private tutoring in almost all subjects, schooling becomes fruitless. In addition, the OECD reported that parents squander from 300 to 1000 L.E per month on private tutoring. In an attempt to reform its secondary education model, the Egyptian Government solicited the aid of the OECD, which, in 2015, precisely avouched that educational reform is a pivotal ingredient towards the accomplishment of a harmonious society, which, in turn, will lead to a viable economy. Simultaneously, the OECD’s strategic plan for secondary education reform in Egypt entailed three key agendas, one of which was technology integration in classrooms. Therefore, technology integration is deemed as one of the best global practices for secondary education reform in recalibrating students into independent learners. Hence, this paper casts the light on the infinite benefits of incorporating educational technologies in classrooms.</p> <p><b>Key Words:</b> Educational Technologies, Blended Learning, Technology Integration, Education Reform</p>
<p><b>Mahboubeh Taghizadeh</b></p>	<p><b>Engineering Students’ Academic Reading Comprehension: The Contribution of</b></p>

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<p>GICICTEL1806085</p>	<p style="text-align: center;"><b>Attitude and Breadth and depth of Vocabulary Knowledge</b></p> <p style="text-align: center;"><b>Mahboubeh Taghizadeh</b> Iran University of Science and Technology</p> <p style="text-align: center;"><b>Mahsa Khalili</b> Iran University of Science and Technology</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purposes of this study were to investigate (a) the relationship between academic reading, attitude, depth, and breadth of vocabulary knowledge and (b) the contribution of attitude and depth and breadth of vocabulary to academic reading. The participants of this study were 122 Engineering students at the Iran University of Science and Technology. The Word Associates Test developed by Read (1993), the Vocabulary Levels Test developed by Schmitt, Schmitt, and Clapham (2001), a reading section of an academic IELTS sample, and Isakson Survey of Academic Reading Attitude developed by Isakson et al. (2016) were the instruments of this study. The results of the study revealed that there was a strong, positive correlation between the breadth (<math>r=.68</math>, <math>n=122</math>, <math>p=.000</math>) and depth (<math>r=.61</math>, <math>n=122</math>, <math>p=.000</math>) of vocabulary knowledge and academic reading; however, the correlation between the academic reading attitude and the other variables was moderate and positive. The results also showed that the breadth (<math>\beta=0.483</math>, <math>p=.000</math>) and depth of vocabulary knowledge (<math>\beta=0.235</math>, <math>p=.012</math>) were the significant contributors to academic reading, while academic reading attitude (<math>\beta=.102</math>, <math>p=.158</math>) was not found to be the significant contributor to academic reading.</p>
<p style="text-align: center;">Umami Kultsum GICICTEL1806087</p>	<p style="text-align: center;"><b>The Study of School Leadership Practice: An In-Depth Exploration in Indonesian Madrasah Aliyahs (Islamic-Based Senior High Schools)</b></p> <p style="text-align: center;"><b>Umami Kultsum</b> University of Canberra, Australia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research will present a qualitative study of the leadership practice in Madrasah Aliyah (Islamic-based senior high schools) in Indonesia. Madrasahs are significant educational institutions because they provide Islamic education to the people of Indonesia, which is a predominantly Muslim nation. However, issues such as curriculum, school facilities and infrastructure, finances and teachers' professional development are challenges for madrasahs. High level of leaders in madrasahs and the catalysts among the followers and stakeholders, principals face the challenge of managing schools and solving these problems. Therefore, it is essential to investigate how school leaders practise leadership to address the challenges encountered by madrasah Aliyah. Multiple case studies with thematic analysis will be conducted in the research. A total of 64 participants including principals, deputy principals and teachers from 8 schools South Jakarta and South Tangerang will be interviewed in this research. Observations will also be conducted in these 16 public and private schools. The study is significant because it will fill the gap identified in the literature regarding leadership practices, especially in the context of Indonesian Islamic schools and provide the in-depth analysis of the indigenous leadership practice</p>



	<p>in leading the madrasah Aliyah from the perspectives of principals and teachers. It will investigate the influence of the leadership practice in the madrasah Aliyah school improvement. The predominance of Islamic values and the uniqueness of Indonesian cultures may shed light on the indigenous leadership understanding in Southeast Asia, especially in the Indonesian context. Furthermore, the research will provide insight into leadership development and school improvement in madrasah Aliyah and provide recommendations to the government, stakeholders, teachers and students.  <b>Keywords:</b> Leadership practice, indigenous leadership, school principals, school management and curriculum, Islamic schools.</p>
<p><b>Dr.Roli Bhatnagar</b> <b>GICICTEL1806088</b></p>	<p style="text-align: center;"><b>“Challenges in Teaching and Learning of Social Science” The Dual perspective. Dr.Roli Bhatnagar Department of Social Science, NEPS Mayapuri ,New Delhi, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper presents an overview of prevailing pedagogic practices of social science at school level in India. It also offers an understanding of the obstacles in achieving an effective system of student-teacher interaction in actual classroom situations which appear as hindrance in the achievement of optimal results. In this study, interview technique is used as qualitative research method and utilized as a means of data collection. For this purpose, interviews were conducted with the teachers as well as the students in the study group. This provided us with the dual perspective on the issue, both from the teachers as well as the student point of view. The analysis of teachers’ interview revealed that the teaching of social science is a reflection of teacher’s own biases and beliefs; dominated by deficit model of thinking and learning. Against this backdrop the paper tries to find a solution to the problem associated with the issue of objectivity in teaching Social Science. The paper also tries to find an alternative for the ‘deficit model’ of teaching learning. The student interviews on the other hand proved as a resource to find the problems faced by them in understanding the various themes dealt by the teachers in the classroom. This study tries to find the gaps that exist between the knowledge imparted by the teachers and the understanding developed by the students in this process.</p>
<p><b>Pola Mohammed</b> <b>GICICTEL1806089</b></p>	<p style="text-align: center;"><b>Current Issue in Educational Research</b></p> <p style="text-align: center;"><b>Pola Mohammed Department of English, Faculty of Arts, University of Knowledge, Erbil, Iraq</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This article seek to investigate the most common and current issues faced during research and their solutions. The study highlights the various issues must be taken into account while conducting any research particularly in education. The study is based on qualitative research approach as entire data has been collected from secondary sources. Findings of the study are equally useful for academicians and researchers.</p>
<p><b>Oktovianus Nau Lalian</b> <b>GICICTEL1806091</b></p>	<p style="text-align: center;"><b>Influence Of Using Learning Media On Mastery Learning</b></p> <p style="text-align: center;"><b>Oktovianus Nau Lalian State University of Jakarta</b></p>



	<p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to determine how the influence of using learning media to mastery learning in every level of education from elementary, junior high school and senior high school / vocational high school. The effect will be examined from the results of previous research using meta-analysis method. Meta-analysis is a review of a number of research results in similar problems. The unit of analysis in this research is written documents about research of using learning media to achieve student's completeness of classical in the form of journal article taken by purposive sampling based on its compatibility with research theme. The main instrument of this study is the researcher assisted by a documentation guide. The data analysis used is quantitative data analysis with t-test to see how big the influence of using learning media to the students' classical completeness in elementary, junior high school and senior high school / vocational high school. The results showed that the use of learning media in the learning process is very influential on students' learning completeness in a classical, where the results obtained by the analysis <math>t_{count} &gt; t_{table}</math>. This means that there is a significant influence of using learning media to classical mastery. The result of data analysis of elementary level obtained <math>t_{count} = 17,765 &gt; t_{table} = 1,990</math> (<math>\alpha = 5\%</math>), junior high school level obtained <math>t_{count} = 11,284 &gt; t_{table} = 2,011</math> (<math>\alpha = 5\%</math>), senior high school / vocational high school level obtained <math>t_{count} = 7,641 &gt; t_{table} = 1,990</math> (<math>\alpha = 5\%</math>).</p> <p><b>Keywords: Learning Media, Mastery Learning, Meta-analysis.</b></p>
<p><b>Omebe, Matthew Amuche</b> GICICTEL1806092</p>	<p style="text-align: center;"><b>Granting Financial Autonomy To The Legislature: The Panacea For Good Governance And Effective Oversight Functions On The Financial Management Of The Government-Owned Higher Institutions In Ebonyi State-Nigeria</b></p> <p style="text-align: center;"><b>Omebe, Matthew Amuche</b> Department Of Political Science, Ebonyi State College Of Education, Ikwo Nigeria</p> <p style="text-align: center;"><b>Nwori Benjamin Chukwuma</b> Department Of Political Science, Ebonyi College Of Education, Ikwo Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This work is titled, 'Granting Financial Autonomy to the Legislature: the Panacea for Good Governance and Effective Oversight Functions on the Financial Management of the Government-Owned Higher Institutions in Ebonyi State-Nigeria.' The objectives of the study include: Ascertain to what extent financial autonomy of the legislature brings about good governance through financial checks and balances in the tertiary institutions in Ebonyi State; Find out to what extent financial autonomy of the legislature enables the monitoring of staff/manpower development sponsorship in the tertiary institutions in Ebonyi State and to examine to what extent financial autonomy of the legislature promotes accountability in the tertiary institutions in Ebonyi State. The theory adopted in this theory is Separation of Powers by Baron Montesquieu (1748). The findings of the study include: granting the legislature financial autonomy results to effective financial checks and balances in the tertiary institutions as well as every other public establishments. Financial autonomy of the legislature also enhances effective staff/manpower development sponsorship in the tertiary institutions in Ebonyi State. Financial autonomy of</p>

	<p>the legislature also promotes accountability in the tertiary institutions in Ebonyi State. Some of the recommendations include: Bribery and corruption should be shunned among the legislators so that they will not compromise their financial oversight functions on the government-owned higher institutions in Ebonyi State; the staff and management of the government-owned higher institutions in Ebonyi State should always try to manage their finance effectively and efficiently; the legislature should always carry out financial checks and balances on the both the managerial and the non-managerial staff of the government-owned higher institutions in Ebonyi State; top government officials in the higher institutions in Ebonyi State should always be financially transparent and accountable to avoid being found wanting during auditing; there should be sanctions on the management and/or the staff of the financially corrupt government-owned higher institutions in Ebonyi State.</p> <p><b>Key Words:</b> Financial Autonomy, Legislature, Panacea, Oversight Functions, Financial Management, Government and Higher Institutions.</p>
 <p><b>Tatyana Chernova</b> GICICTEL1806102</p>	<p><b>Badges as an Instrument of Student Motivation and an Alternative to Grade System in Modern Education</b></p> <p><b>Tatyana Chernova</b> Foreign Languages Department, Novosibirsk State University, Novosibirsk, Russia</p> <p><b>Abstract</b></p> <p>Progress and technology development, with no doubt, affects all spheres of life dramatically, therefore education is influenced as well. Statistics like PISA show that the most successful students like Finland and Estonia are involved in education systems, which excluded marks and grades from their curriculum. But how can we appraise students and illustrate their progress to keep their motivation? Gamified approach can be one of the solutions. Gamification is known as a way to ‘edutainment’ but while only plating games in class is questionable, badges and achievements as marks work well in the world of constant stress students suffer because of exam and test grades. Old-school system of A-F (or 1-5 or 1-10) points as marks is based on literally comparing a student to some given ideal student and if he fits the requirement. On the contrary, badges for each student achievement make every student equal, encourages them to be more active in and outside the class, helps teacher to mark works objectively. Students who get marks for tests are less motivated to do the new test than those, who got (or didn’t get) the badge), as an example.</p>
<p><b>Muhammad Mukhtar Aliyu</b> GICICTEL1806105</p>	<p><b>A Problem-Based Learning Approach In A Writing Classroom: Tutors’ Experiences And Perceptions</b></p> <p><b>Muhammad Mukhtar Aliyu</b> Department Of English Faculty Of Arts And Education Bauchi State University, Gadau</p> <p><b>Abstract</b></p> <p>This study investigated tutors’ experiences and perceptions of a problem-based learning approach (PBL) in a writing classroom. The study involved two Nigerian lecturers who facilitated an intact class of second-year students in an English composition course for the period of 12 weeks. Semi-structured interviews were employed to collect data of the study. The lecturers were</p>

	<p>interviewed before and after the implementation of the PBL process. The overall findings of the study show that the lecturers had positive perceptions of the use of PBL in a writing classroom. Specifically, the findings reveal the lecturers' positive experiences and perception of the group activities. Finally, the paper gives some pedagogical implications which would give insight for better implementation of the PBL approach.</p> <p><b>Keywords:</b> experiences and perception, Nigeria, problem-based learning approach, writing classroom</p>
<p><b>Sani Jafar</b> <b>GICICTEL1806116</b></p>	<p><b>Analysis And Reduction Of Concord Errors In The Written English Essays Of Higher Institution's Students In Jigawa State.</b></p> <p><b>Sani Jafar</b> <b>Department Of Education, Faculty Of Education, Sule Lamido University, Kafin-Hausa, Jigawa State, Nigeria</b></p> <p><b>Abstract</b></p> <p>The purpose of the study was to identify, classify and analyze the concord errors committed by English students. It examined the error types, frequency of occurrence and provided strategies and recommendations to minimize their re-occurrence. One essay test and one structural test were administered and the identified errors analyzed. The concord errors by the sampled students were obtained. For data analysis, percentage was used. Descriptive research design was also used. The study area has a population of 265 for 2016/2017. Therefore, Sample size of 155 students was used according to sample size published by Krejcie and Morgan (1980). Two researcher-designed instruments were modified and used from J.S. Digga (1990); Concord Error Structural Test (CEST) and Concord Error Written Test (CEWT). The data were presented in tables and simple percentages accompanied by explanatory and descriptive analyses on the basis of which conclusions were drawn. The findings also showed that out of the three major categories of concord use errors, tense errors ranked highest. This was followed by subject-verb concord use errors and then pronoun-antecedent concord use errors. Students tended to avoid the use of passive voice and phrasal verbs. The frequencies of errors committed have a direct negative effect on the academic achievements of students. The study concludes that the remedial measures and strategies could be used to improve the situation were recommended.</p>
 <p><b>Auwal Kassim Abubakar</b> <b>GICICTEL1806117</b></p>	<p><b>Effects OF Advanced Organisers ON Performance IN Conservation Concepts AMONG Secondary Biology Students IN Jahun Education Zone, Jigawa, Nigeria.</b></p> <p><b>Auwal Kassim Abubakar</b> <b>Department OF Science Education, Sule Lamido University, Kafin Hausa</b></p> <p><b>Abstract</b></p> <p>The study investigated effects of advanced organizers on the performance in conservation concepts among secondary Biology students in Jahun, Jigawa State, Nigeria. One hundred and thirty seven (137) students were randomly selected from eleven (11) senior secondary schools that constituted the sample for the study from a total population of one thousand two hundred and twenty five (1225) SSII students in Jahun zone. The study adopted the pretest, post test</p>

	<p>and post-post test quasi experimental and control group design. The students in experimental group were taught using lecture method enriched with advanced organizers while those in control group were taught using lecture method for the period of six weeks. The topic taught was conservation of Natural Resources from senior secondary school curriculum. The instrument used for data collection was Conservation Concept Performance Test (CCPT) with reliability coefficient of 0.89. Two Research questions and two Null Hypotheses were formulated and tested using independent t-Test at 0.05 level of significance. Pictorial and textual advanced organizers were developed and used for the study. The major findings from the study include: obtaining a significant difference between the mean academic performance scores of students taught conservation concepts with advanced organizers and those taught without advanced organizers in favour of the former. Another finding is that there is no significant difference between the mean academic performance scores of male and female students taught conservation concepts with advanced organizer . Based on the findings it was recommended that advanced organizers should be used by biology teachers to teach in senior Secondary Schools among others</p> <p><b>Key words:</b> Advanced Organizers, Conesevation, Natural Resources.</p>
 <p><b>Rimi Saleh Bagudu</b> GICICTEL1806121</p>	<p><b>An Assessment of Frequency and Distribution of Coxhead's AWL Word Families in Essay of Undergraduate Students</b></p> <p><b>Rimi Saleh Bagudu</b> Department of English, Faculty of Arts and Education, Bauchi State University, Gadau</p> <p><b>Abstract</b></p> <p>The study explores the use of the vocabulary words in the Coxhead's (2000) academic wordlist (AWL) from the written composition of undergraduate students. Using both frequency and range as the criteria for word form selection, the study identifies 64 AWL word families that were used above their respective mean in the written composition of the 50 undergraduate student's scripts. Most of the word forms belong to the word families which are included in the Coxhead sub-lists 1 and 2. A quantitative analysis indicates a larger number of words used above the mean in the academic family. At the point of data gathering, the researcher instructed the undergraduate students to write an essay of between 450-500 words each giving them some selected topics from among which they are to make a choice. The words were alphabetically arranged to allow for the generation of list in alphabetical and frequency for lexical counts. The lexis were counted for each repeated instance (token) or where a word is displayed once (referred to as word) and together with its frequency (number of tokens counted). This is similar to the function of Wordsmith tools (WST) and allows for comparison of list (Scott, 2004). The result indicates that the AWL words counted for 13.7% of the content words. The findings of the study also unleashed focused specific hints on feature of academic vocabulary of a complex domain and discipline representing a vastly organized list of vocabulary word List (AWL). This corroborates Hyland and Tse's (2007) and to some extent, the Martinez et al.'s (2009). It is observed that, some particular academic word families are used in a different ways across their respective disciplines.</p> <p><b>Keywords:</b> Academic wordlist (AWL), corpus, word families, genre, meanings, vocabularies</p>



Deborah Samson Hassan  
GICICTEL1806122

**Refusal Strategies In English Among Hausa Speakers Of English As A Second Language**

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**Abstract**

Adept communication necessitates not only linguistic knowledge, but the knowledge of cultural and social factors in a situation. There are quite a number of studies on refusal strategies but few studies focused on Hausa (ESL) learners. The study explores the use of refusal strategies as a speech act by Hausa (ESL) undergraduate students of Bauchi State University, Gadau, Nigeria. Specifically, the study looks at diverse refusal strategies and the most exhibiting social strategies used for power distance as a response to refusals. Forty (40) Nigerian undergraduate students, (20 males and 20 females) were used as participants. Convenience sampling was used in selecting the respondents. Survey research design was used in the study. Discourse Completed Task (DCT) was used in collecting the data of the study. Descriptive statistics was used to analyze the data. The findings revealed that the Hausa learners make use of more indirect strategies than direct strategies. There is a high frequency in the use of indirect strategies which shows that the learners are conscious of the fact that the use of the indirect strategies reduces the refusal effect of face-threatening of the speech act.

**Keywords:** Refusal strategies, communicative competence, ESL learners, language competence and language performance.

Armin Mahmoudi  
GICICTEL1806129

**The effectiveness of play therapy over children's aggression and anger management in pre-school centers of yasooj**

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**Abstract**

Anger and aggression are the most common problems in children and adolescents, which are the main reasons of referring children to counseling and psychological centers. Aggression can be described as a behavior leading to damaging and hurting others. One type of aggression appearing at the early year of the pre-school is hostile aggression including two states of apparent and relational aggression. The apparent aggression is physical and verbal including hostile behaviors such as hitting, pushing, kicking and also, threatening to all of these verbally. The relational is a form of aggression in which the aggressor, with the intention of ruining friendly and inter-personal relations of the victim, starts rumors or gossips against him and makes others cut their relations with him in order to secluding the mentioned person. Thus, it is fully urgent to find a way enabling children express their excitations in a way other than verbal expression. Play therapy can be a means of expression for children. In this research, the effectiveness of children's play therapy and anger management in pre-school centers of Yasooj have been studied. Fulfilling this objective, 30 students of pre-school centers were selected based on random sampling and they were divided into two 15-member groups of control and experiment. To



	<p>measure the research variables, questionnaires about children's anger and aggression were used. Therapeutic sessions were held through 10 forty-five-minute sessions (3 sessions a week). Analyzing the results using Covariance Analysis demonstrated that play therapy could significantly reduce anger and aggression of children in the experiment group and in the post-experiment level comparing to the previous level (<math>p &lt; 0.05</math>). Results of this study recommend paying attention to concrete remedies based on play therapy as one of the variables effective on efficient change over children affected to anger and aggression.</p> <p><b>Keywords:</b> play therapy, children's aggression, anger</p>
<p><b>Ergin, Gökçe</b> <b>GICICTEL1806143</b></p>	<p><b>An Evaluation Of Childhood Trauma And Perceived Parenting Style Among Justice-Involved Youth: The Case Study In Maltepe Child And Youth Closed-Prison</b></p> <p><b>Ergin, Gökçe</b> <b>M.A., Clinical Psychology Supervisor: Dr. Hatice Güneş</b></p> <p><b>Abstract</b></p> <p>Childhood trauma, which is also labeled as complex trauma, includes various types of trauma and refers to being exposed to interpersonal and multiple traumatic events. It has been documented that traumatic stress among children and youth is associated with increased risk of involvement with the child welfare and juvenile justice systems. This study included five types of childhood trauma which are physical abuse, sexual abuse, emotional abuse, emotional, and physical neglect.</p> <p>Additionally, there exists a variety of criminological theories that attempt to explain the effects that the family has on delinquent and criminal behavior. Researchers using Baumrind's conceptualization of parenting styles have demonstrated that the type of parenting had a crucial influence of a variety of child behavior outcomes. Many researchers believed that different parental styles and practices were best understood on the basis of two underlying dimensions; parental acceptance/ involvement and strict control/supervision and four types of parenting styles; authoritative, authoritarian, permissive and uninvolved.</p> <p>The main objective of the current thesis was to evaluate childhood trauma – abuse and neglect and perceived parenting style- authoritative, authoritarian, permissive and uninvolved among juvenile delinquents. Sample of the current study consisted of 64 justice-involved boys from in Maltepe Child and Youth Closed-Prison. The scales used in data collection were Childhood Trauma and Child Rearing Styles Questionnaires.</p> <p>The results showed that the mean score of childhood trauma among justice-involved youth was prevalent. Emotional neglect was respectively higher than psychical neglect, emotional abuse physical abuse and sexual abuse among delinquents. Importantly, 51.5% of all participants reported that they had childhood trauma. In detail, 50% of all participants reported physical neglect; 50% of all participants reported physical abuse; 39% of all participants reported emotional abuse; 26,5% of all participants reported emotional neglect and lastly 15,6 of all participants reported sexual abuse in their childhood.</p> <p>The produced four parenting styles (authoritative, permissive, authoritarian and uninvolved) were determined by crossing of the two dimensions (acceptance/involvement and strict control/supervision). The study established</p>



	<p>that the majority 20 (31.3%) of the respondents had authoritarian parenting styles, 17 (26.6%) had permissive parenting styles, 16 (25%) had authoritative parenting styles and the rest of the distribution 11 (17.2%) had uninvolved parenting styles. Additionally, total trauma scores of children were compared on perceived parenting styles and found statistically significant. Juvenile offenders having authoritarian parenting styles reported more trauma (M=52.25) than respectively, authoritative (M=39), uninvolved (38.90) and permissive (M=33.76) parenting styles.</p> <p>Furthermore, acceptance/involvement dimension is found significantly reverse associated with childhood trauma. The results of the study showed delinquents who perceive their mother as more in acceptance/involvement dimension respectively experienced less emotional neglect, emotional abuse, physical neglect and physical abuse. Additionally, delinquents who perceive their father as more in acceptance/involvement dimension respectively experienced less emotional and physical neglect. This thesis aimed to make its own contribution to the literature and in order to suggest applicable family-based preventions programs for justice-involved youth by scrutinizing the association between perceived parenting styles and childhood traumas on juvenile delinquency.</p> <p><b>Keywords:</b> childhood traumas, perceived parental styles, juvenile delinquency</p>
<p style="text-align: center;"><b>Sabbah Lyna</b>  <b>GICICTEL1806150</b></p>	<p style="text-align: center;"><b>Reforming Business English Teaching Practices : Perceptions, Constrictions, And Solutions</b>  <b>The Case Of The Faculty Of Economic Sciences, Management, And Commerce University Of Bejaia (Algeria)</b></p> <p style="text-align: center;"><b>Sabbah Lyna</b>  <b>University of Abderrahmane-Mira Algeria</b></p> <p style="text-align: center;"><b>Sabbah Loubna</b>  <b>University of Abderrahmane-Mira, Algeria</b></p> <p style="text-align: center;"><b>Abstract:</b></p> <p>This research work is entitled “Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions”. It is an attempt to explore the scarcities and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce, at the university of Bejaia (Algeria) since Business English is one of the major branches of ESP courses. Accordingly, this investigation concerns itself with the issue of what challenges do this particular subset of Business English teachers meet and which remedial solutions can be suggested. To tackle this problem, we have put forward the hypothesis which states that “the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations”. In order to collect data and check the correctness of our hypothesis, we have opted to the quantitative method by means of a questionnaire designed to the teachers of Business English in the three departments at the level of the faculty. The anticipated outcome of this project is to demonstrate the lack and the deficits in the contemporary process of Business English teaching at the university of Béjaia, then suggesting solutions for better future practices. This investigation can be a valuable contribution to the professional development of Business English teachers, hence, their learners’ feedback.</p> <p><b>Key Words:</b> Reforming – Business English teaching - practices- perceptions-</p>



	<p>constrictions – solutions- ESP courses- teaching policies, curricula, and strategies – overcome- the lack and the deficits.</p>
<p><b>Bestami Bugra Ulger</b> GICICTEL1806158</p>	<p style="text-align: center;"><b>The Process of the Development of Global Competence Scale (GCS)</b></p> <p style="text-align: center;"><b>Bestami Bugra Ulger</b> Uludag University, Bursa, Turkey</p> <p style="text-align: center;"><b>Tugce Kozakli Ulger</b> Uludag University, Bursa, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Although global competence concept is becoming more widely used, there is no clear understanding for it. As result for this, there are different definitions for global competence in the literature. But as an established organization, OECD defined the term global competence which we found satisfying and inclusive. OECD (2018) defined global competence as a multidimensional capacity that globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. OECD also concluded that schools have a crucial role in developing globally competent young people. So we understood that young people need to be globally competent to understand the world. For us questions raised that do our schools and teachers competent to help developing globally competent young, how the global competency concept thought our students in school programs, and finally may be the most important one, does our young people globally competent and how do we assess it? Regarding those question, we discussed and decided to develop a scale that evaluate the global competence skills of 15 years old range students. At the end, we develop scales when we want to measure phenomena that we believe to exist because of our theoretical understanding of the world but that we cannot assess directly (DeVillis, 2016). Literature says there is four dimensions of global competence, which are “investigate the World”, “recognize perspectives”, “communicate ideas” and “take action”, which we are going to develop our scale using these dimensions and their components. 15 years old students will be our sampling and total of min 350. Confirmatory and exploratory factor analysis will be applied and after we expect that the final version of the scale will be completed. The scale and the results will be shared with a paper later. <b>Key words:</b> Global competence, scale development, global citizenship.</p>
<p><b>Sahdulla Ramadhan Aziz</b> GICICTEL1806159</p>	<p style="text-align: center;"><b>Love and War in Arms and the Man &amp; Major Barbara by George Bernard Shaw</b></p> <p style="text-align: center;"><b>Sahdulla Ramadhan Aziz</b> University: Istanbul Aydin University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>George Bernard Shaw (1856-1950), the Irish comic playwright, literary critic, and a Fabian socialist thinker occupies a prominent position in the history of English modern thought in general and English drama in specifics. This is mainly due to his unconventional treatment of the conventional topics or ideas in his plays. Shaw wrote fifty-three plays which are all comedies that criticize wittily the social diseases prevalent in his society during his lifetime. Shaw’s</p>



	<p>plays are dramas of ideas. He deals with many themes in his plays such as morality, wealth/poverty, society and class, hypocrisy, power, religion, heroism, violence, war and love.</p> <p>This research will analyze on two themes of love and war in his two well-known plays <i>Arms and the Man</i> (1894) and <i>Major Barbara</i> (1905). In the study, the complex meanings of love and war will be tackled with special focus on the unconventional outlook of the writer about the traditional concepts of love and war.</p> <p>The aim of the study is to confirm the intermingle of love and war in George Bernard Shaw's <i>Arms and the Man</i> as well as <i>Major Barbara</i>. The approach chosen by the researches of the study will be cultural materialism as it is broadly known as new historicism. This approach will focus on the social, political, and cultural events that happened during the period of Shaw's lifetime and how those events have been dealt with in the mentioned dramatic works under study.</p>
 <p style="text-align: center;"><b>Dr. Maya Wizel</b> GICICTEL1806167</p>	<p style="text-align: center;"><b>Teachers as Hackers- Implications for 21st Century Teacher Education</b></p> <p style="text-align: center;"><b>Dr. Maya Wizel</b> Middlebury College, Language School, Independent Educational Consultant, Tel Aviv, Israel, Vermont, U.S</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Today's education systems are struggling- struggling to stay relevant in a constantly changing world, struggling to offer a model for 21st century teaching and learning and for reaching social goals such as equity. Previous change efforts demonstrated that the future of schools is in the hands of teachers- they are the ones that should and can influence education systems from within.</p> <p>A qualitative study explored the characteristics and circumstances of public school teachers from Massachusetts who act innovatively in their classroom and create "islands" of change. The findings indicate that those teachers act as "hackers"- they are passionate, they are reflective, and they accept or even invite uncertainty. They work well individually and in teams, use creative problem solving techniques and are willing to take risks in order to improve their performances (and the students' achievements).</p> <p>The presentation will include the results of the study as well as insights and recommendations regarding teacher education programs and the ways in which they can help future teachers acquire relevant habits or behaviors. Those include skills as reflecting about pedagogy, critical thinking, collaboration, lifelong learning and risk taking.</p> <p><b>Key Terms:</b> Change, Teacher Education, Hacking</p>
<p><b>Adam Oliver Brown</b> GICICTEL1806170</p>	<p style="text-align: center;"><b>Memorable Exemplification in Undergraduate Biology: Instructor Strategies and Student Perceptions</b></p> <p style="text-align: center;"><b>Adam Oliver Brown</b> Dept. of Biology - Faculty of Science and Faculty of Education, University of Ottawa, Canada</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present study examines the exemplification practices of a university biology instructor during a semester-long course. Attention is given specifically to how the instructor approaches memorable exemplification—classroom episodes</p>

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	<p>identified by students as a source of memorable learning experiences. A mixed-method research approach is adopted wherein descriptive statistics is combined with qualitative multimodal analysis of video recordings and survey data. Our findings show that memorable experiencing of examples may depend on a multiplicity of factors, including whether students can relate to the example, how unique and extreme the example is, how much detail is provided, whether the example is enacted rather than told, and whether the example makes students feel sad, surprised, shocked, and/or amused. It is argued that, rather than simply assuming that all examples are equally effective, careful consideration needs to be given to how exemplification can serve as an important source of memorable science learning experiences.</p>
<p><b>Dr. Hytham Mohammad Bany Issa GICICTEL1806191</b></p>	<p style="text-align: center;"><b>Feedback Making Involves More Than Giving Feedback</b></p> <p style="text-align: center;"><b>Dr. Hytham Mohammad Bany Issa</b> Professional Diploma in Teaching, City University College of Ajman, PO BOX: 18484, Ajman, UAE</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Teacher's comments are essential if not indispensable to a student revising and rewriting his/her assignment. The role of effective feedback on formative assessment has been reported to be very positive in improving the quality and the quantity of learners' written work. However, for teacher feedback to be effective there is a need to know whether the students disregard the comments or think deeper about their writing and make revisions. Sometimes, teachers' feedback is applied successfully and learners utilize the comments in improving their writing abilities, but students usually absorb so little of what we say at any given time.</p> <p>In this presentation, the facilitator will discuss the importance of giving efficient and effective feedback to the students on their writing abilities. The main focus of the presentation, however, is to share some of the tools used for computer-mediated (Also known as electronic) feedback. Students with special needs may benefit largely from employing such technologies in their learning as they can be provided with interactive feedback on their progress with instructions for improvement.</p> <p><b>Key words:</b> Electronic Feedback, Teachers, formative assessment, interactive feedback</p>
<p><b>G. B. Ronsivalle GICICTEL1806193</b></p>	<p style="text-align: center;"><b>What Is The Fate Of Trade Unions In Italy? Results Of A Training Course Addressed To The Executive Board</b></p> <p style="text-align: center;"><b>G. B. Ronsivalle</b> University Of Verona, Verona (Italy)</p> <p style="text-align: center;"><b>Boldi</b> Wemole Srl, Rome (Italy)</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Recent debates about the role of technology in shaping the world of the future mainly focus on the evolution of the labour market. Despite the opposing forecasts on this topic, certainly occupations will have to face growth, reduction or redesign: therefore, changes in organizations, human capital and processes involving people will finally have to occur. We focus our research on the main</p>



	<p>Trade Union operating in Italy. At first, we present an analysis of this organization and include the examination of two key trends in the global context: 1) the political uncertainty and 2) the technological acceleration mainly due to digitalisation and artificial intelligence. Then, we describe a training course addressed to a sample of Trade Union Executive Board. Finally, we provide suggestions about some possible development scenarios. As a result, we may underline three critical issues: a) People minimize the potential effects of automation on jobs and on their own career and they are not prepared to this change; 2) The organization is losing its bargaining power and risks to disappear, leaving a gap in the intermediary function between the employer and the employees; 3) The Executive Board does not succeed in making forecasts and strategic planning, in order to effectively negotiate with the employer. We collected both qualitative and quantitative data and we demonstrated that learners benefited from the course: firstly, they had the opportunity to focus on the characteristics of their role, as the original sense and purpose of the organization; then, they actually drafted a Project Work which contains a description of an intervention which could be implemented to effectively deal with the future changes.</p> <p>Keywords: Trade Unions, Artificial Intelligence, Work, Training Course, Innovation.</p>
<p>Catherine Flores GICICTEL1806201</p>	<p>Feedback's Nature And Interactions Between University Supervisors And Pre-Service Teachers During Post-Observation Sessions</p> <p>Catherine Flores Sociedad De Desarrollo Tecnologico De La U De Santiago De Chile Ltd, Alameda 1611, Santiago, RUT: 78172420-2</p> <p>Abstract</p> <p>In Chile, as in many other countries, the quality of teaching has been shown to make an essential contribution to enhancing the quality of education and students' achievements. Therefore, a number of initiatives have been directed at improving the quality of pre-service education and raising the profile and the status of the teaching profession. Entry requirements to initial teacher education are now greater and pre-service teachers are increasingly subject to assessments of their performance in relation to professional standards. However, developing high-quality professional experiences, which are foundational to effective preparation for teaching, has received little attention. This study examined (a) the nature of the interactions between 2 university supervisors and 10 pre-service teachers enrolled in a teacher education program at a public university in the city of Santiago, Chile. Potential participants were provided with written information about the study, which included assurances that all the information gained would be treated confidentially. All participants gave written consent to participate. Ten transcripts of a series of video-recorded formal post-observations meetings, chosen for having been particularly instructive, were analysed in light of the literature in the field. Findings showed that generally the post-observation interview is directed, prescriptive and pragmatic with few evidence of a more cooperative, reflective and theoretical approach. Furthermore, the feedback provided is focused on pedagogical aspects of teaching. The implications of the nature of interactions and the type of feedback delivered are discussed in terms of how supervisor training can assist in developing critical reflective practice</p>



	<p>and a pre-service teacher professional autonomy  <b>Key words: teacher supervision, initial teacher education, teacher reflection</b></p>
<p><b>Baya Maraf</b>  <b>GICICTEL1806202</b></p>	<p style="text-align: center;"><b>Coping Algerian Education To 21st Century Universal Standards</b></p> <p style="text-align: center;"><b>Baya Maraf</b>  <b>Eastern Mediterranean University, Cyprus</b>  <b>Department Of Foreign Language Education</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The current paper explores the real challenges facing Algerian education and suggests solutions for Algerian tertiary education. This research thoroughly sheds light on the status quo of Algerian education and its contribution to the professional sector. The study relies on 21st century skills division (Trilling &amp; Fadel, 2012, and P21 Partnership division) in order to create workshops of creativity that train students for current and future life and professional challenges. The current paper assesses the applicability of those skills in designed workshops that consider the logistic realities of Algerian universities. The data in this research are collected using a mix method research design (both quantitative and qualitative research) because of our awareness about the novelty of the research topic which requires narratives of different parties. The tools used for this research design are semi-structured interviews, questionnaires, observations, and field notes. The participants of this study are BA students in their third and last year of Bachelor program, teachers and professors at one of the Algerian universities, stakeholders (administrators), and professionals investing in ANSEJ program. The results of this study revealed that: a) the implementation of 21st century skills through workshops are 82% applicable in a typical Algerian classroom, b) majority of students demonstrated enthusiasm and willingness about 21st century skills in Algerian curriculum, c) all ANSEJ professionals highlight the need for 21st century skills implementation in Algerian education to guarantee successful professionals and outcomes, d) most instructors complained about the time limitation and logistic restrictions that may prohibit coping Algerian education to universal standards.</p>
<p><b>Vindy Mbom</b>  <b>GICICTEL1806204</b></p>	<p style="text-align: center;"><b>The Impact Of School Environment On Teaching And Learning</b></p> <p style="text-align: center;"><b>Vindy Mbom</b>  <b>Srinagarindra The Princess Mother School Sisaket, Thailand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The impact of school environment on teaching and learning was carried out in sisaket province. In this work attention was being paid to the surrounding in which children learn. This can greatly influenced their academic performance and well being in school. the second phase of the work deals with the previous writers views and comment, in the architecture layout décor and facilitates of their school all play a vital role in shaping the learning environment, yet the importance of this particular aspect of school life can often be over look. Questionnaires were used to carry out the study. Teachers and students were used to gather the relevant data which revealed the impact of the school environment on teaching and learning process.  <b>Keywords: School environment, teaching, learning</b></p>
<p><b>Ali Gurbuz</b>  <b>GICICTEL1806214</b></p>	<p style="text-align: center;"><b>The Use Of Scale Model In Civil Engineering Education</b></p>

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	<p style="text-align: center;"><b>Ali Gurbuz</b> Recep Tayyip Erdogan Univesity, Faculty Of Engineering, Department Of Civil Engineering.</p> <p style="text-align: center;"><b>Abstract</b> Civil engineering education is a concept that includes theoretical and applied courses are together. In theoretical courses in order to be helpful for the correlation with applied courses and in order to develop the three dimensional thinking abilities of students. In this study; the effects on the learning of a building model were investigated. For this purpose, a building model of 1:25 scale was built as an educational material in this research. The achievement and attitudes of students toward “Reinforced Concrete” are examined with the designed building model. Reinforcement bars of the reinforced concrete beam is one of the parts for students that they densely need to use three dimensional thinking powers. Through the expression via model technique it is expected that for students to develop their abilities better and perform a more efficient learning. The research is conducted with 80 students in total, as 40 from control group and 40 from experiment group, who are chosen according to random sampling methodology among the 3th year students who registered “Reinforced Concrete” course in 2017-2018 Spring semesters and from Department of Civil Engineering at Recep Tayyip Erdogan University and Faculty of Engineering. At the end of the study; The success rates of the two groups were evaluated. The impacts of scale model on the learning were discussed. <b>Keywords; Building models, education and teaching, educational materials</b></p>
<p style="text-align: center;"><b>Hildegardis Mulu</b> GICICTEL1806233</p>	<p style="text-align: center;"><b>Encouraging social justice in mathematics learning – can it be achieved in setted classrooms?</b></p> <p style="text-align: center;"><b>Hildegardis Mulu</b> Postgraduate Student at Department of Curriculum, Pedagogy, and Assessment, Institute of Education, University College London</p> <p style="text-align: center;"><b>Abstract</b> Promoting social justice in mathematics education has been commenced since the emergence of notion 'critical mathematics education'. Since then there is an increasing number of research focusing in addressing the link of mathematics education and social justice. On the one hand, there is also growing interest in the research about homogenous grouping in mathematics classrooms which is mainly based on results of standardised tests which is assumed to portray so-called students' ability. One of its most prevalent forms in England and Wales is setting. However, this grouping is presumably unjust. In this essay I analyse how the development of students' awareness of social justice might be achieved in a setted classroom. This literature review paper, drawing on pertinent corpus of research will address the issue. The paper will analyse the concept of social justice in mathematics learning; how to incorporate social justice and what constitutes a socially just learning, then how setting might affect students' perception of social justice. <b>Keywords</b> social justice, setting, mathematics classrooms, homogenous ability grouping, students' perception of social justice</p>
<p style="text-align: center;"><b>Sukran Ucus Guldali</b> GICICTEL1806235</p>	<p style="text-align: center;"><b>Explaining Elementary School Teachers’ Self-Efficacy Regarding Inclusive Education: A Mixed Method Study</b></p>

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**Abstract**

Inclusive education for elementary grades and teacher education is highlighted issue in Turkey's Educational System. Teachers' self-efficacy towards inclusion are important as they are responsible of implementing inclusive education. Attitudes and beliefs are likely to predict future attitudes and teaching-learning knowledge and experiences. The study was based on sequential explanatory mixed method design. Using the Teachers' Self-Efficacy for Inclusion Scale, 352 elementary school teachers (located in Ankara, Turkey) from different districts elementary schools were examined to determine the effect of a number of independent factors on Total Inclusion Score; and follow up qualitative data were collected from teachers by semi-structured interviews on the behalf of maximum variation sampling. Independent t test showed that there were no significance differences in terms of gender, having inclusive education course in the under graduation and teaching training course/program regarding inclusive education. One-way ANOVAs indicated that there were significance differences age, school size, teaching experiences with disabled children, school support, numbers of disabled children in the classroom on teacher's self-efficacy. But there was no significance difference on general teaching experiences for teacher's self-efficacy. Two-way ANOVAs revealed school size and school support, teaching experiences and teaching experiences with disabled children, course and teacher training program year not to be significant factors. A multiple regression showed the factors combined accounted for 16% of the variance in Total Inclusion Self-Efficacy Score. Participants were more positive efficacy towards inclusive education based on Total Inclusion Score from the scale. Follow up qualitative data indicated that teachers' self-efficacy towards inclusive education were related to external factors (school support, tutor-based learning, collaborative working, parent partnership, parental involvement, educational source etc.). Besides, teachers also pointed out that differentiated implementation, knowledge, classroom management skills while working with disabled children were important factors in terms of impaction on inclusive education implantations. It is concluded that self-efficacy on inclusive education is a particularly important factor in the teacher professional development of attitudes and beliefs towards inclusion.

**Keywords:** Inclusive education, elementary school teachers, elementary education, Teacher Efficacy for Inclusion Scale, teacher efficacy

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**The Contributions of Game Self-Efficacy and Teaching Self Regulation  
to Student Teachers' Creative Classroom Behaviors from Primary Education**

Sukran Ucus Guldali & Seyma Erbay & Murat Bas  
Faculty of Education, Ahi Evran University

**Abstract**

Over the last decades, nurturing students' creativity has been one of the key goals for teachers (Upton & Bernstein, 2011). Creativity in education has become increasingly significant and popular among policymakers (Craft & Jeffrey, 2008). Teachers must be able to recognize and reinforce students' creative behaviors when they appear in their regular classroom interactions to

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	<p>encourage creativity in a classroom (Ucus &amp; Acar, 2018). We currently aimed at how to extent to contribute game self-efficacy and teaching approach to student teachers' creative classroom behaviors from primary education. Participants reported on their age, gender, whether they had a course or workshop related creativity in the teacher demographic information form. We used the Creativity Fostering Teacher Behavior Index student teachers' creative classroom behaviors (CFTIndex; Soh, 2000; Soh, 2015) self-efficacy about the game activities survey form (Kadim, 2012), Teaching Selg Regulation Scale (TSRS; Capa Aydin, Sungur &amp; Uzuntiryaki, 2009) to measure student teachers' conceptions about teaching and learning. We recruited total senior 200 student teachers (73.% women) in early childhood education department and elementary education department schools in Turkey to participate in the study. Participants reported on creative classroom behaviors, self-efficacy about the game activities and teaching approach. First, we ran descriptive to examine whether normality was present or not. After then, we ran hierarchical regression analyses to predict student teachers' creative behaviors from game efficiency and teaching self regulation. Results are being analyzed. Results and implications of the current study will be discussed.</p> <p><b>Keywords:</b> Creative behaviors, student teachers, teaching self-regulation, game self -efficacy.</p> <p>*This research is supported by Ahi Evran University Scientific Research Committee, EGT.A4.18.023.</p>
<p><b>Dr. Chaya Ostrower</b> <b>GICICTEL1806236</b></p>	<p style="text-align: center;"><b>Humor as a spice for teaching: What is Humor? Why do we laugh?</b></p> <p style="text-align: center;"><b>Dr. Chaya Ostrower</b> <b>Beit Berl College Israel</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>As teachers, we tend to view education and teaching as serious, and fearful that the use of humor can turn it into non serious, insignificant, and easy-to-value. When older people are asked, who were the teachers fond of them during their studies, they will not find it difficult to remember such teachers. To the question of what the characteristics of these teachers are, different answers may be obtained but the sense of humor will always appear.</p> <p>Using humor creates a pleasant atmosphere in the classroom, relieves stress, increases class cohesion, and as a result learning becomes more pleasant and easier. The material is learned with greater pleasure and of course better remembered.</p> <p>The use of humor as a pedagogical tool has been shown to reduce classroom anxiety, create a more positive atmosphere as well as facilitate the learning process. Participants who were exposed to a series of lectures containing course-specific humor demonstrated increased retention of the course-content information as compared to those who received the same material without the infusion of humor. In addition, students tend to value and appreciate teachers who can effectively use humor in their instruction</p> <p><b>So, what is Humor? What is the purpose of humor? Why do we laugh?</b></p> <p>Information as compared to those who received the same material without the infusion of humor. In addition, students tend to value and appreciate teachers who can effectively use humor in their instruction</p> <p><b>So, what is Humor? What is the purpose of humor? Why do we laugh?</b></p>



Luis Fernando González-Beltrán  
GICICTEL1806242

**Against Copy And Paste In Students Of Psychology: Strategic Analysis Of Texts**

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**Abstract**

A recurring criticism of undergraduate students is their inadequate preparation, serious difficulties in reading comprehension and mechanical memorization. Statistics (INEE, 2009) indicate that Mexico ranks 48 among the 66 OECD countries in reading comprehension and analysis, and 81% of students have minimal and insufficient competence to perform complex cognitive activities: analysis, Synthesis and troubleshooting. For reading comprehension, a heuristic was proposed for the strategic analysis of texts, which served as a basis in the teaching of conceptual methodological skills in students of Psychology (Santoyo, 2001). In this paper, we aim to compare the performance of undergraduate Psychology students from two systems: traditional class and distance system with the strategic analysis of texts. Participated a group of 16 students, sixth semester, of health psychology and a group with 34 students of first semester of experimental psychology. The procedure included a virtual course through the Moodle platform, where the analysis strategy was trained for both of them. The tendency of the first group consisted in a sustained increase to reach an almost perfect execution. The second group showed greater variability and did not reach such a high level. The differences between pre- and post-test were significant. This model offers a promising formative experience, which seeks to displace the habit of copying and pasting, and which should be tested in other subjects, or disciplines, that require the reading of empirical articles. The virtual activities promote a reflective and engaging student-centered learning environment in which students can develop their own understanding of the appropriate use of various methodological techniques. Overall, student reaction to these activities is positive, providing an innovative tool for teaching methodology.

**Keywords:** Strategic analysis of texts, methodological abilities, college students, Psychology

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**Exploration of Trends of Family Income and Private Education Spending in the Low-income Households**

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2018 8th International Conference on Teaching, Education & Learning (ICTEL), 07-08 June 2018, Rome, Italy

University of Washington - Rome Center (UWRC), Piazza del Biscione 95, 00186 Roma, Italy



	<p style="text-align: center;"><b>Hyunchul Kim</b> Sungkyunkwan Private Tutoring Innovation Education and Research Center, Sungkyunkwan University, Seoul, South Korea</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education gap grows between the rich and the poor because of difference in private tutoring participation and expenditure, so it is necessary to study the situation and changes in private education expenditure of the low-income class. The purpose of this study is to analyze the changes in family income and private tutoring expenses between relatively poor households and general households using Korean Youth Panel Survey (KYPS) data collected from 2003 to 2007. This study defined the relatively poor line as 50% of the median household income.</p> <p>Along with the relatively poverty line, the monthly average income of all panels generally increased by time series. Spending on private education of the first panel increased but the one of the second panel decreased generally as the survey proceeded. For the first panel, the low-income class spent more portion of their income on private education than higher-income class during the entire survey period. But for the second panel, in the 1st and 2nd survey periods, low-income class spent more portion of their income on private tutoring but in the 3rd, 4th and 5th periods, the general-income class spent more portion of their income on private tutoring.</p> <p>The results of this study aren't coincident with previous studies where the low-income group spent more of their income on private tutoring than other groups. So, further research is needed.</p> <p><b>Key words:</b> private education expenditure, education gap and the relatively poor</p>
<p style="text-align: center;"><b>Alexandra Belibou</b> GICICTEL1806245</p>	<p style="text-align: center;"><b>Education through church music</b></p> <p style="text-align: center;"><b>Alexandra Belibou</b> Faculty of Music, Transilvania University, Brasov, Romania</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Music, the art that accompanied the divine worship from the beginning, is the man's day and night friend, is the way of expressing the most intimate feelings. In communion with God, music occupies a special place, the human voice being an instrument of glory. The worship music of the Orthodox Church possesses multiple functions such as pedagogical, aesthetic, social, prayer, missionary and therapeutic one. Because the contemporary world is attracted to the hedonic function of music, a greater leeway is needed on the importance of cult music in educating young people. In this paper I will talk about the fact that the vocal music of the Orthodox Church provides education both informative and formative. The messages of the religious texts have a catechetical character and help in shaping dogmatic knowledge. On the formative level, the artistic beauty has an impact on the senses and leads to a refinement of them.</p> <p><b>Key words:</b> music, education, church, Orthodox</p>
<p style="text-align: center;"><b>Lela Iosava</b> GICICTEL1806249</p>	<p style="text-align: center;"><b>The Role of the Academic Staff in Internationalization of the University</b></p> <p style="text-align: center;"><b>Lela Iosava</b> Ilia State University, Georgia</p>



	<p style="text-align: center;"><b>Abstract</b></p> <p>Internationalization is often cited as one of the key strategies for higher education institutions in Europe. Academic staff, who are the key agents of executing these strategies at the program level inadvertently play a central role in advancing institutional agendas. The purpose of this article is to explore the meaning academics ascribe to internationalization and the extent to which they themselves are the facilitators of the process. Preliminary findings suggest that both understanding and engagement in internationalization may vary not only across the cultures and institutions, but also within a single institution and even an academic department. Findings also indicate that the scope and quality of participation in internationalization activities largely rests upon the resources an institution offers to the academics.</p> <p><b>Keywords:</b> academic staff, internationalization, Europe</p>
 <p style="text-align: center;"><b>Dr Roj Nath Pande</b> GICICTEL1806061</p>	<p style="text-align: center;"><b>Buddhist Perspective of Psychosocial Councelling and Managing Dialogues</b></p> <p style="text-align: center;"><b>Dr Roj Nath Pande</b> Joint Secretary, Federal Parliament of Nepal Visiting Faculty, Kathmandu University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Lawmakers' experiences are essential components of their knowledge base which seems to begin with what is to be considered and discarded during legislation process and creating meaningful dialogue. This study has attempted to review and analyse the documents in relation of creating meaningful dialogu through the Buddhist art of living. The purpose of this article is to give a brief overview of Buddhist meditation and use of music therapy as well as discuss its use in research work. This article has attempted to show how and why yoga and meditation can promote different knowledge base and deeper understanding in research practices in political sector. This paper has adopted documentary analysis approach of using in-depth analysis as tools to gather data from the literary works. The findings of the study may assist the relevant professionals, organizations to identify areas where intervention is necessary for motivating people towards achieving organizational goals and settling conflicts through meaningful handling of negotiations. Art of living, meditation and musical programmes assist in ensuring resources that are economically, effectively and efficiently utilized and, most importantly, contributes to fight against the consequences of old ages.</p> <p><b>Keywords</b> Lawmakers, Negotiation, Meditation, Art of Living, Ageing, Yoga, Healing, Music Therapy</p>
<p style="text-align: center;"><b>Dr Min Bahadur Baniya</b> GICICTEL1806062</p>	<p style="text-align: center;"><b>Contribution of Agricultural Education for Socio Economic Development of Rural Nepal</b></p> <p style="text-align: center;"><b>Dr Min Bahadur Baniya</b> Executive Director, Higher Education Foundation and Research Center</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study deals with the issue related to agricultural education practice to socio-economic development in rural Nepal. The major concern of this study in the current economic practice is that a large proportion of people's</p>

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	<p>contributions to GDP and household maintenance activities are still not recognized in economic education mainframe. During the research process, a qualitative research design with focus on its philosophical premise of multiple realities regarding the impact of agricultural practice in rural area. My epistemological assumption dwelt on inters subjective discourse that knowledge can access through focused interaction (personal interview) with research participants and through focus group discussion. Major findings of the study revealed aspects for rural agricultural practice, agricultural relationship with socio economic sector and simultaneous focus on rural life. This study mainly discussed the rural agricultural practice in rural part of the Nepal. The research also explored the issue of general information of rural life, relation between rural life and socio economic, and recommended for the management and responsibility. It emphasized on their efficiency and effectiveness concerning the stakeholders for long term development in the agricultural sectors. A holistic representation of local stockholder's observation has been maintained through the research discussion and findings. Although this research revolved around in rural agriculture, it dealt with the multitude of questions related to this topic. On this basis of groundwork, I drew key concluding remarks highlighting the peoples' perspectives.</p> <p><b>Key Words</b> Gross Domestic Product (GDP), Rural Agricultural Practice (RAP), Rural Life, Agricultural Education, Economic Development, Focus Group Discussion (FGD)</p>
 <p><b>Navin Bahadur Chand</b> GICICTEL1806063</p>	<p style="text-align: center;"><b>Management Transformation for Privatization in Education in Least Developed Countries</b></p> <p style="text-align: center;"><b>Navin Bahadur Chand</b> Track Research Foundation, Kathmandu, Nepal</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Globalization has been an opportune and also challenge to developing and under developed countries as they are not ready to compete with highly developed countries in terms of goods and services. Notwithstanding, all countries have been indulged in the wave of globalization and privatization due to the rapid change of the world. Not a single country has been untouched with globalization. Privatization in education has been the outcome of globalization and liberalization. The main purpose of this study is to determine the necessity and reality of private schools with their mushrooming growth in Nepal especially after the restoration of democracy which put forward the issues and debates. Researcher has conducted the exploratory cum descriptive mixed method study by taking simple random sampling method to select the sample schools for the study. A semi-structured questionnaire was used to collect data from respondents. Data has been analyzed by using statistical tools and impact of independent variables was assessed. Correlation coefficient revealed that globalization and liberalization have positive influence on privatization of education which lead to quality education as a benchmark. The study has been concluded with the knowledge that the contribution of private schools has been recognized as the effective tools to attract people's investment in education.</p> <p><b>Key words</b> Globalization, Privatization, Quality education, Transnational, Elite, Opportune, Autonomy</p>

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Chhabilal Adhikari  
GICICTEL1806064

**Practice of English Language Communication in Non-state Actors of Least Developed Countries**

**Chhabilal Adhikari**  
Lecturer, Mega College, Kathmandu, Nepal

**Abstract**

Non state actors have been engaged on the quality of socio economic reform and fund raising by influencing donor agencies in development movements of the country. There have been high debates on influence of English language usage on effective movement for the socio economic reform in Nepal. This paper has illustrated the perspective of English language as means of communication influencing activities of socio economic reform in the development system of the nation. Following an extensive literature survey the research synthesized an integrated framework of socio economic impact analysis from the perspective of effective means of communication, using mixed methods The situation that differed in context and content distinguishing particularly between well-structured and ill structured domains were identified. The study concluded in a discussion concerning communication and linguistic theories with the strength of development partnership and impact this study has the development management, communication, reform and preparation of effective socio economic environment as a whole.

**Key Words**

Communication, Language Usage, Non state Actors, Development Reform, Fund Raising

Hranush Ginosyan  
GICICTEL1806065

**A Twofold Benefit of Engaging Students in a Film- Making Project:  
A Case Study in Oman**

**Hranush Ginosyan**  
Center for Preparatory Studies  
Sultan Qaboos University Muscat, Oman

**Abstract**

Transition from high school to university can pose multiple challenges to students in their foundation year. Apart from facing a number of psychological challenges like feeling homesick or living alone, students encounter a wide range of academic challenges, such as co-education and mastery of specific skills in a short time. While some students manage to adjust to the new life easily, others need a lot of time, guidance and effort to adapt to the new environment. The higher-level foundation program English courses at Sultan Qaboos University require that students apply an array of linguistic, digital and study skills to cope with diverse tasks and activities, which are a part of the assessment. One of the biggest challenges that most students face is gaining a range of the 21st skills in a short time to deal with their course requirements. In this session, the presenter will share her experience of engaging students in real-life situations to learn about the key aspects of student life and achieve the course learning outcomes better. Using some examples of student-generated videos, the presenter will show how a filmmaking project in an ELT classroom can be a richer experience for students and teachers.

**Keywords**—Language skills, language learning, team, project, transitional challenges

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Sailesh Sapkota  
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**The State's Role On The Educational Rights Of Migrants And Their Families**

Sailesh Sapkota  
Researcher, Phd Doctors And Scholars Association, Kathmandu Nepal

**Abstract**

The issues and challenges on foreign employment, nature of labor migration trend and the number of socio-economic and demographic aspects related to the migration of Nepali migrant workers are vital challenge today. The trend analysis of Nepali labor migrants by fiscal year and the concentration of people in different countries in different period of time are also observed. It is found that, migrants workers have faced problems both in the home country and the country of destination, where as the problems in abroad are highlighted very much as compared to the problem that they are being in the national level. Nepalese government policies are not able enough and properly implemented to the regulation and management of foreign migration. At the sometime Nepalese government is not found sincere to the implication of international provisions to protect the rights of the migrant workers including educational rights. Government mechanisms are not found very much effective to assure safe migration of potential labor migrants.

**Key Words:** Migration, Employment, Technical/ Vocational Education, Host, Destination



Susan Belgrad  
GICICTEL1806068

**Supporting Diverse Students' Sense of Belonging as Science Achievers--A Model for 21st Century Education**

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**Abstract**

Four problems of practice common to educators were studied during a two-year project in Los Angeles, California. The outcomes sought were to support diverse students' sense of belonging as science achievers during their elementary years as it focused participating teachers and administrators on high expectations for underrepresented students, building communities of science, technology, engineering and mathematics (STEM) learners, developing STEM-teaching strategies, and engaging parents/families in integrated-STEM curricular demonstrations. Specifically, the project partners sought to:

- 1) Increase teacher focus on high expectations for underrepresented minority population students at the critical fourth and fifth-grade levels where girls and boys often lose hope or interest in science and mathematics achievement;
- 2) Assist schools in building "communities of STEM learners" through teacher engagement in professional development that increases their awareness and knowledge of culturally-responsive, scientific pedagogy that meets the Common Core and Next Generation Science Standards recently adopted in the United States;
- 3) Assist teachers to increase the variety and dimensionality of STEM-teaching strategies through participation in field trips to and follow-up workshops with NASA/Jet Propulsion Lab (JPL), and the Discovery Science Cube Los Angeles; and
- 4) Assist school professional learning communities (PLCs) in acquiring the knowledge of key ways to invite, welcome and retain parent/family engagement in which they join educators in assuring their

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	<p>students' STEM achievement and future attainment of majors and careers in STEM. Data collected and analyzed during the project provide insight on how STEM-focused PLCs might succeed in advancing next century curricula and instruction in science, technology, engineering and mathematics. The model of this project is anticipated to effectively promote diverse students' motivation, inquiry and achievement in critical STEM disciplines that will contribute to global scientific literacy and preparation of citizens who can address and solve 21st century problems and challenges.</p>
<p><b>Timo Vaskikari</b> GICICTEL1806075</p>	<p style="text-align: center;"><b>"Teaching: Quality Aspects in Co-Operation with Companies</b></p> <p style="text-align: center;"><b>Timo Vaskikari</b> TkL - Lic.Sc (Eng), Asiakkuudet ja laatu - Customership and Quality, Turun ammattikorkeakoulu - Turku University of Applied Sciences Tekniikka, ympistja talous - Technology, Environment and Business, Finland</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Nowadays in Finland it is a quite normal way to teach students with projects from a real work life. Now, when the economy is finally rising, it is very important for the whole society to get engineering students to work together with companies as soon as possible, already in the very beginning on the studies. Usually both sides win, students will get experience how to cope with real projects, and vice versa, companies will get quite cheap work labor with the newest knowledge and enthusiasm. Engineering students in every area in Turku University of Applied Sciences have practiced many years this kind of co-operation. However, there exists some quality aspects which should take in to consideration with this kind on co-operation. In many cases it can be difficult to get suitable projects from the industry at the right time. The projects should be in the right level in difficulty to be suitable for the students. And another way, when companies have suitable projects there may not be time enough for students to take apart into these projects, because they are in a hurry with their theoretical students at school. When the project is going on and everything is agreed on the paper between a company and the school, there are still many practical matters, which have to be taken into account to accomplish excellence results. In this paper many typical quality problems between companies and University of Applied Sciences are discussed and some conclusions are drawn and practical innovations are suggested to improve the co-operation.</p> <p><b>Keywords: Quality, Co-operation, Teaching, Engineering, Projects, Innovations."</b></p>
<p><b>Omayma Kerthiou</b> GICICTEL1806084</p>	<p><b>Teaching Oral Expression for EFL Learners in the Algerian University, or how to make university students converse properly in English.</b></p> <p style="text-align: center;"><b>Omayma Kerthiou</b> Adrar University, Department of English, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>To be able to speak and converse in English correctly and coherently seems to be given for a student who studied the language for at least five years. Yet, when bachelor holders chose to follow English as a university major it becomes a fantasy.</p> <p>English is the second foreign language Algerians learn in school after French, it</p>



	<p>is the third language if we count Standard Arabic. It is also the fourth language for those whose mother tongue is a variation of Berber. Algerian pupils start learning English in middle school after studying French for five years. They learn how to read, how to write and how to speak, yet most of them have major difficulties in writing and speaking when they reach university.</p> <p>For students who chose to follow English as a speciality in University most of them do not realise that they will study everything in this language. Moreover, they do not realise that they will study every aspect of the language in English. The weaknesses that those students suffer from are not because they never wrote or spoke in the language; because they did, but it is because they did not do it properly.</p> <p>Throughout the years of learning, pupils are never given the opportunity to use their imagination especially while asked to write a paragraph. Same goes in conversing, pupils are asked to repeat the same old sentences that they have been using since they started learning the language.</p> <p>What we have noticed about freshmen is the lack of participation in classrooms. Not only in applied classes where participation counts, but even in Oral expression classes. We realised that students do not participate for mainly three reasons:</p> <p>1: They simply do not want to participate (sad but true)  2: They are afraid of talking in front their peers and teacher. (Sort of stage fright)  3: they do know neither what to say nor how to say it. (Which is what Oral expression is for)?</p> <p>For years, teachers of oral expression chose to deal with the module in a passive way that did not push students to be involved only during tests and exams. As a former student; who is still learning, and a current teacher, I decided to experiment with Oral classes as well as students to find the best way that will make the students get the best out of this class.</p> <p>The following presentation highlights the techniques used with a class of 25 students (ranged from average to very good). A class that has more females than males, and where peers vary from regular students to professionals who enrolled for a second diploma.</p> <p>The goal was; and still is, to make everyone participate and speak. Creating a friendly environment for the shy ones, and an active one for the competitive ones. We took on the basics of oratory, storytelling, and debate as well as EFL language acquisition games adapted to their ages (+18).</p> <p><b>Key words:</b> Teaching, Oral expression, English language, English as a Foreign Language (EFL), overcoming obstacles.</p>
<p style="text-align: center;"><b>Matti Koivisto</b> GICICTEL1806106</p>	<p style="text-align: center;">Experiences on the performance-based funding of the universities of applied sciences in Finland</p> <p style="text-align: center;"><b>Matti Koivisto</b> Ph.D., Head of School of Technology, South-Eastern Finland University of Applied Sciences</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The Ministry of Education and Culture administers 23 universities of applied sciences (UASs) in Finland. Since 1994, the Ministry has developed performance-based funding and steering methods to achieve its aims to enhance quality and performance of the UASs. In this paper, the outcomes of</p>

	<p>the performance-based policies are discussed. The analysis are based on annually collected performance indicators for all Finnish UASs.</p> <p>The findings of the study suggest that performance-based funding has significantly increased efficiency of the UASs in Finland. According to Ministry's statistics, the share of students gaining 55 ECTS per year has gone up from 35 percent in 2005 to 62 percent in 2016. Similarly, the number of students getting a degree after four years has increased more than 10 per cent during the same period.</p> <p>Although the results are encouraging, the current performance-based funding has also received some criticism. The current funding model concentrates heavily on efficiency. This has obviously raised concerns over quality of education. To address these worries the Ministry has introduced some satisfaction and quality related metrics (e.g. student satisfaction and employment) to model. Unfortunately, the data related to these metrics has been collected only for the last six or seven years and the data collection methods have also changed during that time. Although the current data has its limitations, the early findings are indicating that efficiency increase has not had negative effect on student satisfaction or employment. However, further studies and data over a longer period are still needed before any final conclusions can be made.</p>
<p>Tatiana I. Sildus GICICTEL1806108</p>	<p><b>Optimizing Linguistically Diverse Learning Environments: Classroom Insights from Finland and the United States</b></p> <p>Tatiana I. Sildus, PhD Pittsburg State University, USA</p> <p><b>Abstract</b></p> <p><b>Research Objectives and Methodology</b> Classroom demographics in countries all over the world are undergoing significant changes. The numbers of children with linguistically and culturally diverse backgrounds are steadily increasing, and the trend is likely to continue. Recent research reveals a need for primary school teachers to be more prepared for the multicultural classroom. To accomplish this goal, the present study aims to examine the ways teachers in Finland and the US rethink some traditional pedagogies of the past, and instead, to create positive classroom environments with a sense of community with multiple meaningful opportunities for all students to interact. The study utilizes qualitative analysis of data obtained from classroom observations and teacher interviews</p> <p><b>Scope and Preliminary Findings</b> The author, a US teacher educator and a former classroom teacher, shares insights gained during a recent university sabbatical experience in Finland. For comparison, she provides perspectives from the US classrooms. The discussion focuses on universally relevant key components of optimal learning environments for culturally and linguistically diverse students. The article highlights examples of strategies used in both countries for connecting newly learned material with prior knowledge, communicating informally with peers, and improving thinking skills through collaboration. In addition, the author examines the role of collaboration in the process of teacher preparation to ensure quality educational experiences for all students in ethnically diverse classrooms. The study looks at distinctive country-specific features of the teacher education component worth considering.</p>



	<p>The preliminary analysis of field data obtained in both countries reveals several crucial elements of learning environments that may contribute to the success of students with diverse linguistic and cultural backgrounds. Some of these elements tend to be country/culture specific, while others share common features across the countries.</p> <p><b>Key Words:</b> ESL, linguistic and cultural diversity in the classroom, comparative education, optimal learning environments, teacher preparation</p>
 <p><b>Barbara Schwartz-Bechet</b> GICICTEL1806110</p>	<p style="text-align: center;"><b>Identification Of Needs Of Parents Of Children Identified With Autism/Developmental Delays In Qatar</b></p> <p style="text-align: center;"><b>Barbara Schwartz-Bechet</b> Ed.D., Interim Dean, Professor Salus University, College Of Education And Rehabilitation</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Quality of life studies have been conducted with people with intellectual and multiple disabilities, including studies that have also looked at the quality of life of their families. Yet, there have been very few studies conducted regarding the quality of life of caretakers and families who reside in the middle-east. Understanding how the quality of life affects caregivers is essential to the overall care and support for children and adolescents identified as having developmental disabilities or autism. By determining how caretakers feel about their own lives can provide for improvement of overall family functioning, increasing an understanding of the ways that they seek out or need to seek out support services, and can assist caregivers in developing healthy coping skills (Khanna, Madhavan, Smith, et al. (2011). A survey was administered to family members, primarily mothers, of children/adolescents identified as developmentally delayed or autistic in Doha, Qatar. The survey administered in the current study was based on the WHO Quality of Life survey created by Angermeyer, Kilian, Matschinger, and Hogrefe and translated to Arabic by a PhD, native Arabic speaker. The findings of this study indicate that these families need to be better supported to successfully care for the overall function and well-being of their children and themselves.</p> <p><b>Key words:</b> quality of life, autism, developmental disorders</p>
<p><b>Liudmyla Gryzun</b> GICICTEL1806130</p>	<p style="text-align: center;"><b>Integrative Approach To The Curriculum And Content Design For The Pre-Service Teachers' Training</b></p> <p style="text-align: center;"><b>Liudmyla Gryzun</b> Department Of Computer Science, Kharkiv National Pedagogical University, Kharkiv, Ukraine,</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Various approaches to the curriculum and education content development are permanently in focus of didactic research and practice of specialists' training. It is obvious that the subjects which actually make vocational curriculum, their structure and interaction, have powerful influence on the pre-service specialists' professional expertise. According to recent studies, integrative approach to creation of interdisciplinary curriculum is taking on special significance. The issue has special importance for pre-service teachers' training. Their integrated knowledge and skills must enable to render the same approach to their professional activity directed on schoolchildren. Thus, the</p>

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	<p>objective of the paper is to represent author’s technology of integrated curriculum design based on scientific knowledge penetration and application of AI tools, and the analysis of its influence on the outcome of pre-service teachers’ training. Methodology of diagnostics of trainees’ features is elaborated and applied. Special focus is made on the process of picking up interdisciplinary learning activity supported by the obtained integrated content. Future scope may include application of the proposed integrative approach to defining curriculum systems and creating STEAM content.  <b>Key words:</b> pre-service teachers’ training, integrated curriculum design, scientific knowledge penetration, interdisciplinary learning activity.</p>
<p style="text-align: center;"><b>Fan Wang</b> GICICTEL1806144</p>	<p style="text-align: center;"><b>Research On Application- Oriented Electromechanical Talents’ Training Mode Under Background Of “Internet+ Made In China 2025”Promotion Plan</b></p> <p style="text-align: center;"><b>Fan Wang</b> College Of Mechanical And Electrical Engineering, Shanghai Jianqiao University , Shanghai, China</p> <p style="text-align: center;"><b>Xiaodong Huang</b> College Of Mechanical And Electrical Engineering, Shanghai Jianqiao University , Shanghai, China</p> <p style="text-align: center;"><b>Abstract</b> Based on the “Internet+ Made in China 2025” Promotion plan sponsored by National Center for Schooling Development Programme, this paper explores the Key problem of how to increase the comprehensive application ability and occupational suitability in Application- Oriented Colleges and Universities wherein the education model, college- Enterprise cooperation platform, Platform of practice teaching and curricular system have been further discussed by focusing on the Reformation of theoretical education system, practical teaching system and teaching method.  <b>Key Words;</b> electromechanical major; Application- Oriented education; “Internet+ Made in China 2025”</p>
<p style="text-align: center;"><b>Kubra Aksoy</b> GICICTEL1806155</p>	<p style="text-align: center;"><b>Designing A New Environment And A New Technique Substantiated With Authentic And Visual Materials In Teaching English Vocabulary To Children With Autism</b></p> <p style="text-align: center;"><b>Kubra Aksoy</b> Hasan Kalyoncu University, Department of Foreign Language Education, Gaziantep- Turkey</p> <p style="text-align: center;"><b>Abstract</b> Communication and learning problems occurs very early in development and serves many functions for the young autistic child. It has been implicated in the development of social, cognitive, and language skills. A substantial number of children with autism fail to develop these important skill and therefore experimenters with both developmental and behavior analytic perspectives have researched methods to teach with the help of visuals, videos and authentic materials in learning environment. The purpose of this case study was to extend the analysis of typical development of social and communicative skills to the teaching of English with the help of visual, authentic materials and videos to the children with autism. Data from case study of four children with autism are provided.</p>

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	<p><b>Key Words:</b> autism, learning problem, communication, visual help, authentic materials.</p>
 <p><b>Frank Yunker</b>  <b>GICICTEL1806156</b></p>	<p><b>Online Learning: Attitude toward Assessment Predicts Success</b></p> <p><b>Frank Yunker</b>  <b>Computer Information Systems Faculty, Technology Division, Fulton-Montgomery Community College, Johnstown, NY, United States of America</b></p> <p><b>Abstract</b>  <b>Online learning is here to stay, but the completion rates remain lower than traditional face-to-face courses. A study of the student attitudes toward online content can be used to predict student success. A review of 429 community college students (212 Macroeconomics and 217 Microeconomics) led to a review of the attitudes and attributes of successful online students in an effort to determine if students can be identified as appropriate candidates for online instruction.</b>  <b>A subset of the original 429 students was surveyed about their feelings regarding a new digital textbook. They were asked about the value of online discussions, essay, videos and multiple choice exams. They were also asked whether or not they took courses that generally required essays. Results of the survey demonstrate that students who shy away from writing intensive courses underperform in online courses. Students who avoid textbooks – both digital and physical – underperform in online courses. Students that embrace online discussions, dialogue and feedback excel in online courses.</b></p>
<p><b>Christine L. Cole</b>  <b>GICICTEL1806157</b></p>	<p><b>Enhancing Social Conversation of Adolescents with Autism:              Use of a Classification Model to Design Interventions</b></p> <p><b>Christine L. Cole</b>  <b>Lehigh University, Bethlehem, PA 18015</b></p> <p><b>Linda M. Bambara</b>  <b>Lehigh University, Bethlehem, PA 18015</b></p> <p><b>Abstract</b>  <b>As students with Autism Spectrum Disorder reach adolescence, their pragmatic use of language in social situations becomes increasingly important. Adolescents with autism often struggle with the increased demand for social conversation and, without systematic intervention, these difficulties typically persist. At a time when social conversation skills are needed the most, intervention should be a priority to help prepare these students for the social demands of adult life. While common pragmatic language difficulties of students with autism are generally understood, these difficulties can vary widely across students, requiring an individualized approach to intervention. For example, passive conversationalists who respond but rarely initiate conversation may require a very different intervention than overly talkative individuals who dominate conversations. Fey’s (1986) conversation classification model, although not specifically developed for individuals with autism, may be useful for understanding the various ways conversation can break down for these students, and could assist with targeting the complex behaviors needed for effective conversation. Fey described three types of ineffective conversationalists (i.e., passive, inactive or reluctant, and verbal</b></p>

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	<p>non-communicator). According to Fey, the ultimate goal of conversation intervention is to assist these ineffective conversationalists to become active conversationalists (a fourth type). This session will illustrate the use of this classification model for designing interventions for conversation difficulties of adolescents with autism. Actual transcripts of adolescents' conversations with peers during lunch will be used to illustrate several conversation profiles. These examples will demonstrate how assessment information can be used to develop evidence-based interventions. In addition, research findings will be described from recent studies that demonstrate the successful use of this approach.</p> <p><b>Keywords – Autism, social communication, conversation, adolescents</b></p>
<p><b>Peter Aubusson</b> <b>GICICTEL1806255</b></p>	<p style="text-align: center;"><b>A study of teaching and learning with mobile technologies.</b></p> <p style="text-align: center;"><b>Peter Aubusson</b> <b>University of Technology Sydney</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper reports on a project investigating factors that encourage or hinder the use of mobile technologies for teaching and learning in secondary schools. Data is drawn from a national survey of the use of mobile technologies for learning in Australian schools and case studies 'mobile intensive' schools. The survey investigated the mobile devices used, pedagogies implemented and resources accessed. The pedagogical approach at the case school, which is highlighted in the presentation, has evolved to exploit school's use of tablets. The surveys mapped mobile devices used against a mobile pedagogical framework. The paper identifies and compares generic and subject specific applications that were used across a wide range of subjects. One case study is highlighted in the presentation. The case study draws on data obtained from teachers students, observations and the analysis of artefacts.</p> <p><b>Keywords: mobile learning, mobile pedagogy, mobile technology</b></p>
<p><b>Kei Mihara</b> <b>GICICTEL1806178</b></p>	<p style="text-align: center;"><b>L2 memorization: comparing use of melody presentation and L1 support</b></p> <p style="text-align: center;"><b>Kei Mihara</b> <b>Faculty of Science and Engineering, Kindai University, Japan</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to investigate the effects of melody presentation and L1 support for L2 learners' long-term memory of L2 words and phrases. Previous research shows that melody presentation can facilitate recall and retention of L1 words and sentences (Crowder, et al., 1990; Wallace, 1994). Several studies suggest that the same is true of L2 learning (Alipour, et al., 2012; Burhayani, et al., 2013). Yet another set of studies shows that students can learn more when information is verbally presented rather than left as on-screen text (Mayer &amp; Moreno, 1998; Mousavi, et al., 1995). Overall, research indicates that songs are effective pedagogic material to learn vocabulary, and that sound is a good facilitator of learning. However, with regard to using L1 support while learning L2, some studies show that L1 facilitates memorizing new words (Liu, 2008; Pakzadian, 2012) but others indicate that vocabulary items learned through L1 are soon forgotten (Ozen &amp; Mohammadzadeh, 2012). This study investigates L2 learners' retention of words and sentences learned through melody as well as through L1 support. Participants in this study were Japanese</p>

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	<p>university students learning English as a foreign language, and they were asked to listen to two songs. Both songs, which are very popular in Japan, were originally in Japanese but were translated into English. This study used an English version of each song. Students were asked to write down some parts of the lyrics. Four weeks later, they were asked to write down the lyrics without listening to the songs. The results suggest that although L1 might be supportive, melody presentation is more likely to facilitate L2 learners' recall and retention of words and sentences. The findings also support the contention that verbal presentation might be a better facilitator than visual presentation. <b>Key words: L2 learning, melody presentation, translation, recall and retention</b></p>
<p><b>Vladimir Pitchko</b> <b>GICICTEL1806189</b></p>	<p><b>Blended Learning Teaching Technique as a Threshold Barrier In University Students' Learning Experience</b></p> <p><b>Vladimir Pitchko</b> <b>Concordia University of Edmonton, Edmonton, Alberta, Canada</b></p> <p><b>Abstract</b></p> <p>The purpose of this research is to investigate the efficiency of blended learning in University Chemistry courses. To this end, thirteen 3-to-10 minute videos were recorded and students registered in "regular" and in blended-learning courses at the Introductory level were requested to watch them. They were then administered a questionnaire about their reception of the video material. The answers were analyzed separately for "strong" and "weak" students. The effectiveness of Blended Learning techniques was estimated by comparing the grades in two lecture sections of the same course, one with a Blended Learning component and the other without. The results in general were in line with former research (Wu, 2015): 50-60% of students liked the Blended Learning format, and almost everybody liked the time and space flexibility that Blended Learning provides. Furthermore, the academic performance was not really improved in Blended Learning classes. However, it interestingly appeared that students' academic performance in quizzes after Blended Learning classes improved throughout the length of the course. This suggests that Blended Learning courses present not only a threshold barrier related to the nature of the course material as in all courses, but also a barrier related to the fact that students are exposed for the first time to a different teaching technique. This hypothesis was analysed through the prism of the "Threshold Barrier" concept (Mayer&amp;Land, 2003). Further more detailed questionnaires will investigate this issue in depth and comparisons will be made with flipped Chemistry classes in another university.</p>
<p><b>Nayiv Amin Jesus Assaf Silva</b> <b>GICICTEL1806192</b></p>	<p><b>Effective Completion Rate Design For Moocs From Binational Project For Smart Energy Sustainability Management &amp; Technological Training</b></p> <p><b>Nayiv Amin Jesus Assaf Silva</b> <b>Tecnológico De Monterrey</b></p> <p><b>Leonardo David Glasserman Morales</b> <b>Tecnológico De Monterrey</b></p> <p><b>Darinka Del Carmen Ramírez Hernández</b> <b>Tecnológico De Monterrey</b></p>



	<p style="text-align: center;"><b>Abstract</b></p> <p>Completion rates that MOOC have maintained over time, have been the subject of many criticisms and observations, judged as very low, as well as unreliable and poorly calculated, to improve this situation, it has expressed the need for new models for theorizing on an effective terminal efficiency to be specifically designed for them.</p> <p>In the e-learning guild, ROI economic models of completion rates have been developed to evaluate, account for and pay for the work done by the advisors/teachers/tutors of e-learning courses. These models are the perfect foundation to design and develop the basis of an effective completion rate for open and massive online learning environments.</p> <p>An effective completion rate design for MOOC should, in the first instance, differentiate among all MOOC users types, some of which do not exist in face-to-face training, which partly explains some of the causes of the confusion in its interpretation and adaptation to the online environment.</p> <p>A model for calculating the effective completion rate was designed, to quantify completion rates (abandonment, approval and disapproval) in MOOC, based on an economic ROI model of terminal efficiency for online training environments. One of the most important model features to highlight is that it takes into account and differences among the various types of users of an open and massive online learning environment.</p> <p>The model in its pilot stage has been applied in the quantification, evaluation and comparison of the effective completion rate with some results of previous studies carried out with classic completion rate models on energy sustainability.</p> <p>The results of this pilot study have indicated in its early stages that the effective completion rates vs the classical completion rates are in a ratio of 1:7, which means that the MOOC effective completion rate is about 7 times higher than the quantified by the classical model.</p> <p><b>Keywords:</b> ROI, MOOC terminal users taxonomy, MOOC effective completion rate.</p>
<p style="text-align: center;"><b>Lika Zaalishvili</b> <b>GICICTEL1806203</b></p>	<p style="text-align: center;"><b>Research productivity of professors of higher education institutions in Georgia</b></p> <p style="text-align: center;"><b>Lika Zaalishvili</b> <b>Ilia State University, Tbilisi (Georgia)</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The research aims to investigate the research productivity of professors of higher education institutions and related variables, to identify the main causes of the existing differences. Based on the project goals, I use a complex approach to evaluate research productivity and take into consideration the scientific significance indicators of publications issued by professors. In addition, I try to determine whether there is a connection between research productivity and variables such as level of knowledge of foreign language, academic status of professors, research orientation of universities, teaching load, difference between directions, number of doctoral students, size of faculty. Moreover, I plan to use multiple linear regressions to display the causal links between variables. The survey is carried out using quantitative research method in which 314 professors of public and private universities participate. Besides, I rate the number of publications published by the academic staff of selected universities, the number of citations and H index</p>



	<p>based on the Google Scholar database.</p> <p>The results show that research productivity of professors with different academic status and study loads differ significantly from each other. Also, the research productivity is strongly associated with research orientation of universities, size of faculty, and other variables involved in the research. Additionally, the regression model significantly predicts the research productivity of professors in Georgia. The results show a clear picture about research productivity in participating universities that is beneficial for any university administration who wants to improve the research component, as well as state structures and NGOs working on higher education and research issues in Georgia and any other countries.</p> <p><b>Key words:</b> Research productivity, teaching load, number of publications, number of citations, H index.</p>
 <p><b>Jari Martikainen</b> GICICTEL1806237</p>	<p><b>How Students Categorize Teachers Based On Their Attire</b></p> <p><b>Jari Martikainen</b> Faculty of Social Sciences and Business Studies, Department of Social Sciences (Social Psychology), University of Eastern Finland, Finland</p> <p><b>Abstract</b></p> <p>This research discusses how students categorize teachers based on their attire. 59 students at an upper secondary vocational college in Finland took part in the research. They were shown 17 portrait paintings of a variety of people and were asked to reflect on them as teachers based on their attire. The theoretical frame draws from social representations theory. The data was analysed by membership categorization analysis. The results show that teachers' attire plays an important role not only in terms of impression formations but also in terms of interaction between a teacher and a student.</p>
 <p><b>Dr. Müdriye YILDIZ BIÇAKÇI</b> GICICTEL1806164</p>	<p><b>Investigation of the Effect of Neuroplay Method on Developmental Processes of Children with Autism Spectrum Disorders and Parental Interactions</b></p> <p><b>Assoc. Dr. Barış EKİCİ</b> Health Sciences Faculty Child Development, Ankara University, Ankara, Turkey</p> <p><b>Assoc. Dr. Müdriye YILDIZ BIÇAKÇI</b> Health Sciences Faculty Child Development, Ankara University, Ankara, Turkey</p> <p><b>Sezen Şerife Dursun</b> Health Sciences Faculty Child Development, Ankara University, Ankara, Turkey</p> <p><b>Feyza KUTLU</b> Health Sciences Faculty Child Development, Ankara University, Ankara, Turkey</p> <p><b>Elif Nur GÜRKAN</b> Health Sciences Faculty Child Development, Ankara University, Ankara, Turkey</p>

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**Abstract**

This study was conducted to examine the effect of neuroplay on the developmental processes and parental interactions of children with autism spectrum disorder. A mixed method was used in the study. In the quantitative dimension of the study, 50 children with an autism spectrum disorder age 18-42 months, and in the qualitative dimension five children and their parents with autism spectrum disorder age group 18-42 months were included. The qualitative dimension of the study was used and the observation method was carried out in the institutional environment through individual participant and unattended and video recordings in the home environment. Observation was conducted both to determine the developmental process of the child and the parental interaction and to monitor the process of applying the parent / caregiver's neuroplasty method. In the quantitative dimension, experimental design is used. The experimental training period lasted at least 3 months as neuroplasty. Prior to the start of the experimental training period, five days of training were given to parents and caregivers, and the experts provided feedback on the parent / caregiver through the process of observation. The Childhood Autism Assessment Scale (CARS), developed by Shopler (1980) and adapted to Turkish children by Incekaş (2009), was developed by Gilliam (1995) and reviewed again in 2005 to determine the child's developmental processes and parental interactions. Diken et al. 2012) by the Turkish version and Gilliam who standardization made autistic Disorder Rating Scale-2, Frankenburg & by Dodds (1990), which re-revised and Yalaz, Moments and Bayoglu (2008), which was revised in Turkey Denver Developmental Screening Test II Pikolo Parental Child Interaction Form is used. The results of the research show that neuroplay has positive effects on developmental processes and parental interactions of children with autism spectrum disorder.

Çizgi Filmlerin Çocukların Sosyal Duygusal Gelişimleri Açısından İncelenmesi



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**Abstract**

Bu çalışmada çizgi filmlerin çocukların sosyal duygusal gelişimleri açısından incelenmesi amaçlanmıştır. Çizgi filmlerin çocukların gelişimlerini nasıl etkilediğini, bu çizgi film karakterlerinden hangilerini örnek aldıkları ve bunları günlük hayatlarına nasıl yansıttıkları amacını taşımaktadır. Araştırma nicel ve nitel iki boyuttan oluşmaktadır. Araştırmanın nicel boyutta çocukların en çok izledikleri çizgi filmleri belirlemek amacıyla gerçekleştirilmiş olup, bilgi formu kullanılmıştır. Araştırmanın nicel çalışma grubunu 2016-2017 öğretim yılında Ankara ili merkez ilçelerinden rastgele seçilen okullardan 36-72 ay aralığında çocuğa sahip aileler oluşturmaktadır. Ardından nitel boyuta

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	<p>geçilmiştir. Nitel boyutta ise çocukların en çok izlenen filmleri oluşturulan 17 kategori ile çocukların sosyal duygusal gelişimleri açısından incelenmiştir. En çok izlenen üç çizgi filminden rastgele seçilen beşer bölüm incelendiğinde sosyal duygusal gelişime vurgu yapan noktaların genelde çocuğun kendini algılamasına ilişkin bulguların olduğu dikkati çekmektedir. Anahtar kelimeler: Çizgi film, televizyon, sosyal duygusal gelişim, çocuk.</p>
<p><b>Dra. Adriana Margarita Pacheco-Cortés</b> GICICTEL1806266</p>	<p>The Student's perceptions about their learning with learning objects used</p> <p><b>Dra. Adriana Margarita Pacheco-Cortés</b> Universidad de Guadalajara: Sistema de Universidad Virtual. Instituto de Gestión del Conocimiento y del Aprendizaje en Ambientes Virtuales (IGCAAV)</p> <p><b>Dra. Rubí Estela Morales-Salas</b> Universidad de Guadalajara IGCAAV</p> <p><b>Mtra. Karina Margarita Cotero-Moreno</b> Universidad de Guadalajara IGCAAV</p> <p><b>Abstract</b></p> <p>Although many teachers and students are used learning objects (LO), however, we unknown the students's perceptions of LO used, we need to know if they identify that this LO facilitates their learning and if it fosters collaboration. This study analyze student's perceptions of LO use to facilitate their learning in the class by surveying those who participated in a master students's group. This research has been base on qualitative and quantitative research methods, for the data collection instrument used was a survey to evaluate and analyse the perceptions of students, each of the rating questions used a 4-point Likert-type scale, respondents were students from a master's group, individual student responses the survey. At this momento, the data were used for evaluation of students's perceptions. To accomplish this, the individual ratings were summed and averaged. Further statistical analysis to examine the student's perceptions of significant perceptions about statement of research problem was also conduced. The results of the survey explored show that students who were part of the study group perceived a significant increase in the áreas of student learning, student research skills. It is observed that the student's perception on the LO use, it was found that 40% of the participants indicated that they are agree that LO facilitated their learning, 30% affirmed that they are totally agree, 20% declared to disagree and 10% strongly disagree. The resultados of the survey revealed that most of the participants (70%) have a positive perception about the LO used. The future research can extend to teachers's perceptions and the knowledge boundaries of this research by taking a larger sample.</p> <p><b>Keywords:</b> learning objects, perception, research problems</p>

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<b>GICICTEL1806180</b>
<b>Tuenze Tshikuaya Ange</b> Cabinet Du Ministre, Ministere De L'agriculture, Republique Democratique Du Congo
<b>GICICTEL1806181</b>

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<p><b>Tshindibu Mbuyamba Sylvie</b> Cabinet Du Ministre, Ministere De L'agriculture, Republique Democratique Du Congo GICICTEL1806182</p>
<p><b>Mayitu Katambay Narcisse</b> Cabinet Du Ministre, Ministere De L'agriculture, Republique Democratique Du Congo GICICTEL1806183</p>
<p><b>Amirul Alam Mazed</b> Member, People's Health Movement-Bangladesh, Bangladesh GICICTEL1806184</p>
<p><b>Josim Uddin</b> Member, People's Health Movement-Bangladesh, Bangladesh GICICTEL1806185</p>
<p><b>M Nasim Iqbal</b> Member, People's Health Movement-Bangladesh, Bangladesh GICICTEL1806186</p>
<p><b>Md. Asrafuzzaman</b> Member, People's Health Movement-Bangladesh, Bangladesh GICICTEL1806187</p>
<p><b>Md. Tipu Sultan</b> Member, People's Health Movement-Bangladesh, Bangladesh GICICTEL1806188</p>
<p><b>Dr. Umar AL Saed</b> Law, Cuca, Part Time, UAE GICICTEL1806190</p>
<p><b>Ms. Susan Ngatia</b> Clerk Assistant--Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806194</p>
<p><b>Hon David Onyango Ochola</b> National Coordinator, Competence Building Society of Early Childhood Education for Kenya., Nairobi, Kenya GICICTEL1806195</p>
<p><b>Hon Njoroge Dunson Mburu</b> Member Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806196</p>
<p><b>Hon Kiranga Dominic Mbugua</b> Member Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806197</p>
<p><b>Hon Mwago Margaret Wanjira</b> Member Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806198</p>
<p><b>Hon Nyokabi Jane</b> Member Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806199</p>
<p><b>Hon Odhiambo Cyrus Omondi</b> Member Committee on Education, Science and Research, Kiambu County Assembly, Kiambu, Kenya GICICTEL1806200</p>
<p><b>Emmanuel Edafiekpako</b> Management Science, University of Benin, Benin City, Nigeria GICICTEL1806205</p>
<p><b>Martin Mwangi Kimani (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya</p>

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<b>Robert Njiru Ileri (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806207</b>
<b>Fredrick Mugendi Gatumu (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806208</b>
<b>Morris Muchiri Nyaga (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806209</b>
<b>Ednah Kanini Muisyo (MCA)</b> Chairperson Committee on Education, Youth Affairs and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806210</b>
<b>Edith Wanjira Nyaga (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806211</b>
<b>Patrick Njeru Mukavi (MCA)</b> Member Committee on Education, Youth and Sports, Embu County Assembly, Embu, Kenya <b>GICICTEL1806212</b>
<b>Ouattara Dramne</b> Linguistic, University Felix Houphouet Boigny of Abidjan, Ivory Coast <b>GICICTEL1806213</b>
<b>Paul Anie</b> Computer Studies, De-Rightway School, Technocrime Security Limited, De-Rightway School, Apapa Lagos, Nigeria <b>GICICTEL1806215</b>
<b>Yusif Said Fofanah</b> Philips Computer Institute, New Looks Construction and Marketing Company, Freetown, Sierra Leone <b>GICICTEL1806216</b>
<b>Mohammad Mintu</b> Coordinator, OSW, Dhaka, Bangladesh <b>GICICTEL1806218</b>
<b>Hon Gard Okoth Olima</b> Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806220</b>
<b>Hon Olwal Omondi George</b> Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806221</b>
<b>Hon Beatrice Akinyi Odongo</b> Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806222</b>
<b>Roseline Awuor Okal</b> Clerk Committee on Education, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806223</b>
<b>Hon Roy Ochieng Samo</b> Member Education Committee, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806224</b>
<b>Hon Judith Atieno Ogaga</b> Chairperson Committee on Education, County Assembly of Kisumu, Kisumu, Kenya <b>GICICTEL1806225</b>
<b>Hon George Onyango Oloo</b>

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<p>Speaker of the County Assembly, County Assembly of Kisumu, Kisumu, Kenya GICICTEL1806226</p>
<p>Mercy Onome Olomu Akpojivi Edewor Business Owner (CEO), Dstnct Touch Studios, Lagos, Nigeria GICICTEL1806227</p>
<p>Chimita Lau Niati Commission Sociale et Humanitaire, Conseil National de la Jeunesse, Kinshasa, Republique Democratique du Congo, Congo GICICTEL1806228</p>
<p>Jordan Makuma Mbele Commission Sociale et Humanitaire, Conseil National de la Jeunesse, Kinshasa, Republique Democratique du Congo, Congo GICICTEL1806229</p>
<p>Lydia Ihialo ochuole Current Ideal, Current Ideal, Abuja, Nigeria GICICTEL1806231</p>
<p>Mercy Onome olomu Akpojivi - Edewor Business Owner (CEO), Dstnct Touch Studios, Lagos, Nigeria GICICTEL1806232</p>
<p>Abdullah Al Asad Student, Alekjan Memorial High School &amp; College, Comilla , Bangladesh GICICTEL1806234</p>
<p>Mireille Nzau Mbenza Social and Economic, National Council of Youth, Kinshasa, Democratic Republic of Congo GICICTEL1806238</p>
<p>Adama Saine Founder, Mam Partnership Foundation, Gambia GICICTEL1806239</p>
<p>Medlove Khomba Brima Executive Chairman, Mam Partnership Foundation, Gambia GICICTEL1806240</p>
<p>Tegwan Nyonga Hubert Banthungnoi school ,tha-tan subdistrict, Bbangkathum, Phitsanulok, Thailand GICICTEL1806241</p>
<p>Rita Nyame Pokuaa Department of Social Studies, Ghana Education Service, Brong Ahafo, Ghana GICICTEL1806244</p>
<p>Md Nurul Alam Bitu Event Management and Marketing, The Next Door, Dhaka, Bangladesh GICICTEL1806246</p>
<p>Hiffdjilaye Diallo Education, Islamic Online University, Serrekunda, Gambia GICICTEL1806247</p>
<p>Collins Fosu Accounting, Monica and Sons Exclusive Touch Hair Salon, Pretoria, South Africa GICICTEL1806248</p>
<p>Alieu Sey Relation office, Eco Bank, Gambia GICICTEL1806250</p>
<p>Wah Kaffey English, University of Liberia, Monrovia, Liberia</p>

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Constant Felix Atangana Enyegue Administrative Department, Local Development Unit, City Council of Kribi, Kribi, Cameroon <b>GICICTEL1806253</b>
Shiegum Mercy Ngomande Administrative, Bright Horizon Bamenda, Cameroon <b>GICICTEL1806107</b>
Mahdi Khaleghi Azad University Central Branch /English Teaching, Iran Weightlifting Federation/Azad University, Tehran, Iran <b>GICICTEL1806133</b>
Mohammad Palash Talukder Department of Sociology, Govt BM University College, Dhaka, Bangladesh <b>GICICTEL1806166</b>
Ioannis Lagoudakis Senior Consultant, Human Resources Planning International, Athens <b>GICICTEL1806217</b>
Richard Osei Agyemang Ghana Education Service, Valley View University, Ghana <b>GICICTEL1806254</b>
Collins Fosu Management, Monica and Sons Exclusive Touch Hair Salon, South Africa <b>GICICTEL1806256</b>
Mohammad Harun-or Rashid Sonet Manager, OSW, Bangladesh <b>GICICTEL1806257</b>
Mohammad Suleman CEO, Safco Foundation, Hyderabad Sindh Pakistan <b>GICICTEL1806261</b>
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Sylvain Wase Limunga Efande Department of English, University of Buea, Cameroon <b>GICICTEL1806263</b>
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Fiseha Zeleke Principal, School of Paradise Hills Addis Ababa, Addis Ababa, Ethiopia <b>GICICTEL1806265</b>
Hon John Gachau Theuri (MCA) Chairman Assembly Committee on Education, Science and Technology, County Assembly of Nyeri, Nyeri, Kenya <b>GICICTEL1806258</b>
Hon. Muigai Susan Njeri (MCA) Member Committee on Education, Science, Kiambu County Assembly, Kiambu, Kenya

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GICICTEL1806259

Mercy Wariara Muturi

Kiambu County Assembly, Kiambu County Assembly, Kiambu, Kenya

GICICTEL1806260

## Upcoming Conferences

<http://adtelweb.org/conference.php>

- 2018 – 7th International Conference on Teaching, Education & Learning (ICTEL), June 16-14, Singapore
- 2018 - 9th International Conference on Teaching, Education & Learning (ICTEL), June 27-28, Pattaya
- 2018 - 10th International Conference on Teaching, Education & Learning (ICTEL), July 06-04, Mauritius
- 2018 - 11th International Conference on Teaching, Education & Learning (ICTEL), July 11-12, Bangkok
- 2018 - 16th International Conference on Teaching, Education & Learning (ICTEL), August 08-09, Bali
- 2018 - 19th International Conference on Teaching, Education & Learning (ICTEL), October 24-25, Colombo

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- ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 17-18 July, Athens
- ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Aug, Barcelona
- 2nd ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 26-27 Sept, Budapest
- 6rd ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 01-02 Oct, Dubai
- 4th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 10-11 Oct, Malaysia
- 5th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore
- 6th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta
- 7th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius
- 8th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok
- 9th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai
- 10th ICRTTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali
- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai

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