

2012

Education Abstracts

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Conference on Education 21-24
May 2012, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH



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14th Annual International
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individual essays remain the intellectual properties of the contributors.

TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface

Conference Program

- 1. Building Positive Peace Nonviolently**
Paul Ady
 - 2. Student's Satisfaction with School: An Urban High School Survey**
Ali-Ashraf Aivazi & Manijeh Hoseiny Rad
 - 3. Teaching Leadership to Female Students in Saudi Arabia**
Neva Helena Alexander
 - 4. Using Action Research for Verification that Technology Impacts Student Achievement**
Gladys Arome & Joel Levine
 - 5. Weltanshauung in Vocational Education in Latvia**
Inese Augskalne
 - 6. Limitations of 21st Century School Classroom Designs**
Deirdre Barron
 - 7. Children's Engagement with the Living Narrative**
Bradley Beales
 - 8. Integrating Reading, Science, And Social Studies: Using The Bogan Differentiated Instruction Model**
Barry L. Bogan, Bongani Bantwin & Ethel King-McKenzie
 - 9. Solution-Focused Educational Assessment: A Contribution to Inclusion**
Kathleen Brown
 - 10. Evaluating Learning Management System (LMS)-facilitated Delivery of Universal Design for Learning (UDL) in Postsecondary Education**
Sarah Bryans Bongey, Trudie Hughes & Anne Scherer
 - 11. An Investigation of Academic, Employability and Social Facets of Business Undergraduates' Motivation Using Thurstone Scaling**
John Buglear
 - 12. Technology Lenses: Ways of Seeing the World**
Rebecca Butler & Darryl Draper
 - 13. Employability, Student Engagement via Dis-Engagement with Knowledge**
Trish Byrne-Roberts
 - 14. Higher Education Reforms Between Educational Purposes And Societal Expectations**
Beatrice Cabau
 - 15. Investigating Senior Science Student Teachers' Conceptions of 'Environmental Chemistry' Issues: A Preliminary Study**
Muammer Calik & Tuncay Ozsevec
-

- 16. The Effects of Jigsaw Technique Supported by Scientific Argumentation about Environmental Education on Student Learning Process**
Lale Cerrah Ozseogec & Meltem Cagatay
 - 17. Preparing Teachings of English Learners in the 21st Century: What Matters?**
Maria R. Coady
 - 18. Planning and Implementing the Daily Routine in Slovene Kindergartens and Reggio Emilia Concept**
Tatjana Devjak & Sanja Bercnik
 - 19. The Methodological Framework for Making Development Strategies of European Higher Education Institution**
Srečko Devjak
 - 20. Effective Teaching of Students from Low Socioeconomic Backgrounds: Findings from a National Australian Study**
Marcia Devlin
 - 21. Testing the Validity of the Teacher Psychological Needs Scale**
Fernando Domenech-Betoret
 - 22. Equality of Opportunity in Higher Education: The Contribution of an Open University**
Yael Enoch
 - 23. Dynamics of the Transnational Higher Education Market in China**
Wenhong Fang
 - 24. The Development of the Teaching Observation Evaluation Instrument for Improving Hospitality Teachers' Teaching Performances in Taiwan**
Li-Yia Feng
 - 25. Enhancing Field Based Learning and Teaching Through Effective Supervision**
Elizabeth Fernandez
 - 26. Knowledge-Management and Study Process of Medical College**
Juris Firsts
 - 27. Accreditation policies of Turkey in Primary and Secondary Education**
Verda Gizem Furuzan
 - 28. A Psychometric Approach to the Development of 5E Inquiry Lesson Plan Rubric Instrument**
M. Jenice Goldston, Jeanelle Day & John Dantzler
 - 29. State Educational Policy and Educator Professional Development: The Contemporary Shaping of a Relationship**
Panayota Gounari & George Grolios
 - 30. Peculiarities of Altruism Self-Education of Volunteers Who Participate in Socio-Educational Activities for Disabled People**
Benas Gudinaivicius
 - 31. Innovation in SMEs in India: A Study of Auto Ancillary Sector**
-

B. Gupta & V.K. Gupta

- 32. Implemented Curriculum and Teacher's Discretion**
Hala Hadba
 - 33. Comparative Performance between TCP variants**
Mayyada Hammoshi
 - 34. English Language Education in Vocational High Schools in Taiwan: A Study of the Current Status from an ESP Perspective**
Tzu-Ling Hua
 - 35. The Challenges of Culturally Responsive Teaching**
Romelia Hurtado de Vivas
 - 36. The Language of Advertising and its Portrayal of Women**
Mohamad Zuber Ismail
 - 37. Origins of the Federal Role in American Higher Education**
Frederic Jacobs
 - 38. Investigating Middle School Teachers' Planning and Implementation of Technology Enhanced Lessons (Blogs) for Science Learning**
Kamini Jaipal Jamani & Candace Figg
 - 39. The Site School Model: A Partnership between Higher Education and an Urban School to Prepare Teacher Candidates in New York State**
Shanna Jamanis
 - 40. A Study of Evaluating the Validity of Cut-scores in TIMSS 2007 Assessment**
Jiyoung Jung, Yeonbok Park & Guemin Lee
 - 41. Trends of Achievement Gaps between High Schools in Korea: 16 Years Longitudinal Analysis of National Scholastic Achievement Test Scores for College Admission in Korea**
Sang-Jin Kang, In Young Park, Kyung Sun Kim, Myung Sook Lee & Meehyun Kim
 - 42. In a Context of School Reform, How Do Parents Perceive the Kindergarten and What Do They Expect For Their Child?**
Gabriel Kappeler
 - 43. Greek Language Teacher Education for Teaching Greek as an Additional Language in Greek Secondary Schools**
Charalampia Karagianni
 - 44. A Case Study on Integration of Different Reflective Methods in Teaching Practice**
Teli Karaman & Ayşenur Yontar Togrol
 - 45. Advantages of Using Laptops in Primary and Secondary School: An Investigation in Canadian Schools**
Thierry Karsenti & Simon Collin
 - 46. Using Virtual Environments to Promote Teacher Preparation**
Petros Katsioloudis & Sharon Judge
 - 47. The Compression of Cooperative Learning and Traditional Learning Method of Class Fifth and Fourth in the Subject of Mathematics in Holaelan City of Ilam Iran**
Sattar Kikhavani, Masood Merzaie, Maryam Islampanah & Saeed Sohaily
-

48. **The Effect of Dimensionality on Estimating Classification Consistency**
Stella Yun Kim, Euijin Lim & Guemin Lee
 49. **An Evaluative Review of Evidence on the 'Enactment' Of the Non-Statutory National Framework Agreement for Religious Education in England and Wales**
Carolyn King
 50. **Religion, Democracy and Schooling: An Empirical Study on Orientations Concerning Educational Practices of Austrian Religion Teachers**
Ulrich Krainz
 51. **Gender Differences in Acceptance by Students of Training Software for Office Tools**
Valérie Lefevre
 52. **Children in Crisis: Violence Victims and Victories**
Marcel Lebrun
 53. **Constructing the Scholarly Habitus: An Auto-Ethnographic Reflection of Twenty-Five Years in Academe**
Eleanor Lemmer
 54. **A Better Way to Teach Science: Ditch Textbooks; Use Visionlearning and Other Free Resources**
Nathan H. Lents & Anthony Carpi
 55. **New Public Management in China's Higher Education Policies and its Influence on Academic Work**
Linlin Li
 56. **The Role and Function of Village School in Rural China**
Guangyu Liu
 57. **Licensing of private universities in the Republic of Cyprus**
Panayiotis Louca & Lefkios Neophytou
 58. **An Evaluation of 'Review' - A Framework for Supporting Communication Between Beginning Teachers and their Mentors**
Tony M. Macfadyen
 59. **Marketing and Management Strategies and the Teacher Education in a Chemistry Institute**
Luciana Massi & Alberto Villani
 60. **Handwriting and Writing Development**
Jane Medwell
 61. **Development of Students' Participation in Non-Formal Education Activity in Lithuania and Latvia: Comparative Analysis**
Lina Miliuniene
 62. **The Impact of Family Background and Socioeconomic Status on University Admission in Iran**
Seyed Bagher Mirashrafi, Georg Bol, E. Khodaie & Gholamreza Nakhaeizadeh
 63. **Shaping Tomorrow's Business Leaders by Incorporating Ethics Course in MBA Education: An Empirical Study**
Sita Mishra
 64. **Arabic Communication Culture in the Context of CRM**
-

Mohammed Ali Shihi Moza & Mayyada Hammoshi

65. History and Forgiveness: Finding a Balance

Ann Murphy & Chistian Gobel

66. The Emotional Labour Associated with the Induction of Emotional Intelligence in Teacher Training and Evaluation Programs

Lefkios Neophytou

67. Barriers to Education and School Attainment Across Gender, Caste And Ethnicity: A Case of Rural Nepal

Pramila Neupane

68. Conference Proposal: Foreign Language Teachers and their Professional Development Strategies

Dorota Nowacka

69. How School Leadership and School Characteristics Influence Teachers' Intentions to Stay at their School or Move to Another

Stelios Orphanos

70. Determining Turkish Senior Science Student Teachers' Technological Pedagogical Content Knowledge of 'Environmental Chemistry' Elective Course

Tuncay Ozsevec & Muammer Calik

71. Socio-Emotional Selectivity: A Preliminary Analysis of Perspectives of Adult Learners in the University of Botswana

Nkobi O. Pansiri

72. Validation of Acquired Experience (VAE) in Higher Education

Marcel Pariat & Lafont Pascal

73. Dyslexic Academics? Well we don't talk about that do we!: An Investigation Into the Prevalence and Impact of Dyslexia in University Teaching

Karen Paton & Hilaire Graham

74. Using Standardized Assessments as the High School Component of a Growth Model

Thanos Patelis, Carol Barry, Jennifer Merriman Bausmith & Haifa Matos-Elefonte

75. Equity-based School Counseling in the United States of America

Rachelle Perusse

76. Communities of Excellence: A Solution to the Education Field Experience Challenge for Working Adults

Suzanne Perry

77. Emotional Competency of Preschool Student Teachers as a Factor for Effective Teamwork

Alenka Polak

78. Optimization Aspects of Education System in Comprehensive Schools in Latvia

Maris Purvins

79. Early Intervention: Inclusion through Constructivism

Nitya Ramaswami, Sweta Dholakia & Purvi Gogri

- 80. The Effects of Professional Development on Literacy Practices for Teaching Science in a Minority-Language Context**
Léonard P. Rivard
 - 81. Electronic Versus Print Textbooks: How do they Impact University Students' Perceived Learning?**
Amanda J. Rockinson-Szapkiw
 - 82. Conceptions of Higher Education Students of Biology of Botany Teaching: A Study Case of Brazil-Portugal**
João Rodrigo Santos da Silva, Fernando Guimaraes & Paulo Takeo Sano
 - 83. Empowerment and Disempowerment of Supervisees**
Salome Schulze
 - 84. Going Global: Preparing College Students for Travel Abroad**
Mark Seals
 - 85. Educators, Aging, and Transformation: Implications for the Cooperative Extension Service in the United States of America**
Deb Sellers & Andrew Crocker
 - 86. Understanding Emirates Children's Drawing in Relation to Self and Identity Through the Interaction of Social Context**
Mohamad S. Shaban & Hamed Al-Awidi
 - 87. Core Tensions in the Development of an Online Mentoring Program: The Mentors' Professional Learning Processes**
Regina Maria Simoes Puccinelli Tancredi, Aline Maria de Medeiros Rodrigues Reali & Maria da Graca Nicoletti Mizukami
 - 88. Cross-Cultural Curriculum Design in China: Reflections on Human Rights Education**
Rhona Smith
 - 89. Do Schools Make A Difference? A Two Year Study of High School Effects and First Year College Success**
Wade Smith, Jason Droddy & A.J Guarino
 - 90. Rural Teachers' Views of Evolution**
Michele Stears
 - 91. The Evaluation-Based Approach to Teacher Professional Development: the case of Taiwan**
Ya-Hui Su
 - 92. A Staff Development Model for the Improvement of Science Content Knowledge and Teaching Practice for Elementary School Teachers**
Catherine Tannahill
 - 93. Determining Coping Styles of University Students with Stress**
Gozde Terekli, Rumeysa Akgun, Ece Ugurluoglu & Ozgur Ugurluoglu
 - 94. Interfacing Academics and Industry in a Chair Curriculum in Fast Moving Consumer Goods**
Daniel Tixier
 - 95. The Controversies and Politics of Information: Releasing kindergarten and school profiles to the public in Hong Kong**
Thomas Kwan-choi Tse
 - 96. Writing in the Cypriot Dialect: more history or more phonology? Investigating Primary School Students' Choices**
-

of Words, Morphemes and Graphemes when Writing using the Cypriot Dialect

Simeon Tsolakidis & Nataly Loizidou-Ieridou

97. Computer Mediated Communication: A Source of L2 Input for Polish Teenage Learners

Aleksandra Wach

98. Why Should a Volunteer Care? A Case Study of Volunteer Teachers

Rui Xu

99. Chinese International Students in the United States: Demographic Trends, Motivations, Acculturation Features and Adjustment Challenges

Kun Yan & David C. Berliner

100. Practitioners' Success Stories of their First Year of Teaching

Diana Zadoff, Khansaa Diab & Edna Green

101. Employers' and Teachers' Cooperation in Development of Vocational Education Programs Content in Latvian Republic Vocational Education System: Description of the Situation

Anita Zalauskalne

102. Scholarly Gatekeeping: Libraries and Scholarship in Western Tradition

Margaret Zeegers & Deirdre Barron

103. Three Approaches to Teacher Leadership and their Epistemological Foundations.

Yan Zeng

104. Analysis of "Te-gang Program" Implementation Process: A case study of E Autonomous Prefecture in China

Wenwen Zhang

105. Students' Natural Use of Technology in Real-Time Classroom Lectures

Lucia Zivcakova & Eileen Wood

106. It's Not Smelly, Dirty, or Expensive [diesel, that is]: Cross-Disciplinary Instructional Development in Chemistry and Social Studies

Brian P. Zoellner, Richard H. Chant & Kelly Wood

107. Lessons Learned: A Longitudinal Case Study of Transnational Distance Education.

Deborah Zuercher, Jon Yoshioka, Paul Deering & A. Aguon

Preface

This abstract book includes all the abstracts of the papers presented at the *14th Annual International Conference on Education, 21-24 May 2012*, organized by the Athens Institute for Education and Research. In total there were 107 papers and 126 presenters, coming from 32 different countries (Australia, Austria, Botswana, Brazil, Canada, China, Cyprus, France, Germany, Hong Kong, India, Iran, Israel, Japan, Korea, Latvia, Lithuania, Oman, Poland, Portugal, Qatar, Saudi Arabia, Slovenia, Spain, South Africa, South Korea, Switzerland, Taiwan, Turkey, United Arab Emirates, UK and USA). The conference was organized into 26 sessions that included areas of Higher Education, Foundations of Education, Sociology of Education, Peace Studies Teacher Training and other related fields. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
14th Annual International Conference on Education, 21-24 May 2012,
Athens, Greece
PROGRAM

Conference Venue: [Metropolitan Hotel of Athens](#), 385 Syngrou Ave., 175 64,
Athens, Greece

ORGANIZING AND SCIENTIFIC COMMITTEE

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. Alexander Makedon, Head, Education Research Unit, ATINER & Professor, College of Education, Chicago State University, USA.
3. Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
4. Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.
5. Dr. Gregory A. Katsas, Head, Sociology Research Unit, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.
6. Dr. Thanos Patelis, Head, [Psychology Research Unit](#), ATINER & Vice President of Research and Analysis, The College Board, USA.
7. Dr. Margo Apostolos, Associate Professor, University of Southern California, USA.
8. Dr. Feyza Doyran, Instructor, Middle East Technical University, Turkey.
9. Dr. Stelios Orphanos, Lecturer, Frederick University, Cyprus.
10. Dr. John E. Kesner, Associate Professor, Georgia State University, USA.
11. Dr. Marina Stefania Giannakaki, Academic Member, ATINER & Associate Tutor, Open University of Cyprus, Cyprus.
12. Dr. Effie Papoutsis-Kritikos, Professor & Acting Associate Dean for the College of Education, Northeastern Illinois University, USA.
13. Dr. Leslie Stuart Woodcock, Academic Member, ATINER & formerly University of Leeds, U.K.
14. Dr. Margarita Kefalaki, Director of Communication, ATINER.
15. Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
16. Mr. Vasilis Charalampopoulos, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.

Administration: Fani Balaska, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki & Celia Sakka

CONFERENCE PROGRAM

Monday 21 May 2012

07:30-08:30 Registration

08:30-09:00 Welcome and Opening Remarks

- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Alexander Makedon, Head, Education Research Unit, ATINER & Professor, College of Education, Chicago State University, USA.
- Dr. Gregory T. Papanikos, President, ATINER.

09:00-10:30 Session I (Room A): Higher Education	09:00-10:30 Session II (Room B): Foundations of Education	09:00-10:30 Session III (Room C): Sociology of Education
<p>Chair: Giannakaki, M-S., Academic Member, ATINER & Associate Tutor, Open University of Cyprus, Cyprus.</p> <ol style="list-style-type: none"> 1. Seals, M., Professor, Alma College, USA. Going Global: Preparing College Students for Travel Abroad. 2. Smith, R., Professor, Northumbria University, UK. Cross-Cultural Curriculum Design in China: Reflections on Human Rights Education. 3. Alexander, N., Associate Chair & Lecturer, Prince Mohammad Bin Fahd University, Saudi Arabia. Teaching Leadership to Female Students in Saudi Arabia. 4. Devlin, M., Chair in Higher Education Research, Deakin University, Australia. Effective Teaching of Students from Low Socioeconomic Backgrounds: Findings from a National Australian Study. 5. Cabau, B., Associate Professor, Hong Kong Baptist University, Hong Kong. Higher Education Reforms Between Educational Purposes And Societal Expectations. 	<p>Chair: Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.</p> <ol style="list-style-type: none"> 1. Zeegers, M., Associate Professor, University of Ballarat, Australia & Barron, D., Associate Professor, University of Ballarat, Australia. Scholarly Gatekeeping: Libraries and Scholarship in Western Tradition. 2. Butler, R., Presidential Teaching Professor, Northern Illinois University, USA & Draper, D., Assistant Professor, Northern Illinois University, USA. Technology Lenses: Ways of Seeing the World. 3. Augskane, I., Lecturer, Riga Higher Institute of Religious Sciences, Latvia. Weltanschauung in Vocational Education in Latvia. 4. Byrne-Roberts, T., Lecturer, University of Central Lancashire, UK. Employability, Student Engagement via Dis-Engagement with Knowledge. 	<p>Chair: Pappas, N., Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.</p> <ol style="list-style-type: none"> 1. Neupane, P., Ph.D. Student, Waseda University, Japan. Barriers to Education and School Attainment across Gender, Caste and Ethnicity: A Case of Rural Nepal. 2. Moza, A.S., Lecturer, Shinas College of Technology, Oman & Hammoshi, M., Assistant Professor, College of Applied Sciences in Ibbri, Oman. Arabic Communication Culture in the Context of CRM. 3. Paton, K., Lecturer, University for the Creative Arts, UK & Graham, H., Dean of Learning and Teaching, University for the Creative Arts, UK. Dyslexic Academics? Well we don't talk about that do we!: An Investigation Into the Prevalence and Impact of Dyslexia in University Teaching. 4. *Barron, D., Associate Dean Research, Swinburne University of Technology, Australia. Limitations of 21st Century School Classroom Designs.

<p>10:30-12:00 Session IV (Room A): Higher Education Chair: Devlin, M., Chair in Higher Education Research, Deakin University, Australia.</p>	<p>10:30-12:00 Session V (Room B): Curriculum-E-Learning Chair: Smith, R., Professor, Northumbria University, UK.</p>	<p>10:30-12:00 Session VI (Room C): Pre-School Education Chair: Woodcock, L.S., Academic Member, ATINER & formerly, University of Leeds, U.K.</p>
<p>1. Enoch, Y., Lecturer, Open University, Israel. Equality of Opportunity in Higher Education: The Contribution of an Open University.</p> <p>2. Fang, W., Ph.D. Student, Waseda University, Japan. Dynamics of the Transnational Higher Education Market in China.</p> <p>3. Firsts, J., Docent of Riga, Medicine College. Latvia. Knowledge-Management and Study Process of Medical College.</p> <p>4. Mirashrafi, S.B., Ph.D. Student, Karlsruhe Institute of Technology, Germany, Bol, G., Professor, Karlsruhe Institute of Technology, Germany, Khodaie, E., Professor, National Organization for Educational Testing, Iran & Nakhaeizadeh, G., Professor, Karlsruhe Institute of Technology, Germany. The Impact of Family Background and Socioeconomic Status on University Admission in Iran.</p> <p>5. Tixier, D., Professor, ESSEC Business School, France. Interfacing Academics and Industry in a Chair Curriculum in Fast Moving Consumer Goods. (Monday, 21st of May, 2012, morning)</p>	<p>1. Lents, N.H., Deputy Chair, City University of New York, USA & Carpi, A., Professor, City University of New York, USA. A Better Way to Teach Science: Ditch Textbooks; Use Visionlearning and Other Free Resources.</p> <p>2. Zuercher, D., Associate Professor, University of Hawaii, USA, Yoshioka, J., Associate Professor, University of Hawaii, USA, Deering, P., Associate Professor, University of Hawaii, USA & Aguon, A., Associate Professor, University of Hawaii, USA. Lessons Learned: A Longitudinal Case Study of Transnational Distance Education.</p> <p>3. Simoes Puccinelli Tancredi, R.M., Researcher and Lecturer, Presbyterian University Mackenzie, Brazil, de Medeiros Rodrigues Reali, A.M., Researcher and Lecturer, Presbyterian University Mackenzie, Brazil & Nicoletti Mizukami, M.G., Researcher and Lecturer, Presbyterian University Mackenzie, Brazil. Core Tensions in the Development of an Online Mentoring Program: The Mentors' Professional Learning Processes.</p>	<p>1. Ramaswami, N., Head of Academics and Child Development, Zee Learn, India, Dholakia, S., Manager, Zee Learn, India & Gogri, P., Centre Head, Mount Litera World Preschool, India. Early Intervention: Inclusion through Constructivism.</p> <p>2. Tse, T., Associate Professor, The Chinese University of Hong Kong, Hong Kong. The Controversies and Politics of Information: Releasing kindergarten and school profiles to the public in Hong Kong.</p> <p>3. Kappeler, G., Ph.D. Student, University of Fribourg, Switzerland. In a Context of School Reform, How Do Parents Perceive the Kindergarten and What Do They Expect For Their Child?</p>

<p>12:00-13:30 Session VII (Room A): Teacher Training Chair: *Karagianni, C., Ph.D. Student, King's College, UK.</p>	<p>12:00-13:30 Session VIII (Room B): Administration Chair: Tse, T., Associate Professor, The Chinese University of Hong Kong, Hong Kong.</p>	<p>12:00-13:30 Session IX (Room C): Peace Studies Chair: *Zeegers, M., Associate Professor, University of Ballarat, Australia.</p>
<ol style="list-style-type: none"> 1. Goldston, M.J., Professor, The University of Alabama, USA, Day, J., Professor, Eastern Connecticut State University, USA & Dantzler, J., Assistant Professor, The University of Alabama, USA. A Psychometric Approach to the Development of 5E Inquiry Lesson Plan Rubric Instrument. 2. Gounari, P., Associate Professor, University of Massachusetts, USA & Grolios, G., Professor, Aristotle University of Thesaloniki, Greece.. State Educational Policy and Educator Professional Development: The Contemporary Shaping of a Relationship.. 3. Macfadyen, T., Lecturer, University of Reading, UK. An Evaluation of 'Review' - A Framework for Supporting Communication Between Beginning Teachers and their Mentors. 	<ol style="list-style-type: none"> 1. Su, Y.H., Associate Professor, National Kaohsiung University of Hospitality and Tourism, Taiwan. The Evaluation-Based Approach to Teacher Professional Development: the case of Taiwan. (Monday, 21st of May, 2012) 2. Orphanos, S., Lecturer, Frederick University, Cyprus. How School Leadership and School Characteristics Influence Teachers' Intentions to Stay at their School or Move to Another. 3. Zeng, Y., Student, the Chinese University of Hong Kong, China. Three Approaches to Teacher Leadership and their Epistemological Foundations. 	<ol style="list-style-type: none"> 1. Murphy, A., Professor, Assumption College, USA & Gobel, C., Assistant Professor, Assumption College, USA. History and Forgiveness: Finding a Balance. 2. Ady, P., Associate Professor, Assumption College, USA. Building Positive Peace Nonviolently. 3. Beales, D., Teacher, Clifton Springs Primary School, Australia. Children's Engagement with the Living Narrative.

13:30-14:30 Lunch (details during registration)

<p>14:30-16:00 Session X (Room A): Teaching of/in Second Language Chair: Polychronis, M., Lecturer, Mount Royal University, Canada.</p>	<p>14:30-16:00 Session XI (Room B): Teacher Education Chair: Orphanos, S., Lecturer, Frederick University, Cyprus.</p>	<p>14:30-16:00 Session XII (Room C): Technology in Education Chair: Patelis, T., VP, Research & Analysis, The College Board, USA</p>
<ol style="list-style-type: none"> 1. *Tsolakidis, S., Assistant Professor, Frederick University, Cyprus & Loizidou-Ieridou, N., Lecturer, Frederick University, Cyprus. Writing in the Cypriot Dialect: more history or more phonology? Investigating Primary School Students' Choices of Words, Morphemes and Graphemes when writing using the Cypriot Dialect. 2. *Karagianni, C., Ph.D. Student, King's College, UK. Greek Language Teacher Education For Teaching Greek As An Additional Language In Greek Secondary Schools. 3. Liu, G., Master Candidate, Peking University, China. The Role and Function of Village School in Rural China. 4. Nowacka, D., Assistant Professor, Adam Mickiewicz University, Poland. Conference Proposal: Foreign Language Teachers and their Professional Development Strategies. 	<ol style="list-style-type: none"> 1. Perry, S., Dean, Regis University, USA. Communities of Excellence: A Solution to the Education Field Experience Challenge for Working Adults 2. Tannahill, C., Associate Professor, Eastern Connecticut State University, USA. A Staff Development Model for the Improvement of Science Content Knowledge and Teaching Practice for Elementary School Teachers. 3. King, C., Programme Leader, University of Central Lancashire, UK. An Evaluative Review of Evidence on the 'Enactment' Of the Non-Statutory National Framework Agreement for Religious Education in England and Wales. (Monday, 21st of May, 2012, late morning) 4. Krainz, U., Researcher, University of Vienna, Austria. Religion, Democracy and Schooling: An Empirical Study on Orientations Concerning Educational Practices of Austrian Religion Teachers. 	<ol style="list-style-type: none"> 1. Buglear, J., Acting Head, Nottingham Trent University, UK. An Investigation of Academic, Employability and Social Facets of Business Undergraduates' Motivation Using Thurstone Scaling. 2. Gupta, B., Associate Professor, Institute of Management Technology Ghaziabad, India & Gupta, V.K., Professor, Institute of Management Technology Ghaziabad, India. Innovation in SMEs In India: A Study of Auto Ancillary Sector 3. Rockinson-Szapkiw, A., Assistant Professor, Liberty University, USA. Electronic Versus Print Textbooks: How do they Impact University Students' Perceived Learning? 4. Purvins, M., Student, Latvia University, Latvia. Optimization Aspects of Education System in Comprehensive Schools in Latvia. 5. Zivcakova, L., Ph.D. Student, Wilfrid Laurier University, Canada & Wood, E., Professor, Wilfrid Laurier University, Canada. Students' Natural Use of Technology in Real-Time Classroom Lectures. 6. Arome, G., Program Coordinator, Valdosta State University, USA & Levine, J., Professor, Valdosta State University, USA. Using Action Research for Verification that Technology Impacts Student Achievement. 7. Mishra, S., Associate Professor, Institute of Management Technology,

		India. Shaping Tomorrow's Business Leaders by Incorporating Ethics Course in MBA Education: An Empirical Study.
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<p>16:00-17:30 Session XIII (Room A): Foundations of Education Chair: *Hadba, H., Ph.D. Student, Qatar University, Qatar.</p>	<p>16:00-17:30 Session XIV (Room B): Teacher Education Chair: Perusse, R., Associate Professor, University of Connecticut, USA.</p>	<p>16:00-17:30 Session XV (Room C): Elementary and Secondary Education Chair: *Tsolakidis, S., Assistant Professor, Frederick University, Cyprus</p>
<ol style="list-style-type: none"> 1. Feng, L.Y., Professor, National Kaohsiung University of Hospitality and Tourism, Taiwan. The Development of the Teaching Observation Evaluation Instrument for Improving Hospitality Teachers' Teaching Performances in Taiwan. (Monday, 21st of May, 2012) 2. Gudinaicius, B., Ph.D. Student, Siauliai University, Lithuania. Peculiarities of Altruism Self-Education of Volunteers Who Participate in Socio-Educational Activities for Disabled People. 3. Domenech-Betoret, F., Tenure (Educational Psychology), University Jaume I, Spain. Testing the Validity of the Teacher Psychological Needs Scale. 4. Jung, J., Ph.D. Student, Yonsei University, South Korea, Park, Y., 	<ol style="list-style-type: none"> 1. Ozsevgec, T., Assistant Professor, Karadeniz Technical University, Turkey & Calik, M., Associate Professor, Karadeniz Technical University, Turkey. Determining Turkish Senior Science Student Teachers' Technological Pedagogical Content Knowledge of 'Environmental Chemistry' Elective Course. 2. Pansiri, N.O., Lecturer, University of Botswana, Botswana. Socio-Emotional Selectivity: A Preliminary Analysis of Perspectives of Adult Learners in the University of Botswana. 3. *Massi, L., Ph.D. Student, University of Sao Paulo, Brazil & Villani, A., Professor, University of Sao Paulo, Brazil. Marketing and 	<ol style="list-style-type: none"> 1. *Bogan, B.L., Professor, Kennesaw State University, USA, Bantwini, B., Professor, Kennesaw State University, USA & King-McKenzie, E., Professor, Kennesaw State University, USA. Integrating Reading, Science, And Social Studies: Using The Bogan Differentiated Instruction Model. 2. Jaipal Jamani, K., Associate Professor, Brock University, Canada & Figg, C., Associate Professor, Brock University, Canada. Investigating Middle School Teachers' Planning and Implementation of Technology Enhanced Lessons (Blogs) for Science Learning. 3. Medwell, J., Associate Professor, University of Warwick, UK. Handwriting and Writing Development. 4. Patelis, T., Vice President, Research &

<p>Ph.D. Student, Yonsei University, South Korea & Lee, G., Professor, Yonsei University, South Korea. A Study of Evaluating the Validity of Cut-scores in TIMSS 2007 Assessment.</p>	<p>Management Strategies and the Teacher Education in a Chemistry Institute. 4. Neophytou, L., Lecturer, University of Nicosia, Cyprus. The Emotional Labour Associated with the Induction of Emotional Intelligence in Teacher Training and Evaluation Programs.</p>	<p>Analysis, The College Board, USA, Barry, C., Assistant Research Scientist, The College Board, USA, Merriman Bausmith, J., Senior Director, Evaluation and Research, The College Board, USA & Matos-Elefonte, H., Assistant Research Scientist, The College Board, USA. Using Standardized Assessments as the High School Component of a Growth Model.</p>
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<p>17:30-19:00 Session XVI (Room A): Teaching of/in Second Language Chair: Togrol, A.Y., Associate Professor, Boğaziçi University, Turkey.</p>	<p>17:30-19:00 Session XVII (Room B): Teacher Education Chair: *Massi, L., Ph.D. Student, University of Sao Paulo, Brazil</p>	<p>17:30-19:00 Session XVIII (Room C): Social Issues and Research Chair: Cabau, B., Associate Professor, Hong Kong Baptist University, Hong Kong.</p>
<ol style="list-style-type: none"> 1. Hurtado de Vivas, R., Professor, Eastern New Mexico University, USA. The Challenges of Culturally Responsive Teaching. 2. Wach, A., Assistant Professor, Adam Mickiewicz University, Poland. Computer Mediated Communication: A Source of L2 Input for Polish Teenage Learners. 3. *Hadba, H., Ph.D. Student, Qatar University, Qatar. Implemented Curriculum and Teacher's Discretion. 4. Hua, T.L., Ph.D. Student, Durham University, UK. English Language Education in Vocational High Schools in Taiwan: A Study of the Current Status from an ESP Perspective. 	<ol style="list-style-type: none"> 1. Lebrun, M., Chair Education Department, Plymouth State University, USA. Children in Crisis: Violence Victims and Victories. 2. Perusse, R., Associate Professor, University of Connecticut, USA. Equity-based School Counseling in the United States of America. 3. Jamanis, S., Assistant Professor, Nazareth College of Rochester, USA. The Site School Model: A Partnership between Higher Education and an Urban School to Prepare Teacher Candidates in New York State. 4. Fernandez, E., International Placement Coordinator, The University of New South Wales, Australia. Enhancing Field Based Learning and Teaching Through Effective 	<ol style="list-style-type: none"> 1. Yan, K., Assistant Professor, Tsinghua University, China & Berliner, D., Professor, Arizona State University, USA. Chinese International Students in the United States: Demographic Trends, Motivations, Acculturation Features and Adjustment Challenges. 2. Ismail, T., Instructor, American University of Sharjah, United Arab Emirates. The Language of Advertising and its Portrayal of Women. (Monday, 21st of May, 2012) 3. Kim, S.Y., Master Student, Yonsei University, Korea, Lim, E., Researcher, Korea Institute of Curriculum and Evaluation, Korea & Lee, G., Professor, Yonsei University, Korea. The Effect of Dimensionality on Estimating Classification Consistency.

	Supervision.	4. Santos da Silva, J.R., Ph.D. Student, University of Sao Paulo, Brazil, Guimaraes, F., Professor, University of Minho, Portugal & Takeo Sano, P., Professor, University of Minho, Portugal. The Higher Education Biology Students' Conceptions on Botany Teaching: A Brazil - Portugal Case Study.
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20:30–22:30 Greek Night (Details during registration)

Tuesday 22 May 2012

<p>08:00-10:00 Session XIX (Room A): Teacher Education Chair: Seals, M., Professor, Alma College, USA.</p>	<p>08:00-10:00 Session XX (Room B): Secondary Education Chair: Devjak, S., Full Professor, University of Ljubljana, Slovenia.</p>	<p>08:00-10:00 Session XXI (Room C): Education Issues I Chair: Graham, H., Dean of Learning and Teaching, University for the Creative Arts, UK.</p>
<ol style="list-style-type: none"> 1. Calik, M., Associate Professor, Karadeniz Technical University, Turkey & Ozsevgec, T., Assistant Professor, Karadeniz Technical University, Turkey. Investigating Senior Science Student Teachers' Conceptions of 'Environmental Chemistry' Issues: A Preliminary Study. 2. Coady, M., Associate Professor, University of Florida, USA. Preparing Teachings of English Learners in the 21st Century: What Matters? 3. Xu, R., Ph.D. Student, Peking University, China. Why Should a Volunteer Care? A Case Study of Volunteer Teachers. 4. Zhang, W., Ph.D. Student, the Chinese University of Hong Kong, Hong Kong. Analysis of "Te-gang Program" Implementation Process: A case study of E 	<ol style="list-style-type: none"> 1. Kang, S.J., Professor, Yonsei University, Korea, Park, I.Y., Researcher, Korea Institute of Curriculum and Evaluation, Korea, Kim, K.S., Ph.D. Student, Yonsei University, Korea, Lee, M.S., Ph.D. Student, Yonsei University, Korea & Kim, M., Ph.D. Student, Yonsei University, Korea. Trends of Achievement Gaps between High Schools in Korea: 16 Years Longitudinal Analysis of National Scholastic Achievement Test Scores for College Admission in Korea. 2. Zoellner, B.P., Assistant Professor, University of North Florida, USA, Chant, R.H., Associate Professor, University of North Florida, USA & Wood, K., Science Teacher, Sandalwood High School, USA. It's Not Smelly, Dirty, or Expensive [diesel, that is]: Cross-Disciplinary Instructional 	<ol style="list-style-type: none"> 1. Miliuniene, L., Lecturer, Siauliai University, Lithuania. Development of Students' Participation in Non-Formal Education Activity in Lithuania and Latvia: Comparative Analysis. 2. Polak, A., Lecturer, University of Ljubljana, Slovenia. Emotional Competency of Preschool Student Teachers as a Factor for Effective Teamwork. 3. Furuzan, V.G., Instructor, Marmara University, Turkey. Accreditation policies of Turkey in Primary and Secondary Education. (Tuesday, 22nd of May, morning) 4. Louca, P., Scientific Associate, Frederick University, Cyprus & Neophytou, L., Lecturer, University of Nicosia, Cyprus. Licensing of private universities in the Republic of Cyprus.

<p>Autonomous Prefecture in China.</p> <p>5. Togrol, A.Y., Associate Professor, Boğaziçi University, Turkey & Karaman, T., Mathematics Teacher, Dogus Group Teacher, Turkey. A Case Study on Integration of Different Reflective Methods in Teaching Practice. (Tuesday, 22nd of May)</p>	<p>Development in Chemistry and Social Studies.</p> <p>3. Cerrah Ozsevgec, L., Assistant Professor, Karadeniz Technical University, Turkey & Cagatay, M., Assistant Professor, Karadeniz Technical University, Turkey. The Effects of Jigsaw Technique Supported by Scientific Argumentation about Environmental Education on Student Learning Process.</p> <p>4. Stears, M., Lecturer, University of KwaZulu-Natal, South Africa. Rural Teachers' Views of Evolution.</p> <p>5. Aivazi, A.A., Assistant Professor, Ilam University of Medical Sciences, Iran & HoseinyRad, M., Assistant Professor, Ilam University of Medical Sciences, Iran. Student's Satisfaction with School: An Urban High School Survey.</p>	
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10:00-11:30 Session XXII (Room A): Foundations of Education Chair: Coady, M., Associate Professor, University of Florida, USA.	10:00-11:30 Session XXIII (Room B): Technology in Education Chair: Perry, S., Dean, Regis University, USA.	10:00-11:30 Session XXIV (Room C): Education Issues II Chair: Hua, T.L., Ph.D. Student, Durham University, UK.
<ol style="list-style-type: none"> 1. Jacobs, F., Professor, American University, USA. Origins of the Federal Role in American Higher Education. (Tuesday, 22nd of May, 2012, morning) 2. Terekli, G., Lecturer, Ankara University, Turkey, Akgun, R., Researcher, Ankara University, Turkey, Ugurluoglu, E., Assistant Professor, Ankara University, Turkey & Ugurluoglu, O., Lecturer, Hacettepe University, Turkey. Determining Coping Styles of University Students with Stress. (Tuesday, 22nd of May, 2012) 3. Zalauskalne, A., Ph.D. Student, University of Latvia, Latvia. Employers' and Teachers' Cooperation in Development of Vocational Education Programs Content in Latvian Republic Vocational Education System: Description of the Situation. 4. Smith, W., Superintendent, Louisiana State University, USA, Droddy, J., Director External Affairs, Louisiana State University, USA & Guarino, A.J., Professor, Massachusetts General Institute of Health, USA. Do Schools Make A Difference? A Two Year Study of High School Effects and First Year College Success. 5. Devjak, S., Full Professor, University of Ljubljana, Slovenia. The 	<ol style="list-style-type: none"> 1. Karsenti, T., Professor, University of Montreal, Canada & Collin, S., Professor, University of Montreal, Canada. Advantages of Using Laptops in Primary and Secondary School: An Investigation in Canadian Schools. (Tuesday, 22nd of May, 2012) 2. Lefievre, V., Assistant Professor, Audencia Nantes School of Management, France. Gender Differences in Acceptance by Students of Training Software for Office Tools. 3. Bryans Bongey, S., Academic Technology Coordinator, The College of St. Scholastica, USA, Hughes, T., Associate Professor, University of Minnesota, USA. Evaluating Learning Management System (LMS)-Facilitated Delivery of Universal Design for Learning (UDL). 4. Hammoshi, M., Assistant Professor, College of Applied Sciences in Ibbi, Oman. Comparative Performance between TCP variants. 5. Katsioloudis, P., Assistant Professor, Old Dominion University, USA & Judge, S., Associate Dean, Old Dominion University, USA. Using Virtual Environments to Promote Teacher Preparation. 	<ol style="list-style-type: none"> 1. Rivard, L., Professor Emeritus, University of Saint-Boniface, Canada. The Effects of Professional Development on Literacy Practices for Teaching Science in a Minority-Language Context. 2. Schulze, S., Professor, University of South Africa, South Africa. Empowerment and Disempowerment of Supervisees. 3. Devjak, T., Associate Professor, University of Ljubljana, Slovenia & Bercnik, S., Assistant to Professor, University of Ljubljana, Slovenia. Planning and Implementing the Daily Routine in Slovene Kindergartens and Reggio Emilia Concept. 4. *Lemmer, E., Professor, University of South Africa, South Africa. Constructing the Scholarly Habitus: An Auto-Ethnographic Reflection of Twenty-Five Years in Academe. 5. Li, L., Ph.D. Student, the Chinese University of Hong Kong, China. New Public Management in China's Higher Education Policies and its Influence on Academic Work. 6. Kikhavani, S., Assistant Professor, Ilam University of Medical Science Ilam Iran, Iran, Merzaie, M., Teacher, Organization of Ilam Education Ilam Iran & Islampanah, M., Assistant Professor,

<p>Methodological Framework for Making Development Strategies of European Higher Education Institution.</p> <p>6. Pariat, M., Professor, University of Paris Est Creteil, France & Lafont, P., Professor, University of Paris Est Creteil, France. Validation of Acquired Experience (VAE) in Higher Education. (Tuesday, 22nd of May, 2012)</p>		<p>Azad University of Kermanshah Branc, Iran. The Compression of Cooperative Learning and Traditional Learning Method of Class Fifth and Fourth in the Subject of Mathematics in Holaelan City of Ilam Iran.</p>
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11:30-12:30 Lunch (Details during registration)

12:30-14:30 Session XXV: The Future of Higher Education

Chair: Papanikos, G.T., President, Athens Institute for Education and Research (ATINER) & Visiting Professor, Department of Management, University of Strathclyde, U.K.

Speakers:

1. Dr. Marcia Devlin, Professor, Chair in Higher Education Research, Executive Member, HERDSA, Director, Higher Education Research Group (HERG), Office of the Deputy Vice-Chancellor (Academic), Deakin University, Australia.
2. Dr. Fred Jacobs, Professor, School of Education, Teaching and Health, American University, USA.
3. Dr. Neva Helena Alexander, Core Humanities and Social Sciences Female Campus Coordinator, Prince Mohammad Bin Fahd University, Kingdom of Saudi Arabia.
4. Dr. Beatrice Cabau, Associate-Professor & Coordinator of the French Stream, European Studies Programme, Hong Kong Baptist University, Hong Kong.
5. Dr. Yael Enoch, Senior Lecturer (ret.), The Open University of Israel, Israel.

14:30-16:00 Session XXVI (Room A): Education Issues III

Chair: Makedon, A., Head, Education Research Unit, ATINER & Professor, College of Education, Chicago State University, USA.

1. Sellers, D., Associate Professor, Kansas State University, USA & Crocker, A., Extension Program Specialist II-Gerontology and Health, Texas AgriLife Extension Service, USA. Educators, Aging, and Transformation: Implications for the Cooperative Extension Service in the United States of America.
2. Shaban, M., Assistant Professor, United Arab Emirates University, United Arab Emirates & Al-Awidi, H.M., Professor, United Arab Emirates University, United Arab Emirates. Understanding Emirates Children's Drawing in Relation to Self and Identity through the Interaction of Social Context. (Tuesday, 22 May 2012, afternoon)
3. Zadoff, D., Lecturer, David Yellin College of Education, Israel, Diab, K., Faculty Member, David Yellin College of Education, Israel & Green, E., Lecturer, David Yellin College of Education, Israel. Practitioners' Success Stories of their First Year of Teaching. (Tuesday, 22 May 2012)
4. Brown, K., Assistant Professor, Northeastern Illinois University, USA. Solution-Focused Educational Assessment: A Contribution to Inclusion. (Tuesday, 22 May 2012, afternoon)

17:00-20:00 Urban Walk (Details during registration)

20:00-21:00 Dinner (Details during registration)

Wednesday 23 May 2012

Cruise: (Details during registration)

Thursday 24 May 2012

Delphi Visit: (Details during registration)

Paul Ady

Associate Professor, Assumption College, USA

Building Positive Peace Nonviolently

Teaching Peace Studies on American campuses usually draws on interdisciplinary fields ranging from literature, sociology and theology to psychology, history, political science and philosophy. Such courses require faculty to teach together and to explore pedagogical approaches that introduce students to a field that is implicitly ideological, challenging their prevailing cultural values. Further, interest in the course varies depending on the political climate and the degree to which students feel implicated in their country's military actions. During the past generation the distinction between war and peace has become increasingly unclear, while the need to develop new teaching methods for often-apathetic students grows more crucial, to convey the consequences of war and explore ways to achieve peace. This panel will examine issues involved in teaching Peace Studies, tracing new techniques necessitated by changes in student attitudes and values, as interest in the "War on Terror" and invasions of Afghanistan and Iraq has moderated into apathy and detachment.

Ali-Ashraf Aivazi

Assistant Professor, Ilam University of Medical Sciences, Iran

&

Manijeh Hoseiny Rad

Assistant Professor, Ilam University of Medical Sciences, Iran

Student's Satisfaction with School: An Urban High School Survey

The satisfaction of high school girl students was studied using a questionnaire containing items on availability and value of 30 different academic, administrative and interpersonal dimensions of the high school environment and student satisfaction with these areas in 2011. It was distributed to 258 randomly selected students in a public/governmental high school in all 4 grades. The mean of students' age was 15.6 ± 1.3 yr, and 37.7%, 29.2%, 18.7%, and 14.4% were in grade 9th to 12th, respectively. Based on parents' job, 82.7% of fathers were government employees while 69.9% of mothers were house wives. Educationally, 72% assessed their teachers as excellent or good but 37% were unsatisfied with the school curriculum. Administratively, 23.4%, 28.1%, 19.9% and 28.5% scored the school as excellent, good, medium and weak, respectively. It can be concluded that interpersonal relations between and among students, teachers, and administrators are more positive in the studied school. Continuous monitoring along with proper interventions could improve educational system efficacy, all to empower students and to achieve national/ international goals of the education.

Neva Helena Alexander

Associate Chair & Lecturer, Prince Mohammad Bin Fahd University,
Saudi Arabia

Teaching Leadership to Female Students in Saudi Arabia

As educators, it is important to know if your students grasp the material being taught. It is also vital to understand the demographic, culture, and population you are teaching. Education in Saudi Arabia has become a great interest to many of its people. Additionally, women's education and leadership have become a dynamic interest to many. Education in Saudi Arabia has become a great interest to many of its people. Additionally, women's education and leadership have become a dynamic interest to many. This research gives light to how females perceive and their understanding of leadership at Prince Mohammad Bin Fahd University (PMU).

PMU is a private institution of higher learning in the eastern province of the Kingdom of Saudi Arabia. PMU adopts the North American model of education and its system (i.e., administrative, financial, and academic programs) was designed by Texas International Educational Consortium (TIEC). TIEC is a consortium of 32 American universities in Texas. PMU has charted an ambitious course for a university that honors the traditions and culture of the Kingdom of Saudi Arabia while utilizing cutting-edge contemporary teaching practices and technology in providing higher education.

The central focus of this research project was to evaluate the impact of a leadership course on improving leadership outcomes for female students studying at PMU in Saudi Arabia. In order to achieve this goal, a pre-test/post-test quantitative design was employed. The sample for this investigation was drawn from undergraduate female students enrolled in a leadership course at PMU taught by the researcher. The sample for this investigation was drawn from undergraduate female students enrolled in a leadership course at PMU taught by the researcher.

The instrument for this investigation was developed by the researcher and contained 15 statements regarding different aspects of leadership practice. Data analysis for this investigation included the use of descriptive statistics (mean, average, median, standard deviation, etc.) to provide a general review of the pre- and post-test scores for each individual item and for the survey as a whole.

Gladys Arome
Program Coordinator, Valdosta State University, USA
&
Joel Levine
Professor, Valdosta State University, USA

Using Action Research for Verification that Technology Impacts Student Achievement

Educators have been making significant strides toward integrating technology into their classroom instruction (USDOE, 2003). Often, educators themselves feel their efforts are worthwhile in respect to positive changes they see in outcomes, including student learning, attitudes, and motivation. The literature indicates that quantitative and/or qualitative research conducted to date does not consistently verify such positive changes when technology is integrated (NCEE 2009). Societal members, including educators, want to see documented positive results, especially gains in academic achievement, in order to continue to fund the purchases of technology for classroom use. Assessing academic achievement may not always be simple and clear-cut. The literature indicates that it may be difficult to accurately measure academic achievement due to many factors that cannot be controlled, as a result of the differences in teachers and how they teach, students and how they learn, and the learning environments established and managed by school staff and teachers (Akey 2006; Cawelti, 2004). The authors of this paper recommend that it may be advantageous to look at how academic achievement verification may be researched by investigating how specific teachers and specific students interact within specific learning environments. The use of action research may provide a better perspective about the factors that may be involved in maximizing student academic achievement. The literature indicates that teachers implementing action research analyze diverse factors involving their teaching, student's learning, and the learning environment (Mertler, 2012). Teacher's analysis leads to modifying how instruction is delivered to students, thereby providing best practices that enable their students to effectively use technology to raise their academic achievement scores, and to realize growth and improvement in other areas. Publication of teacher's action research processes and results may help other teachers to use similar strategies and approaches to maximize the use of technology for increased student achievement.

Inese Augskalne

Lecturer, Riga Higher Institute of Religious Sciences, Latvia

Weltanshauung in Vocational Education in Latvia

Contemporary understanding of education stresses the importance of development of personality in education and personality formation process. This vision is based on the changes of understanding of notion of work, broadening the notion of rationality, subjectivity and assessing reality, value orientation and ethics.

Formation of weltanshauung or worldview is one of the elements of personality formation and education process, therefore the aim of this paper is to offer an insight into the results of the worldview formation in vocational education in Latvia. The system of Vocational education in Latvia is characterised through marking changes in the time after regaining independence in 1991 and joining EU. The research methodology of weltanshauung or world view is based on phenomenology, hermeneutics and existentialism. Those theories served as the basis for the content and structural model of world view. Within a definite context of culture, the pedagogical thought reflects the world understood through language, so analysis of weltanshauung was made on the basis of 120 final exam essays in the Latvian language and literature in 2004, 2007 and 2011.

The curricula of vocational education were analysed to discover the possibilities of world view formation during education process. The technique for documents (curricula and state exam essays) analysis is content analysis. Text analysis of essays was performed using program Weft QDA. Only separate elements of worldview are found in the state exam essays. This testifies that weltanshauung as an integrated system of knowledge, confidence and attitude based on values in vocational school students is present in rare cases. The existence of weltanshauung is confirmed by personified values (love, family, understanding etc.). However, in issues existentially important for young people, only fragmented pieces of knowledge and no skills to use it were discovered.

Deirdre Barron

Associate Dean Research, Swinburne University of Technology,
Australia

Limitations of 21st Century School Classroom Designs

In this presentation we highlight those limitations that have been identified in a project, funded by the Australian Government via its Australia Research Council Linkages program, into 21st century school classroom designs. While research had focused on student-centred pedagogies, problem-focused and group-oriented curricula, and changing educational technologies, we have identified a growing interest in classroom environments (furniture, flexible and purposeful spaces, technologies and so on). There are limitations in existing school facilities. We have identified three major areas of concern in this regard. There is a plethora of literature that demonstrates that existing school furniture is improperly sized for both primary and secondary school children, and that this may result in a variety of musculoskeletal disorders. A second consideration is the risk of exposure by children to the actual environment, including visual environments and environmental impacts from products. The third consideration is the challenges faced by Education Departments in designing new facilities that meet multiple stakeholder needs and that can be adapted to changing patterns of demand. In this paper, we investigate some of these.

Bradley Beales

Teacher, Clifton Springs Primary School, Australia

Children's Engagement with the Living Narrative

In this paper we report on children's engagement with the living narrative that characterizes. The Sovereign Hill Schools program, which has been an unforgettable experience for more than a generation of visitors to Sovereign Hill Outdoor Museum in Victoria, Australia. There is no other school like these, ones in which the children write their own narratives and play them out in front of an audience of visitors from all over the world in a truly unique school system. In its 32 years of operating, almost 200,000 upper primary students have been a part of this extraordinary story in pedagogy. We examine the narrative basis for the apparent enjoyment of the students, shown in the stories they write in their pre-visit letters, and ways in which these stories underpin their understandings of 1850s goldfields life, along with the post-visit student evaluations of their experience.

Barry L. Bogan

Professor, Kennesaw State University, USA,

Bongani Bantwin

Professor, Kennesaw State University, USA

&

Ethel King-McKenzie

Professor, Kennesaw State University, USA

Integrating Reading, Science, and Social Studies: Using the Bogan Differentiated Instruction Model

In the age of standardized testing, Science and Social Studies are not given the same priority as Mathematics and Reading in the curriculum of United States schools. Honey (2011) states that science is taught for less than three hours per week. She argues that the situation is worse in schools that have been identified as “in need of improvement” as Science is entirely eclipsed by subjects that students will be tested on. These are the very same schools that are likely to have higher levels of poor children and children of color. Various other reasons have been advanced for this behavior including lack of time and space, inadequate science background, lack of sufficient resources, and more (Akerson, 2007; Tilgner, 1990). Furthermore, high stakes testing is viewed as having heavily biased schools toward teaching tested subjects and away from less frequently tested subjects like science.

All subjects are important and none should be neglected. Elementary classrooms across the country are composed of students that have varying abilities for learning. The general education classroom which is most common, can best be described as a place for learning for all students with inclusion as the focus. This proposal advocates a model for integrating Reading, Science, and Social Studies to enhance inquiry, problem solving, interest, critical thinking skills, and learning. To meet the standards of inclusion or teaching students with varying learning abilities, teachers need a model that helps to integrate the content standards, incorporate backward design philosophy, gives a standard format for lesson frameworks, allows for differentiated instruction, allow for flexible grouping to teach via inclusion, use of taxonomies adapted learning. In conclusion, we present the model and its schematic frame and how to apply it.

Kathleen Brown

Assistant Professor, Northeastern Illinois University, USA

Solution-Focused Educational Assessment: A Contribution to Inclusion

This presentation will explain a proposal offered by Jacqueline van Swet, Jose Wichers-Bots, and Kathleen Brown in our recently published article in *The International Journal of Inclusive Education*. The proposal considers using a solution-focused procedure of educational assessment in two countries, The United States and The Netherlands. This presentation will describe solution-focused assessment and will offer the legislative and cultural conditions that enable a shift to this assessment procedure. The relationship of the US Response to Intervention (RTI) assessment process will be compared to Dutch assessment systems, which enable identification for special education services. The implications of disability determination in educational contexts will be described. Finally, the presenter will discuss the World Health Organization (WHO) definition of disability and its relationship to long-standing and emerging disability models. The potential usefulness of this presentation to practitioners lies in the ability to consider these relationships in their own countries. As the WHO definition of disability has moved in the direction of functionality, educational assessment should also move toward the empowerment of individuals to find solutions to challenges imposed by reduced function. The possible translation into improved practices as a result of participation in this presentation is through spirited discussion of what constitutes disability in educational contexts. This discussion might shift perceptions about how eligibility determinations are made both currently and ideally.

Sarah Bryans Bongey

Academic Technology Coordinator, The College of St. Scholastica, USA

Trudie Hughes

Associate Professor, University of Minnesota, USA

&

Anne Scherer

Assistant Professor, The College of St. Scholastica, USA

Evaluating Learning Management System (LMS)- facilitated Delivery of Universal Design for Learning (UDL) in Postsecondary Education

Universal Design for Learning (UDL) is an inclusive instructional approach that has been endorsed by many organizations, and is characterized as 'scientifically valid' (GovTrack.us, 2008). However, UDL's complexity has challenged its adoption and implementation. Despite its promise, leading practitioners also acknowledge the need for more data on its outcomes (Edyburn, 2010; Center for Applied Special Technologies [CAST], 2012).

This quantitative study involved 157 students in two sections of an undergraduate class in general biology, as well as the instructor who taught both sections. It applied guidelines from CAST to evaluate whether a Learning Management System (LMS) could be designed to provide UDL. It also measured and tracked the instructor's efficacy in sustaining UDL approaches. In an effort to identify UDL's specific benefits to students, this study used a pre- and post- test to identify the treatment's impact on student engagement. Findings indicated the LMS could be designed to comply with UDL guidelines, and the instructor demonstrated a high level of efficacy maintaining that UDL design. However, the treatment had no significant effect on student engagement. Overall, the study added to the literature by suggesting (a) the viability of the LMS as a means of providing UDL, (b) the instructor's ability to effectively use the LMS to deliver UDL, and (c) the design's lack of effect in the area of student engagement. The fact that this study was limited to a single brand of LMS, a single instructor, and a single group of students underscores the need for further research.

John Buglear

Acting Head, Nottingham Trent University, UK

An Investigation of Academic, Employability and Social Facets of Business Undergraduates' Motivation Using Thurstone Scaling

In the UK employability is an increasingly prominent aspect of measuring success in Higher Education. This reflects both the tightening job market for graduates and the demands on the sector for demonstrable performance and accountability.

Knight and Yorke have considered the implications of the employability agenda for institutions. Adcroft and others have studied intrinsic and extrinsic goal orientation in student motivation. This exploratory study complements both areas of work by considering employability, currently promoted as the all-pervasive extrinsic goal, as far as students' motivation is concerned relative to what might be deemed the more conventional drivers of decisions to enter higher education; achieving academic success and social fulfilment. This is aimed at establishing both the significance of employability as a motivating factor and ascertaining the degree of association with the academic and social factors as well as general demographics.

The research design involved constructing an instrument based on Thurstone's method of attitude scaling to survey a large cohort of first-year business students. Several hundred business undergraduates were asked to encapsulate why they were studying their course. These were collated in order to be scored by a set of judges against scales of academic, employability and social motivation. The judges' scores determine the most appropriate statements to use in the research instrument.

The results contribute to a broader understanding of student motivation to inform pedagogical practice by enabling tutors to forge strategies and develop materials based on where students' motivation is rather than where tutors would like it to be. Insofar as employability dominates then effective learning support strategies are likely to be those that are based on experiential and skill-driven learning rather than more tightly drawn cognitive approaches. To the extent that contrasting motivation profiles exist the challenge is to design programmes that engage on a broader basis.

Rebecca Butler

Presidential Teaching Professor, Northern Illinois University, USA

&

Darryl Draper

Professor, Northern Illinois University, USA

Technology Lenses: Ways of Seeing the World

Technological determinism postulates that technology shapes society (Chandler, 1996) and as such, is the foundation of all human activity (Croteau and Hoymes, 2003). For example, Marshall McLuhan (1999) suggests that print was the catalyst for the nation state which moved society from an oral culture to a literate culture through the invention of the perfect binding system. In this example, glue was used instead of sewing, which led to the mass production of print, accordingly reaching wider audiences. Thus, mass literacy is dependent upon mass production. While often disregarded by technology historians, popular media continues to support this philosophy (Nessiaprincess, 2009).

In contrast, the technological sublime posits that how technology is portrayed shapes society (Marx, 1964; Nye, 1994). Correspondingly, this means that the representation of various technologies (in our research, as presented in American history textbooks) influence those who read such texts to respond in a particular manner. A case in point: "Huge factories turned out thousands of fighters and bombers, while great numbers of young men were trained for the air forces." (Goebel, 1955, 437). Here, superlative phrases stacked on top of one another construct a cumulative effect of growing power and might; i.e., patriotic citizen/nation-building.

The question we attempt to ask and answer with this research is, "Does technology construct society or society construct technology?" This study is not meant to be a debate but rather an understanding of ways of perceiving technology, both historically and in our current world.

Trish Byrne-Roberts

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Employability, Student Engagement via Dis-Engagement with Knowledge

Linking the Academic Self -Identity with the Employable Self - Identity: From 1950s Catholicism to potential self-identity

Shush! I feel not. I grew up in an educational environment that did not 'let me speak'. My learning world from the age of four until seventeen was a place of fear, control and a place where no questions could be asked. Yet on the other hand I was in an educational sphere that taught me well. That offered a 'safe' place where I could engage with knowledge, morality and 'read' books for pleasure as well as the drive for increased knowledge.

As a child, an aspiring youth and a semi-adult, I grasped each day of learning in my Catholic School as pleasure and pain – simultaneously the two interconnected arguably the drive for knowledge against a backdrop of feelings of failure. Today the legacy lingers on in the dark recesses of my sociological imagination and possible self. I am a product of my past, the 'Carmelite' sisters who taught me so well, but arguably a Marxist activist – do the two combine -? YES they do.

As a learner in my space between the 1950s and 1970s there was never a question of a female 'like me' becoming an academic, employable and having a self-identity irrelevant of gender. A curriculum marred by patriarchal control? The education system and curriculum closed the heavy door! My future was as a mother and daughter and wife. By strength and determination I changed my path – KYRIE ELEISON CHRISTE ELEISON? The path of teaching. The social, human and cultural capital; I gained in early education preparing me to be an educator of change.

I now teach in a space that is open, fluid and equal. That embraces freedom of speech, academic freedom and human issues. The curriculum I offer in my teaching world prepares the students for the 'next world' not that of heaven as there will be many ups and downs along the way. But a classroom and space which prepares students for employability, irrelevant of genders, identity and background with the opportunity to engage in the classroom rather than dis-engage and the opportunity to identify with self-identity, possible self and see the potential self. Yet nominally and without question, a classroom with moral order, social justice and freedom. I am a product of my time but I am also an educator and idealist. Shush ! not in my classroom.

Beatrice Cabau

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Higher Education Reforms Between Educational Purposes And Societal Expectations

Since a few years now, a new terminological wind has been blowing upon the educational arena all over the world. This is how in higher education discourse, such concepts and ideas as internationalization, skills acquisition (in addition to knowledge), outcomes-based teaching and learning (OBTL), life-long learning, whole-person education, general education, global citizenship education, employability are recurrently used to illustrate the reorientation of educational principles and needs.

Hong Kong is here no exception, but at the same time, the Special Administrative Region of the People's Republic of China is introducing wide-ranging reforms to apply a new academic structure: secondary education should be completed in six years instead of seven and in 2012 the higher education institutions will switch from three-year degrees to more generalised four-year courses. Furthermore, in his 2009/10 Policy Address, the Chief Executive announced that the education service was one of the six new engines selected to diversify the local economy in the wake of financial crisis and global recession and help power it toward recovery. These educational orientations and reforms have to be viewed in the consideration of the aim to see Hong Kong as "Asia's world city" and the Hong Kong higher education sector serving as the "education hub" in the region. This is the reason why in recent years the Hong Kong government has introduced a series of measures to internationalize local schools and institutions, since internationalisation of education is seen as fundamental for Hong Kong's success.

The main purpose of this article is to evaluate the impact of the above-mentioned new concepts and reforms on Hong Kong's internationalisation policy in higher education. It will also investigate to what extent these changes reflect Hong Kong's needs in terms of societal development.

Muammer Calik

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&

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Investigating Senior Science Student Teachers' Conceptions of 'Environmental Chemistry' Issues: A Preliminary Study

Technology Embedded Scientific Inquiry (TESI) model recommended by Ebenezer, Kaya and Ebenezer (2011) comprises of three epistemic frameworks: technology embedded scientific conceptualization, technology embedded scientific investigation, and technology embedded scientific conceptualization. It is hypothesized that students' understanding of scientific processes is improved if these epistemic frameworks are developed in relevant physical, intellectual, and social contexts (Cobb and Bowers 1999). For this reason, The Scientific and Technological Research Council of Turkey (TÜBİTAK) granted a joint project between Wayne State University, Detroit-Michigan and Karadeniz Technical University, Turkey entitled 'Technological Embedded Scientific Inquiry (TESI): Modeling and Measuring Pre-Service Teacher Knowledge and Practice'. In this project, the senior science student teachers (SSSTs) were educated and trained within three hallmarks of the TESI model by using 'environmental chemistry' elective course as a vehicle for these aims. However, the present study initially concentrates on the first hallmark of the TESI model (technology embedded scientific conceptualization) and assesses their conceptions of 'environmental chemistry' issues. The sample consisted of 70 senior science student teachers enrolled in 'Environmental Chemistry' elective course. To collect data, a questionnaire with eight open-ended items was administered as a final exam of the course. By doing this, it was intended to increase their conscious and attention of the questionnaire in order to grasp reliable and valid responses. In analyzing data, the authors used an adapted version of Abraham et al. (1994)'s criteria to label the SSSTs' responses to each open ended questions. In this process, the authors and graduate students employed in this project scored the data separately to confirm inter-rater consistency. Further, any disagreement was solved through a process of negotiation. Cronbach alpha co-efficient for this rubric was found to be 0.65. Mean scores of the items showed that the SSSTs' responses fell into 'Sound Understanding' category for Items 1, 4-7 whilst their responses for Items 2, 3 and 8 were classified under 'Partial

Understanding' category. Finally, this preliminary study revealed that the TESI model enabled the SSSTs to improve their scientific understanding of 'environmental chemistry' issues. It is suggested that real study should try to convert from their responses labeled under 'partial understanding' to those in 'sound understanding' by increasing their engagement with the project and the course.

Lale Cerrah Ozsevgec

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&

Meltem Cagatay

Assistant Professor, Karadeniz Technical University, Turkey

The Effects of Jigsaw Technique Supported by Scientific Argumentation about Environmental Education on Student Learning Process

The main purpose of this study was to investigate the effectiveness of the Jigsaw technique supported by Argumentations on academic achievement of the students about global warming and greenhouse effect. The semi-experimental design was used in this study. The sample of the study consisted of 70 8th grade students from Rize Çay elementary school and Rize Dikkaya elementary school in 2010-2011 academic years. The study was completed in 5 weeks (pretest (40min)-treatment (40+40+40min)- posttest (40min)). The developed teaching material incorporates two different worksheets and one video film related to environmental problems. Academic achievement test and video camera records were used to collect data. The questions of the Academic achievement test used in this study were developed based on the misconceptions of the students in the literature about environmental problems. The test had open-ended and multiple choices questions. Scientific argumentations of the students were recorded and some of the selected discussions were analyzed according to TAP. The collected data from pre and post test were analyzed with the SPSS package program. Statistical Analysis dependent-t test and independent t-test were applied. The findings of the study showed that the students had misconceptions about the global warming and greenhouse effect. Students had conceptual conflicts about greenhouse effect and green house. The students also had learning problems about the reasons of global warming. Dependent t-test results of students among experimental group showed a significant difference before and after the application. According to independent t test results, a significant difference in favor of the experimental group appeared. As a result, the teaching material developed for this research is helpful to eliminate misconceptions as well as to provide students to retain new conceptions in their long-term memory. Based on the study results, it was suggested that different teaching methods increasing students' learning responsibilities should be used. The teachers also informed about new teaching techniques. Environmental subjects should be separated from the science lesson and taught in a different lesson.

Maria R. Coady

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Preparing Teachings of English Learners in the 21st Century: What Matters?

Few can deny the role of language in education, and the growth and demand for the English language in particular (Crystal, 2003). As a result of the demand for English, there has been a simultaneous demand for English language teaching. Consequently, the preparation of teachers to work with students from distinct language backgrounds has received substantial attention in the US and abroad (see Cummins & Davison, 2007). One rising concern is how we should prepare teachers to teach English as a second language while simultaneously using it as a medium for teaching content. Specifically, what matters in the preparation of teachers to work with second language learners and, once prepared, how do teachers utilize this knowledge and skills in classroom settings?

This paper discusses the preparation of teachers to work with children from different language backgrounds and to facilitate second language learning in mainstream, primary classroom settings in the United States. I present data from two main sources: (a) self-administered surveys of teachers who work with second language children and completed a five-year teacher preparation program; and (b) case studies of three individual teachers as they implement practices that facilitate second language learning among primary school children. Preliminary findings from these two data sources suggest that (1) teachers' individual background experiences, including their ability to speak a language other than English, influences their work with second language learners; and (2) preservice preparation program in which teachers are trained in "inclusive" settings do not substantially instruct teachers to "differentiate" instruction for ELLs. In this presentation we will discuss implications for educators and teacher-educators who are working in the area of language teacher education.

Tatjana Devjak

Associate Professor, University of Ljubljana, Slovenia

&

Sanja Bercnik

Assistant to Professor, University of Ljubljana, Slovenia

Planning and Implementing the Daily Routine in Slovene Kindergartens and Reggio Emilia Concept

Authors in this paper present the design and implementation of daily routines in Slovenian kindergartens. Slovenian national document for preschool education, Curriculum for kindergartens (1999), describes daily kindergarten activities (communication and interaction with and among children, use of compliment and reprehension, rules for controlling time and space) as equally important as Curriculums' written goals and contents. Because hidden curricula may have the strongest affect in the implementation of the daily routine (Apple 1992, Kroflič 2002) we loosened past ideological influences on the kindergarten practice and centered our curricula on preschool teacher's awareness of the importance of hidden curricula elements in the implementation of daily routine. Results (N=330) of a research, part of a project called "Professional training of educational staff for implementing special educational principles of Reggio Emilia concept in the field of pre-school education in the years 2008-2013", done in years 2009 and 2011 show, that there has been some changes in the planning of daily routine. The biggest shift in the implementation of the daily routine was made in so called toilet training and care for personal hygiene. Research results also show that there are some statistically important changes in the implementation of nap time or sleeping, which according to the Curriculum for kindergartens mustn't be mandatory for all children, and also in the implementation of focused activities and eating. To amend the practice, there will have to be more continuing education and training for professional workers in education with the goal of developing additional competences for recognizing the elements of hidden curricula and for implementing a child active and supportive process of care and education.

Srečko Devjak

Full Professor, University of Ljubljana, Slovenia

The Methodological Framework for Making Development Strategies of European Higher Education Institution

Contribution presents the result of a research about the suitability of the EFQM model (European Foundation for Quality Management) as a methodological basis for a systems approach of making strategic documents of the European higher education institutions. It is a question of how to improve the performances of higher education institutions in a strategic perspective and how to design an appropriate structure of the strategic documents. Contributions research framework defines declaration on the creation of a single European Higher Education Area, represented by the EHEA (European Higher Education Area) concept.

Contribution in this context represents the methodological challenges in the project approach and in the management of the preparation of strategic documents of the higher education institutions that will meet the guidelines of the EHEA and the concept of the EFQM model of quality development of higher education institutions. The process part is defined according to the general theory of strategic management in the framework of the implementation phase: Environmental Scanning, Strategy Formulation, Strategy Implementation and Evaluation with control. Content structure of strategic documents is the central research question that is being researched in the direction of a solution that will be optimally compatible with the EHEA guidelines and the EFQM model. In the empirical part there is a process of strategic planning and experience in its implementation presented in the case of public higher education institutions. The author of this text explains the process in terms of project manager, because he was himself involved in the management of the process itself, which provides a methodological feature of the survey participant observation. From this perspective, he explains the structure, characteristics and problems of project management for preparation of documents, in accordance with the Bologna concept in public higher education institution. The question that had to be checked in the research was: whether the derivative of preparatory documents could be higher to ensure strategic content structure of documents by the EFQM model, while in the EHEA recommendations. The study confirms that the use of the EFQM model is appropriate for planning and controlling the development of quality public higher education

institutions, but also meets the EHEA guidelines. It is concluded that the model EFQM or for the public sector renovated version of the CAF model contributes to systemic approach to strategic planning in higher education institutions and provides, with EHEA recommendations, the full development Performance institutions.

Marcia Devlin

Chair in Higher Education Research, Deakin University, Australia

Effective Teaching of Students from Low Socioeconomic Backgrounds: Findings from a National Australian Study

Participation in higher education from students from low socioeconomic status (SES) backgrounds has remained low in Australia – at around 15 per cent on average – for almost two decades. The Australian government has recently set ambitious targets to expand and widen higher education participation, including specifying an increase in the number and proportion of undergraduate students from low SES backgrounds. In addition to the moral responsibility to provide the highest level of teaching and support to all university students, there is now also a national need to anticipate and meet the particular needs of LSES students in terms of curriculum, teaching and support at university in order to ensure that their success is not left to individual resilience, good fortune or chance. This paper presents findings from a national study of the views of successful university students from low socioeconomic status backgrounds about the factors they believe have contributed to their success in the Australian context. Factors such as family support, student paid work while studying, teacher characteristics, peer learning opportunities and students' own behaviour related to study and learning are explored through a recent new conception. Rejecting deficit notions of either the students or the institutions in which they study, this conception positions the success of LSES students in universities as 'bridging socio-cultural incongruity' (Devlin, 2011). The new conception proposes a 'joint venture' between the two parties toward mutually beneficial outcomes. The implications of the findings for national policy and practice in Australia are outlined.

Fernando Domenech-Betoret

Tenure (Educational Psychology), University Jaume I, Spain

Testing the Validity of the Teacher Psychological Needs Scale

The connections between psychological needs and employees' optimal functioning and motivation have received increasing attention with the Self-Determination Theory (Deci & Ryan, 1985, 2000). However, research works focused on teachers needs are scarce and instruments to assess teacher psychological needs are very limited since most studies carried out in the field of education have focused on students, particularly at the primary and secondary school levels (e.g., Ryan & Stiller, 1991; Sheldon & Biddle, 1998, etc.).

The general objective of this study is to test the factorial validity and reliability of Teacher basic psychological needs scale (TPNS). Research works focused on teachers needs are scarce and instruments to assess teacher psychological needs are very limited. This scale was created based on the Self-Determination Theory (Deci & Ryan, 1985, 2000) and on Bess's proposal (Bess, 1977).

The sample comprised 282 secondary school teachers from Eastern Spain. The data obtained by exploratory and confirmatory factor analyses reveal that the scale is composed of nine independent factors or subscales with good psychometric validity and reliability properties. Separate tests were finally conducted to evaluate whether the factor loadings, factor variances and factor correlations were invariant across gender and age. The multiple-group analyses show that the model did not differ across gender and age, even when all the paths were fixed via constraints. The resulting scale composed of nine psychological needs can be used to assess the fulfillment of teacher needs as well as to investigate other related constructs such as teacher motivation and teacher health.

Yael Enoch

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Equality of Opportunity in Higher Education: The Contribution of an Open University

An issue that has concerned sociologists, who have studied the expansion of higher education, is the consequence of this process in terms of social stratification. Does the increase in the number of universities and colleges ensure growing access by students from disadvantaged social categories? Or does the inequality tend to persist, because potential students from the more advantaged groups tend to utilize the growing opportunities better than those from lower social strata?

Previous studies who have examined the expansion of higher education and its effect on educational inequality have usually discussed the contribution of all educational frameworks taken as a whole and have not distinguished between various types of educational institutions. These studies which have been carried out in a large number of developed countries (see summary in Boliver, 2010) tend to agree in their conclusions: Expansion in higher education does not necessarily reduce inequality.

The present paper examines the contribution of a special type of educational framework, an open access distance teaching university – as exemplified by the Open University of Israel (OUI). Does this type of university provide a unique contribution to the increase of equality by eliminating several barriers that have previously prevented equality of opportunity in higher education?

Data relating to the OUI and characterizing its student body at two different points in time show that also in this educational framework, students from a high-status background tend to choose the more prestigious fields of studies, whereas students who hail from a lower status background are usually registered in the less prestigious subject areas. This is noticeable in view of the entirely open admission both to the university as such and to its different departments. The general significance of this finding will be discussed.

Wenhong Fang

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Dynamics of the Transnational Higher Education Market in China

Globalizations, as the broad economic, technological and scientific trends that directly affect higher education, have contributed to the increasing market production of education and the integration of education market. Higher education market is now segmented into domestic market and international market, which provide students with diversified choices and education institutions with multiple operation dimensions. Transnational higher education is an important component of the international market. It refers to the mobility of programs and providers across borders or education in which students receive foreign education without leaving their home countries. In recent years, transnational higher education has been developing with great momentum and is causing increasing attention from scholars, governments as well as international organizations. However, due to the relative newness of the education sector, very limited research has been done on stakeholders in transnational higher education. Especially, students in transnational higher education sector are given minimal attention. To fill in the gap, this research aims to do a study on students in transnational higher education programs by using Qingdao University as a case study. The research questions are: 1) Why do students in Qingdao University choose to study in transnational higher education programs? 2) How do they choose a particular program? The research findings are expected to provide people with deeper understanding of the demand side of transnational higher education market, and higher education market as whole.

Li-Yia Feng

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Taiwan

The Development of the Teaching Observation Evaluation Instrument for Improving Hospitality Teachers' Teaching Performances in Taiwan

The construction of teaching observation instruments is necessary for hospitality education quality. When observing teaching is highly authentic and complicated, it often is not economical to observe. This study explored the possibility of a balance between authenticity (validity), reliability (consistency) and economy (practicality) of the observation instrument developed for hospitality teachers. It included (1) the investigation of the number of evaluators that ensures observation validity when considering the economical principle; (2) the analysis of the validity/reliability of the instrument by comparing evaluators' short-term, professional observation with classroom students' long-term, non-professional observation; (3) the appropriateness of factor structure of the instrument.

This paper reviews the related literature on evaluation tools and interviews 6 hospitality teachers in order to construct the handbook of classroom observation checklist. Based on this analysis, two classroom observation checklists are developed. One is for theory curriculum, and the other is for hands-on curriculum. The classroom observation checklists include two subtests: (1) curriculum design and teaching, and (2) classroom management and student counselling. In order to construct the reliability and consider the practicability of the observation instrument, forty-two qualified teachers from the tourism and food and beverage departments of five vocational schools were chosen as subjects to evaluate their teaching observation. The Cronbach α for the teaching observation checklists, Canonical correlation, and two confirmatory factors analyses were conducted. And the generalizability theory was applied to estimate the number of evaluators which needs to be considered in meeting the principles of cost-effectiveness and objectivity when practicing teaching observation.

Elizabeth Fernandez

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Enhancing Field Based Learning and Teaching Through Effective Supervision

The content and quality of field teaching and learning in the practicum are perceived as critical elements in the development of professional social workers. Field teachers play a significant role in translating the academic curriculum into practice and are actively engaged in facilitating student performance and readiness for practice.

Based on expressions of need from field teachers for an in-depth course to prepare them for maximum effectiveness in their educational role, the School of Social Work, University of New South Wales, Australia, implemented a Graduate Certificate in field based learning and supervision leading to an Award.

This paper presents two research studies underpinning the development and delivery of this intensive course in professional supervision, and outcomes as perceived by participating field teachers. The implications for field teaching and learning processes and future directions in field teacher training are discussed. Additionally the potential for extrapolation of frameworks and concepts in cross disciplinary clinical and work integrated learning contexts will be explored.

Juris Firsts

Docent of Riga, Medicine College Latvia

Knowledge-Management and Study Process of Medical College

The desire to make management processes more understandable and predictable urged to start looking for a model that could ensure high-quality management of education system. Attention was paid to well-functioning KM in business area. The term 'knowledge management' was created in the beginning of seventies of the previous century while organizing the management of economic processes to increase competitiveness in the existing circumstances. This competitiveness was based on the intellectual growth of the main resource - human resource - followed by innovative solutions and end-products with high value added.

Business applies the classic form of KM, but there are quite many views that question its applicability to education system. Doubts arise when thinking of ethical principles and the positioning of education and medicine as market goods. One must understand that education like any other field is subject to changes. In order to converge it to the demands of the environment questions have to be discussed interdisciplinary.

This work has been supported by the European Social Fund within the project "Support for Doctoral Studies at University of Latvia."

Verda Gizem Furuzan
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Accreditation policies of Turkey in Primary and Secondary Education

The Community Service Practices (CST) course is a project that was launched in 2006 by the Turkish Board of Higher Education in order to update the curriculum of Faculties of Education in Turkey; the subject became a mandatory course for all the faculties of education in the nation. The most important reason for such a restructuring is the fact that a teacher's occupation is one that largely involves social responsibility.

The primary goal of the course is to help teachers gain experience and to improve their important skills and sense of responsibility on matters such as social integration and assuming public leadership. The prospective teacher needs to know about the society in various ways so that he can solve social problems more easily while at his post of duty. This subject enables students to determine the current problems in the community and undertake projects that will help solve these.

It is a fact that the Turkish classic education system lacks important elements that help students prepare themselves for the future. Scientific studies on this matter have revealed that Turkish teachers rather take on responsibilities and duties that focus only on the classroom itself; that they avoid service-oriented activities that encompass the entire school or the community on a broader scale; that they tend towards individualistic and bashful behavior within the school and that they fail to assume leadership of original projects that are "by the people, for the people" where teamwork is an essential element

This research involves the implementation of a questionnaire that features a 5-level Likert scale upon the students who have taken the CST course to measure what their level of success in the course was and what they have learned in the process and also evaluation of CST by the student. There is no clear conclusion of the research as of yet since it is still in underway. However, considering the difference between departments; it is expected for the students who are studying in majors that involve humanities to be more successful in the course than students who are studying in majors that involve mathematics. It is expected for female students to be more successful in courses than their male counterparts. In this study also, it is an expected result for females to bring more valuable services to the community throughout the CST course than males. Considering the field of worked is related to the society, it is an estimated result for the success of students who have studied in social sciences to be better than the students who have

studied in natural sciences. A result that reflects this observation is also expected. It is another expected result for the 4th year students to be more successful than the 3rd year students who take this course due to the fact that the 4th year students are more educated and have gone through most of the pedagogic courses.

M. Jenice Goldston

Professor, The University of Alabama, USA,

Jeanelle Day

Professor, Eastern Connecticut State University, USA

&

John Dantzler

Assistant Professor, The University of Alabama, USA

A Psychometric Approach to the Development of 5E Inquiry Lesson Plan Rubric Instrument

This research describes the development and psychometric analysis of a 5E inquiry lesson plan rubric (ILPv2) comprised of five categories. Instrument development began by identifying key aspects of the 5E instructional model phases (Engage, Explore, Explain, Elaborate, and Evaluate). In phase one, sixty six preservice teachers enrolled in elementary science methods prepared 5E lesson plans scored using the 5EILP rubric. The 5EILP, comprised of twelve items, has a scoring range of zero to four points per item. Content validity was determined through the expert panel of five science educators. Three science educators teaching in different universities trained together during three sessions to evaluate 5E science lessons and build scoring consistency. Inter-rater reliability established between instructors was based on independent scoring of ten lesson plans representing 15.1% of the total sample. Using a Pearson two-tailed correlation, an inter-rater reliability value of 0.83 was obtained. An exploratory factor analysis provided evidence of construct validity, with only three factors. Lacking the five factors representative of the 5E approach, the instrument underwent revisions.

During phase two, the 5E ILP instrument was revised by separating elements within items resulting in the 5E ILPv2 instrument comprised of twenty one items. One hundred thirty five preservice teachers enrolled in elementary science methods courses in two universities prepared 5E inquiry lesson plans scored using the 5E ILPv2 rubric. Lesson plans were scored by two instructors teaching the courses. Independent scoring of 20 lessons was used to determine inter-rater reliability value (0.83). Descriptive statistics revealed means and standard deviations of each item within the five phases. A factor analysis provided evidence of construct validity with all five factors and explains 84.3% of the variability in the instrument. The simple solution indicated items of the engage, explore, explain, elaborate and evaluate fall out as expected loading well within them.

Panayota Gounari

Associate Professor, University of Massachusetts, USA

&

George Grolios

Professor, Aristotle University of Thessaloniki, Greece

State Educational Policy and Educator Professional Development: The Contemporary Shaping of a Relationship

The goal of this presentation is the critical analysis of the recent relationship configuration between professional development and state educational policy in Greece. More specifically, we explore the basic characteristics of the most significant existing institutions of professional development at work in Greek education, in order to explain the current transition into a new phase in the professional development of educators. During this new phase, existing institutions cease to operate or become marginalized and educators' professional development is assigned to programs designed by the central state mechanisms of the Ministry of Education. An illustration par excellence of such a program is the Major Program for Educator Professional Development.

Benas Gudinavicius

Lecturer, Siauliai University, Lithuania

Peculiarities of Altruism Self-Education of Volunteers Who Participate in Socio-Educational Activities for Disabled People

The paper presents the peculiarities of altruism self-education of volunteers who participate in socio-educational activities for people having mental disability based on the results of qualitative research. The research sought to reveal and define the external and internal aspects leading to the efficiency of altruism self-education of volunteers. Applied research methods: unstructured reflection in-writing of six volunteers and phenomenological hermeneutics.

Social constructivism, critical pedagogy paradigm, providing consciousness, reflection and cooperation, are treated as an approach, allowing a detailed analysis of altruism self-education of volunteers participating in socio-educational activities for disabled people, through their practical experience, as the assumptions of altruism self-education and change of personal perceptions.

The data of qualitative research of educational diagnostics through phenomenological hermeneutics method of data processing allowed to reveal the internal and external aspects that determine the efficiency of altruism self-education. These aspects are revealed at three levels: an individual (personal) (which involves the aspects of self-value as a volunteer; emotional experiences; expressions of adaptation in a socio-educational activities; aspects of personal change and awareness of the self as well as development); an interpersonal level (which involves the character and results of interaction with participants of socio-educational process: emotional experiences and the experience in relation with disabled people, specialists and other volunteers; the character of the help by analyzing and reflecting subtlety of practical activity); an organizational level (which involves experiences and outlived situations of a volunteer depending on prevailing microclimate within an institution, where the volunteering takes place.

B. Gupta

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India

&

V.K. Gupta

Professor, Institute of Management Technology Ghaziabad, India

**Innovation in SMEs in India: A Study of Auto
Ancillary Sector**

Hala Hadba

Instructor, Qatar University, Qatar

Implemented Curriculum and Teacher's Discretion

Qatar, as well as other countries in the Arabian Gulf, has witnessed remarkable economic and social changes in the past decade due to globalization accompanied by changes within education. English language teaching has become a requirement to keep up with globalization and economic growth. Advancement in education would pave the way for these countries to keep pace with the competing universal business of educational systems. However, educational institutions need to carefully consider the suitability of the new systems and policies to their own environment and "depend more on local circumstances than on importing ready-made answers from different contexts" (Bush & Bell, 2002, p. 7).

The educational advancement in Qatar has been manifested in more emphasis on the teaching of English as the means of instruction in higher institutions as international exams set scores like IELTS and TOEFL have become prerequisites for college study. This urges the need for investigating policy changes such as effectiveness in curriculum orientations and their impact on the actual process of teaching in order to gauge how organizations are performing. This paper reports the findings of a mixed-method small-scale study on curriculum enactment in the English Language Foundation Program in a higher institution in Qatar which involved 57 teachers. Data collection methods included a survey and semi-structured interviews with 12 teachers in the same department. Results showed that almost all teachers exercised discretion in using the prescribed curriculum materials due to individual as well as contextual factors such as teachers' different teaching styles, the quality of the prescribed materials, accountability standards and students' needs.

Results also showed that either when implementing the prescribed or modified materials, most participants highlighted the importance of using reliable quality resource materials that can help teachers as well as students enhance their learning skills.

Mayyada Hammoshi

Assistant Professor, College of Applied Sciences in Ibri, Oman

Comparative Performance between TCP variants

Tzu-Ling Hua

Ph.D. Student, Durham University, UK

English Language Education in Vocational High Schools in Taiwan: A Study of the Current Status from an ESP Perspective

Traditionally, General English is taught to Non Native English Speakers (NNES) in schools as a compulsory subject. The general rules of English usage, especially grammar, are the focus. However, the spread of English worldwide leads to diverse English learning needs and purposes. Thus there is a clear need for pedagogical practitioners to be aware of and understand these diverse English needs and purposes. This is often reflected in the development of English for Specific Purposes (ESP). In vocational education systems, vocational-oriented courses are intended to prepare students for future jobs. Specialised curricula are devised to meet the requirements of different disciplines. However, this is not the case for English language education in Vocational High Schools.

In my paper, I will examine the underlying purpose of ESP and its potential developments in relation the English language education in Taiwanese Vocational High Schools. I present the findings of a study I conducted in Taiwan, which serves as an initial step to investigate teachers' and students' experiences and expectations of English education in vocational high schools. The general English language education in Taiwanese vocational high schools focuses on preparing students for higher education, with a wide range of topics cover in the curriculum. It seems that the general English curriculum is at odds with the aim of training students for specific professional competency, specialised language learning needs and purposes are not addressed.

I argue that the current general English courses offered in Taiwanese vocational high school settings are not appropriate in terms of the relevance and connection to students' future jobs.

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The Challenges of Culturally Responsive Teaching

The population of English Language Learners (ELLs) students has grown each day and unfortunately, it is this population who has continually been failing to meet the Annually Year Progress Report. The results show an ever-increasingly achievement gap between white mainstream students and students from diverse backgrounds. Some of the factors for these deteriorating results seem to indicate that poverty, the inability to speak English, and low self-esteem, along with the inadequacies of teachers' preparation and cultural sensitivity are the sources of such deficits. Students are often confronted with poor teacher quality, and institutionalized discrimination (Reis & Mendez (2009). Therefore, there is a need to prepare teachers to become culturally responsive in their teaching practices. Researchers like Gloria Ladson-Billings (1995) Lisa Delpit (1995) and Geneva Gay (2000) among others, claim that "when a teacher understands a student's background, culture and language and uses these characteristics as strengths to build upon, the student is validated and more likely to succeed. Teachers who understand their students' cultures and backgrounds are better able to design instruction that best meets their needs" (Reis & Mendez, 2009, p.10).

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Origins of the Federal Role in American Higher Education

Introduction

The consensus among historians is that the omission of the word “education” in the U.S. Constitution was intentional, and the framers wanted responsibility for education to reside within each state. And yet, more than 225 years later, the federal government has become a dominant force in shaping higher education policy and provides the majority of funding supporting higher education. This paper examines how the federal role in higher education evolved and what social, political and economic circumstances led to legislation which increased the federal presence.

Origins

When the newly formed United States was still operating under the Articles of Confederation, Congress passed The Northwest Ordinance (1787), a road map of how new states could qualify to join the Union. The legislation included a section about education that affirmed the prevailing view that the states, rather than the federal government, should be responsible for education. While supporting the goal of It stated that “Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged”. To accomplish this, Congress gave each state land to sell, the proceeds of which would be used to establish higher education institutions.

The education provisions of the Northwest Ordinance were continued after the ratification of the Constitution in 1789 and for more than seventy years the role of federal government in higher education was minimal. Since 1860, however, the federal government has become an established presence in creating, financing, strengthening and monitoring higher education institutions. This has occurred in four distinct phases described below.

Establishing Institutions

During the Civil War, Congress passed the Morrill Act (1862) which authorized the federal government to give public lands to states which could then sell the land and use the proceeds “to create universities that would “promote the liberal and practical education of the industrial classes.” This resulted in a major expansion of higher education institutions, creating a network of universities whose origins could be traced to federal support. Whereas in the eighteenth century higher education institutions were largely church related, in the twenty first

century, more than eighty percent of higher education students attend public institutions, many of which were established under the Morrill Act.

Between 1890 and the beginning of World War 1, other federal legislation enabled further development of higher education institutions. Among the laws passed during this period were the Hatch Act, the Second Morrill Act, and the Smith-Lever Act.

Strengthening Institutions

The federal government, having influenced the expansion of higher education institutions, began to appropriate funds to create or improve resources and facilities at higher education institutions in the half century after World War I. These legislative acts included: Amendment to Lanham Act of 1940, National School Lunch Act (Public Law 79-396), Library Services Act (Public Law 84-597), Health Professions Educational Assistance Act of 1963, Vocational Education Act of 1963, and Higher Education Facilities Act of 1963.

Expanding Audiences

Beginning in 1944 with the passage of the "G.I. Bill" federal policy began to move from institutional to individual support for higher education. Over time, the amount of federal support available for higher education increased significantly through a series of entitlements, scholarship, loan and debt forgiveness programs. Examples of this legislation include: National Defense Education Act, Health Professions Educational Assistance Act, Harry S Truman Memorial Scholarship Act, Middle Income Student Assistance Act, Carl D. Perkins Vocational Education Act, and the Student Loan Reform Act

Conclusion

American public policy regarding support for colleges and universities has undergone a transformation from its implicit historic position of leaving responsibility for postsecondary education to the states. At present, the federal government has become a major participant in shaping education policy and in financing its operation. This has occurred through the development of programs to support both institutions and students.

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Investigating Middle School Teachers' Planning and Implementation of Technology Enhanced Lessons (Blogs) for Science Learning

This paper reports on a study of middle school teachers' integration of technology (specifically blogs) to teach science to grade 8 students. The study involved a university-school collaboration where a technology educator and a science educator provided 3 teachers with technical and pedagogical support to develop a blog activity. Teachers were then observed implementing the activity in their respective classrooms. Two theoretical approaches framed the study: 1) the notion of collaborative professional development and 2) the notion of Technological Pedagogical Content Knowledge (TPACK) – that there is a specific knowledge base that supports teachers teach content with technology (Mishra & Koehler, 2006). A qualitative design was used to gain insights of the teachers' professional learning and teaching practice. Data methods included field notes of workshop sessions, classroom observations, interviews with teachers and students, teacher artifacts, and student blog entries. Data were analyzed through content analysis in relation to teachers' planning and implementation, and student learning. Main findings were that the collaborative professional development sessions focusing on developing technical skills in the context of specific science content were somewhat effective at enhancing teachers' TPACK knowledge. For the 2 novice teachers in the study, their theoretical planning did not anticipate significant pedagogical issues that arose during lessons. Professional learning of technology-enhanced practices could be best described as learning-in-practice – a cycle of plan, teach, realize TPACK, effect change in practice, and modify lesson for next time. For the more experienced teacher, her strong pedagogical content knowledge enabled her to exhibit integrated planning of pedagogy, content, and technology – learning-informed-by-practice. An implication of the latter results for Teacher Education is the need for explicit teaching of TPACK to novice teachers. Additionally, analysis of student interviews and blogs revealed that blogs created a learning space that fostered: student-student sharing of ideas, differentiated learning opportunities, just-in time feedback on learning, and extension of science ideas to personal situations.

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The Site School Model: A Partnership between Higher Education and an Urban School to Prepare Teacher Candidates in New York State

In an era where there is much discourse about the need for “clinically rich teacher preparation programs”, it is increasingly important that all teacher education programs consider ways to provide their candidates with the complex skills required to be effective in our schools. In order to achieve these results, collaboration between higher education and school districts is imperative.

Nazareth College’s Department of Inclusive Childhood Education in Rochester, NY and Rochester City School District Nathaniel Hawthorne School #25 have developed this kind of partnership in a high needs urban setting. This “site school model” is not a new model, but has evolved to deepen the relationship between higher education and public school. Presently, the Department of Inclusive Childhood Education at Nazareth College partners with a number of local school districts to provide this type of clinical experience for teacher candidates throughout an entire school year. At Nathaniel Hawthorne School #25, teacher candidates attend their required education courses for the entire semester and participate in assigned classrooms for field work experience. In addition, a faculty member is assigned as the “site school coordinator” for both semesters, teaching courses on site and offering support and professional development opportunities for the teachers and administrators in the building. This partnership has contributed to the significant improvements in Nathaniel Hawthorne School #25’s NYS test scores and student learning data.

In this presentation, participants will hear about the learning outcomes of this clinically rich program in an urban setting for students, teachers, and teacher candidates. Specifically, participants will (1) hear how one higher education institution and local school districts have developed a partnership to prepare teacher candidates, and (2) participate in discussions about the learning outcomes for teacher candidates and students.

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A Study of Evaluating the Validity of Cut-scores in TIMSS 2007 Assessment

Many tests are designed to classify test takers into several groups for making their results more meaningful to the public. For example, the Trends in International Mathematics and Science Study (TIMSS) uses four cut-scores to define five categories of performance levels – Advanced, High, Intermediate, Low and Below International Benchmark. Cut-scores create meaningful categories that distinguish between individuals who meet some performance standard and those who do not on the score scale (Kane, 1994). The aim of efforts to validate cut scores is to provide evidence that the proposed cut score represents the intended performance standard (Kane, 1994, 2001; Hambleton & Pitoniak, 2006; Karantonis & Sireci, 2006).

The main purpose of the present study is to examine the internal and external validity of the cut scores which was used in TIMSS 2007. The specific research objective is to investigate the evidence of internal validity by degree of cut score's consistency. Secondly, it is to evaluate the evidence of external validity by comparing the cut score calculated by cluster analysis with the Benchmark method. To estimate classification consistency and Kappa coefficient in item response theory (IRT), IRT-CLASS computer program is intended to be used to compute classification consistency and accuracy indices discussed in Lee (2008). Lastly, it is to investigate the effects of booklet TIMSS 2007 assessments on classification consistency. The TIMSS 2007 assessment involved assembling 14 booklets. That students took different items in each different booklet could affect classification.

In many educational situations, the cut scores under standard setting could be considered to decide national educational policy, and rates of students in each category could be used to compare achievement scores among nations. It is necessary to study evaluating the validity of standard setting results. As a result, standard setting results are able to accurately provide students' performance information.

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Trends of Achievement Gaps between High Schools in Korea: 16 Years Longitudinal Analysis of National Scholastic Achievement Test Scores for College Admission in Korea

This study investigated the achievement gaps among the high schools in Korea since 1995 by using the Korea Scholastic Achievement Test (hereafter KSAT) scores. The goals of the study were to provide the evidences of high school differences and to evaluate the magnitude of the school differences with respect to the goals of past national educational policies such as High School Equalization Policy adopted in 1974, 5·31 New Education Reform in 1995, and Diversification of High School 300 project which is the current policy of the central government.

High school difference in academic achievement is a profound issue and has significant meaning in school education as well as in social context. In Korea, high school differences in KSAT scores are directly related with inequality of college admissions, which can be the threats of normal operation of schooling, and also be related with regional and social disparities in Korea.

Data: This study analyzed the population data of KSAT scores in the three subjects(i.e., korean, mathematics, and english) from 1995 to 2010. The numbers of students who took KSAT were different across the years and subjects during 1995 to 2010. It ranges from 531,402 to 828,968 students from 1,698 to 2044 high schools in the effective data sets for this study.

Analytical methods: High school difference in KSAT scores was measured in two statistics: mean scores of KSAT for comparison

between the sub-groups of schools, and ICC(Intraclass Correlation Coefficient)of the schools in order to measure the effect of school membership in KSAT scores. The ICCs were estimated via the unconditional multilevel modeling since students were nested within each of the high schools.

Results: There had been big school to school differences of KSAT scores in the nation but the magnitudes of school differences were quite different across the 16 municipalized educational agencies, the size of cities, and type of schools. ICC results were discussed with the same measure of other countries reported in PISA study. Implications to the current policy of Diversification of High School 300 project were presented.

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In a Context of School Reform, How Do Parents Perceive the Kindergarten and What Do They Expect for Their Child?

Integrated into a doctoral thesis, this research focuses on parental representations and parental expectations about skills to develop in kindergarten and more specifically, the link between their representations and their expectations in a context of political reforms in education at the Swiss national level. In our theoretical model, learning are divided into cognitive, social, emotional, motor, and a fifth one, school habits (preparation for primary school, as some parents said during exploratory interviews). The questionnaire was completed by 324 parents, which had a child who just had started kindergarten. To understand the complexity of political reform in education, we took advantage of the current reforms that is lowering the age of entry for compulsory school. Dropping from 5 to 4 years old, this change is gradual from village to village until 2013. For example, in some municipalities, children start school at 4 years and next door, at 5 years. The aim is to explain the links between the parental representations and parental expectations and their influence on the degree of agreement of parents on lowering the age of entry to kindergarten in a context of school reform.

Currently, data are being entered and the analysis will be done in the next few weeks. We expect to find links between parental representations and parental expectations about skills to develop in kindergarten. According to a previous study, parents imagine that on priority social skills and academic habits are developed at the kindergarten. They are followed by affective and cognitive skills (Kappeler, 2011). In addition, we believe that the socio-economic status and education of parents influence their perceptions and expectations as their level of agreement on lowering the age of entry to kindergarten.

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Greek Language Teacher Education for Teaching Greek as an Additional Language in Greek Secondary Schools

The aim of this paper is to reveal the pre-service and in-service preparation of Greek language teachers (GLTs) in terms of the teaching of Greek as an additional language (GAL) in the multicultural environment of Greek secondary schools. The necessity of teaching GAL has recently appeared in the Greek educational system as increasing numbers of immigrant students have been appearing in Greek public schools for economic and political reasons during the last ten years. Therefore, Greek language teachers, who are trained to teach Modern Greek language and literature to Greek L1 speakers in Secondary Education, are expected to teach Greek as an additional language to Greek language learners in mainstream classrooms. In this paper, first, I stress the necessity of adequate preparation of GLTs during their initial and in-service education to teach GAL in the mainstream classroom. Second, I discuss the professional knowledge base that Greek language teachers are expected to develop so as to teach GAL as well as the purposes and the content of second language teacher education programmes. The research aim is to probe if the departments of Greek Philology in Greece and the in-service programmes conducted during the programme "Inclusion of repatriate and immigrant children in secondary education (Gymnasium)" (2006-2008) provided adequate training to GLTs to teach GAL. Hence, I analyzed the curriculum content of the pre-service and in-service programmes adopting both quantitative and qualitative content analysis. Research findings stress the inefficient preparation of GLTs to teach GAL in the multicultural classroom since few optional lessons related to the particular subject were provided in the pre-service and in-service education. Therefore, authorities of initial and in-service teacher education are required to redesign these programmes attempting to integrate the particular subject so that GLTs are prepared adequately for this new reality and provide equal opportunities to all students.

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A Case Study on Integration of Different Reflective Methods in Teaching Practice

In order to develop the skills and competencies required in teaching profession, students have to reflect on their teaching practices. Most of the studies in teacher education programs showed that self-assessment, peer-assessment and the combination of both can be an effective method in developing competencies needed as a professional.

In this case study, combination of different evaluation and reflection techniques were discussed in a secondary school teaching mathematics undergraduate program. Video recording, peer feedbacks through blogs, self-assessment, peer evaluation report and instructor feedback were integrated in order to provide an effective learning environment for teacher development.

In this teaching practice course students were expected to plan and perform a 30-minutes length mathematics lessons by considering learning theories, models and teaching strategies. Teaching performances were videotaped during the instruction in order to support the reflective teaching practices. At the end of the presentations students were participated to online-discussion in which they reflected on all the classmates' teaching experiences. Both individual video recordings and peer feedbacks provided different perspectives in the preparation of the individual self evaluation reports.

Content analyses of reflective blog comments, self and peer evaluation reports were also conducted and discussions were carried out to present detailed information on pre service teachers professional development.

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Advantages of Using Laptops in Primary and Secondary School: An Investigation in Canadian Schools

OBJECTIVE

The overall objective of this research project was to gain a deeper understanding of the benefits and challenges of using laptops in primary and secondary school in 30 Canadian schools.

METHOD

In all, 2,432 students (grades 3 to 11), 272 teachers, 14 education support staff and three school principals participated in the data collection. Three main data collection instruments were used: survey questionnaires, individual semi-directed interviews, and group interviews.

MAIN RESULTS

As the study is still ongoing, the results presented here are preliminary.

Access and equipment

Of the students surveyed, 92% had a computer at home, 63.3% had a cell phone and 67.7% used a portable digital reader such as an MP3 device or iPod. On the other hand, 11% of the students did not have an Internet connection at home, whence the importance of the school, which provides their only opportunity for full Internet access.

Pedagogical uses

Out-of-class use (i.e., outside the classroom) by teachers:

(1) communicate with each other and with students and their parents; (2) renew and develop new teaching practices; and (3) uncover possible student plagiarism.

Pedagogical uses of laptops in the classroom:

(1) perform efficient searches for information; (2) develop students' writing skills; (3) exercise their creativity through multimedia projects; (4) make oral presentations with software such as PowerPoint; and (5) generally speaking, improve day-to-day teaching and learning. Note that the various classroom uses are transdisciplinary. In addition, the students generally appeared to use their laptops more for educational than recreational or social purposes.

Overall, the data collected highlights 12 main benefits of using laptops

1. Facilitation of work for both teachers and students;
2. Greater access to current, high-quality information;
3. Greater student motivation;
4. Greater student attentiveness;
5. Development of student autonomy;
6. Increased interaction among students, teachers and parents;
7. Individualized, differentiated learning;
8. Engaging, interactive and meaningful learning using multimedia support;
9. Development of ICT skills;
10. Universal access;
11. The breakdown of barriers between the school and society;
12. More opportunities for students in the future.

CONCLUSION

The preliminary results of this study indicate that the 'one laptop per child' strategy fully contributes to students' academic success at the participating schools. The lesson retained is that, despite the technical and pedagogical challenges, this innovative initiative to provide 'one laptop per child' has produced incontestable gains in both teaching and learning, and for the future social and professional lives of the students involved.

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Using Virtual Environments to Promote Teacher Preparation

While virtual technology for training in the simulation field has had a long history in medicine and the military, the application of emerging and innovative technologies in teacher preparation and education has been limited. Current and past practices in teacher education are filled with prospective teachers interacting with school children as if they were the “real teacher”, thus using real students to help novice teachers become better. By contrast, in a virtual teaching environment novice teachers can make mistakes without impacting real students, and they can repeat the experience without the students’ remembering the initial encounter. TeachME™ (Teaching in a Mixed Reality Environment) is an innovative mixed-reality environment (the blending of real and synthetic content) where prospective teachers can interact with a group of virtual students (Hughes, Stapleton, Hughes, & Smith, 2005). The purpose of the virtual teaching environment of TeachME™ is to positively impact teacher recruitment, preparation, and retention in education by allowing teachers to improve their skills with virtual students, providing a more ethical approach to learning the art of teaching. This novel approach of a mixed-reality-based realistic classroom experience addresses how to improve the effectiveness of managing adolescent behaviors while increasing students’ time on task and teachers’ instructional time in a way that does not put real students at risk. In the mixed-reality environment, you enter a middle-school classroom but it is a virtual setting and the students in the classroom are virtual avatars. The attributes of these five adolescents are based on the adolescent development research of William A. Long (1985, 1989) and Rudolf Dreikurs (1958, 1968). As a result, a classroom can be created of virtual students that can act according to their indicated attributes.

This paper introduces the project, the mixed-reality environment, and the results of its effectiveness on pre-service teachers.

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**The Compression of Cooperative Learning and
Traditional Learning Method of Class Fifth and
Fourth in the Subject of Mathematics in Holaelan
City of Ilam Iran**

Introduction: Cooperative learning refers to instructional strategy in which pairs or small groups of learners with different levels of ability work together to accomplish a shared goal.

Methods: The study aimed at evaluating the effectiveness of cooperative learning method in the subject of math. This study was focused to find the effect of cooperative learning and traditional learning on the achievement of the students of class fifth and fourth in the subject of Mathematic in Holaelan city of Ilam Iran. It was an experimental study in which cooperative learning method was compared with traditional learning method. Sample size was 92, forty-seven students were included in experimental group and forty- seven students were placed in control group in two class. Pre-test, post-test equivalent group design was used. Treatment of planned cooperative learning technique (STAD) was provided to experimental group while control group was taught by using traditional learning method for a period of 42 days (six weeks). To determine the effect of cooperative learning method 0.05 level was tested by applying t-test and analysis of variance.

Results: The experimental group outscored significantly the control group on post-test showing the supremacy of cooperative learning method over traditional learning method. Hence, the result of study indicated that cooperative learning method was more effective for Math as compared to the traditional method. Furthermore, cooperative learning appeared to be more favorable for students to learn mathematic

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The Effect of Dimensionality on Estimating Classification Consistency

Many tests intentionally or unintentionally measure more than two factors influencing examinees' performance on the test. However, most test analyses assume that the tests measure just one dimension of ability, which indicates that those tests are regarded as having unidimensional factor. If unidimensionality assumption is not met, the estimation of item and ability parameters may be seriously affected, especially in regard to the discrimination parameter and person ability values. Such bias can also have an effect on classification consistency indices of criterion-referenced tests. The present study investigated the effect of violation of the unidimensionality assumption on estimating the classification consistency index for a criterion-referenced test.

The specific research objectives were to compare classification consistency with respect to the correlation between elements in proficiency vectors according to classification consistency estimation methods including HB, LL, and WL methods based on simulated data.

Three methods for estimating classification consistency were applied to generated data sets. Two of them are based on the binomial model: Hanson & Brennan (HB) and Livingston & Lewis (LL) methods. The other one based on IRT is Wang & Lee (WL) method. When WL method was applied, the three-parameter logistic (3PL) model was used to estimate item and ability parameters. The total score of the simulated test set was 30. It were arbitrarily decided that cut scores were 20%, 50%, and 80% points of the total score (6, 15, and 24, respectively) and classification consistency index were estimated. The classification consistency index were computed using the computer program BB-CLASS and IRT-CLASS.

It was found that all of the estimation methods showed lower estimated values as the unidimensionality assumption was violated. HB and LL methods yielded very similar results, which underestimated classification consistency compared to Kappa coefficients used as criteria. WL method led the most similar results to Kappa coefficients.

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An Evaluative Review of Evidence on the 'Enactment' Of the Non-Statutory National Framework Agreement for Religious Education in England and Wales

Governments world-wide consider education to be a priority, particularly in attempting to “deal with fundamental issues of economic well-being, globalization, climate change and social stability” (REC, 2007a: 2). England and Wales have invested large financial, physical and human resources in educational development within the last twenty years. Pluralism within Britain and across Europe highlights the significance of religion as a binding force relating to diversity and citizenship, and promoting community cohesion. The British government has a responsibility to ensure all citizens are treated equally and with respect. As we are a multi-cultural society, this includes citizens of all faiths and no faiths; the role of religion and belief plays an increasingly important function within communities and the wider social network.

A standardised or regulated approach towards Religious Education is common practice in most countries across Europe, but this has not been the case in Britain. Indeed, The 2004 curriculum ‘health check’ undertaken by The Religious Education Council for England and Wales (REC) revealed “continued curriculum incoherence in religious education ... continued low standards relative to National Curriculum subjects ... continued non-compliance with legal requirements [and] no consistent criteria ... to check the quality of RE” (REC, 2007a: 3). The intention of the 2004 Non-statutory Framework for Religious Education (NFRE) was an attempt to address these issues.

The 2004 NFRE is therefore seen as the vehicle that will promote teaching and learning of RE, encourage a “clear and shared understanding” of all faiths and no faiths, and cultivate spiritual, moral, and social development in young people (QCA & DfES, 2004: 8). REC (2007b: 4). REC argues that the 2004 NFRE “provides for the first time an agreed national rationale for the subject”. REC propose that implementation of the NFRE will enhance the RE syllabus and also improve the quality of RE taught in community schools.

This paper will explore the extent to which the theoretical aspirations of the NFRE have been met within the practical sphere of classroom teaching, and will consider the response of classroom teachers to the introduction and implementation of the NFRE – both positive and negative.

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Religion, Democracy and Schooling: An Empirical Study on Orientations Concerning Educational Practices of Austrian Religion Teachers

New developments in public religious life and the continuing “vitality of religion” (Habermas 2008: 34) call for deeper discussion of the relationship between religion and politics in modern pluralistic societies. Currently and throughout Europe, Islam especially is often discussed in this context. However, this unilateral focus implies that all other religions need not be discussed in terms of their relation to political orientations, democracy, equality or individual freedoms.

In Austria and internationally there has been much debate about religion and religious education in public schools. Promoters of religious education refer to the importance of religious values and virtues for individual identity formation and social cohesion. Opponents, on the other hand, argue against religious education because of presumed and unwanted political motivations. Religious education in Austria is especially interesting in this context: It is a confessional school subject that separates students according to their religious affiliations and comprises an orientation defined by specific confessionally-based ethical values and moral attitudes. In this sense, all (monotheistic) religions are not only religious but also inherently political (Assman 2003) and thus separating educational approaches may challenge the education system and its function in modern democratic and pluralistic societies. The question remains, if and how this affects religion as a school subject and if and how this is reflected by teachers’ educational principles and practices.

This paper focuses on the general tensions between religion and democracy within the research field of Catholic and Muslim religious education in Austrian public schools. Referring to a qualitative research project oriented from the reconstructive social research perspective (Bohnsack 2008), the paper examines the educational practice of Austrian religion teachers and aims at detecting the ethical values and moral attitudes that are communicated in schools, and in this context explores the differences, if any, between Catholic and Muslim religious education.

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Gender Differences in Acceptance by Students of Training Software for Office Tools

As learning method, distance learning (e-learning or e-training) became a current practice in several educational institutions. These new training methods, which come to substitute themselves or to complete the traditional one, bring innovations as well at the level of contents as the tools because they allow a permanent learning. E-learning presents for learners numerous advantages: it facilitates access to the learning providing flexibility facing time and spatial constraints; it improves understanding by using multimedia tools, so accelerating learning; it personalizes learning according to preferences of each learner; it allows a more precise and continuous individual supervision. However, e-learning success depends widely on adoption of tools by learners, which depends on a certain number of contextual factors.

Among the numerous researches on the adoption of the new information technologies, the Technology Acceptance Model is the one which was the most widely used. Both fundamental concepts of the TAM are, on the one hand, the perceived usefulness which translates the perceptions of the gains of performances to use the technology and, on the other hand, the perceived ease of use which translates the judgments of the efforts required to be able to use the technology. These two basic variables undergo the effect of external factors (individual, organizational and technological) and influence individual's attitude and intention towards IT.

The objective of this research is to study the students' adoption of an e-learning system. The research model is an adaptation of the Technology Acceptance Model 3 in the context of the study (learning environment). The research has resulted in a questionnaire distributed to 404 students in first year of a business school. Structural equation modeling is used as the main technique for data analysis. Overall, this study shows that the TAM has the predictive ability to explain the use of an e-learning system by students. In addition, the results show that there is some differences among female and male.

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Children in Crisis: Violence Victims and Victories

Program Description:

This presentation will focus on the influences of child poverty, homelessness, violence and weapons, street children and how to support these students within a school environment. Solutions, programs and interventions will be highlighted. This workshop is applicable to all educators no matter what their job or level of expertise.

Learning Outcomes:

Participants will: 1. gain awareness of social issues 2. Understand factors that may impact learning and production in academic environment 3. Programs available for each social issue 4. Research based interventions that can be implemented system and classroom wide.

Proposal Information:

The purpose of the presentation is to build awareness of the issues of child poverty, homelessness, guns and violence and the impact these issues have on the ability to learn, be safe in schools and be productive and happy students. The target audience is any educator who works in a school. The ability to empathize is important but also to understand what to do to support these students within the classroom and school. Participants will gain skills in using a testable hypothesis template and developing behavior support plans that are based in teaching and replacement behaviors rather than in punishments and consequences. Participants will become aware of some of the staggering statistics that the author has researched and will soon publish in a new book. The awareness building that leads to intervention will reduce the amount of helplessness that educators feel when dealing with these issues with kids in their schools. The goal is for the participants to move from a place of "I do not know to do" to a place of this is what I can begin doing in my class or school tomorrow after the workshop. The presentation will highlight the pro-activeness of these issues as an opportunity for learning and change rather than a reactive and band-aid solution to life issues that impact children's ability to learn and be successful in our present school system. The discussion will focus on the tough questions that need to be answered by educators in our tough and inner city schools but also in our rural areas where children are living a life filled with survival techniques rather than being children and enjoying childhood. Meeting the standards in education programs will not be achieved if educators are not prepared to deal with the social emotional and environmental factors that impact the learning of

the students they teach. Only in changing adult responses will we be able to change the learning conditions for the students in the school system. This presentation will begin that dialogue that will enable people to look at their own practice and what they need to begin doing to effect change.

Eleanor Lemmer

Professor, University of South Africa, South Africa

Constructing the Scholarly Habitus: An Auto-Ethnographic Reflection of Twenty-Five Years in Academe

The professoriate has historically been considered the embodiment of the idea of the university; however, its social and cultural cohesion is under increasing pressure amid higher education change worldwide. In this regard, extant themes in the literature focus primarily on macro and structural perspectives of university transformation and its impact on teaching staff. To complement this literature, this paper reports on an auto-ethnography of the development of professional identity over a twenty-five year-long academic career. The aim was to explore how an individual professor established habitus as a scholar and resisted and adapted to the rapidly changing workplace while in this process. The theoretical underpinning for the study rests on Bourdieu's (1990) notion of habitus with the central concepts of position, disposition, positioning, field and habit. Data was accrued by my own in-depth account of my experience as a scholar placed within the broader social and cultural context related to changes in higher education in South Africa. The auto-ethnography was thus understood as a type of self-narrative that places the self in a social context. The written account was based on personal notes, correspondence, interviews with peers, official documents, photographs and blog entries. The theoretical framework and related literature were employed during data analysis and interpretation. Corroboration of content was primarily based on peer scrutiny. The findings are organised around five career 'moments': socialisation into a strong community of practice; developing capital through partnerships; moving sideways into administration; sustaining academic identity amidst personal crisis; and revitalising scholarship in late career. I conclude that this type of self-narrative can enhance understanding of university teachers whose professional lives are deeply affected by current educational policies in the higher education field.

Nathan H. Lents

Deputy Chair, City University of New York, USA

&

Anthony Carpi

Professor, City University of New York, USA

A Better Way to Teach Science: Ditch Textbooks; Use Visionlearning and Other Free Resources

Far too often, science textbooks present content as a set of fixed concepts that have fallen from the sky and facts that must be memorized. No wonder we are often disappointed at the lack of depth in students' knowledge! The Visionlearning project, currently funded by the U.S. Department of Education and previously by the National Science Foundation, is helping to change this by providing superior resources directly to students and teachers that teach the same science content from the perspective of the process and nature of science. First, there is a series of modules that explicitly cover the process and practice of science, which can be integrated into a course as the instructor sees fit. Second, disciplinary content in chemistry, biology, and earth science is written from the perspective of discovery and data interpretation. The modules contain real data, from both historical and contemporary research papers, and show students how key experiments have shaped our understanding of the natural world.

Because the U.S. government has funded this initiative to improve the quality of science education, all content and resources are entirely free. The constantly growing library of modules is entirely modular and available online, as podcasts, and via mobile device applications. The project is led by a team of national experts on science education and all content is rigorously peer-reviewed. The website has an integrated learning management system for instructors and is accompanied by an interactive blog and Facebook page. The recently launched Visionlearning mobile application will soon allow students to read all content, watch podcasts, and submit homework or quizzes all from their mobile phones.

The library stands at more than 80 modules, available in both English and Spanish, and is used as a complete textbook replacement in at least 90 classrooms in seven countries. It is used as supplementary content in thousands more and has a web presence of up to 280,000 unique visitors per week. Visionlearning conducts continual expansion and improvement of resources and rigorous assessments have resulted in the publication of four manuscripts in the science education literature.

Linlin Li

Ph.D. Student, the Chinese University of Hong Kong, China

New Public Management in China's Higher Education Policies and its Influence on Academic Work

This study's aim is to discuss the conditions and characteristics of Chinese academics' academic work under a series of new higher education policies, which have a set of characteristic of NPM. The policies include new employment reform, undergraduate teaching evaluation, and application research reform. Methodologically, this research employed text analysis and interview as the main strategy of data collection, in the first stage, we analyzed the relevant articles published on newspapers in 2010 and 2011. Then we interviewed 60 university teachers from four main disciplines of 3 universities, which represented and covered the three levels and types of universities in Mainland China. It finds that quasi-market competition, performance index-based evaluation, and diversified fund-investment are key methods and principles dominating the reform of China's higher education. Meanwhile, academic work shows that 1) the gap of resource distribution and income has been widened; 2) teaching and research have been segmented and research is more important than teaching in academic settings; 3) administrative power is prior to academic power. In China's Higher education reform, direct and indirect managements have been mixed by establishing accountability and assessment systems though government empowers to the universities in a limited degree. On the university side of the coin, administrative authority benefits from the process of empowerment which also causes fierce conflicts between administrative and academic power. Thus, this paper argues that these new trends and questions need to be taken into account as well as revision and improvement in the process of exploring China's modern higher education institutions.

Guangyu Liu

Master Candidate, Peking University, China

The Role and Function of Village School in Rural China

In order to optimize the allocation of resources, to enhance the benefit of educational investment, and to improve the quality of basic education, many village schools have been revoked since 2001, so as to integrate educational resources in rural area. Students from village have to go to center schools which are far from their home. However, school is NOT a temporary object in village, instead, it is an integral part of rural ecology. Based on a thoroughly investigation of Old Forest Village School, a school in Chongqing mountainous area, which should have been eliminated but retained by villagers and committees with great effort, this paper will focus on the status and function of school in village's daily life and culture. According to observation and depth interviews with children, parents, villagers, janitors, and teachers, we found school serves as a link, brings the whole village together. Children spend their first years in village school, form the first impression of village, perceived the connotation of its custom and culture as a whole. School is the starting point for rural children to go to the outside world, it is also the destination of nostalgia for grownups who are working outside. Thus, the distribution of schools is not only a problem of maximum economic benefit, but also a problem concerns village's cultural ecology. Educational problem should not be separated from social, cultural, and ecological considerations.

Panayiotis Louca

Scientific Associate, Frederick University, Cyprus

&

Lefkios Neophytou

Lecturer, University of Nicosia, Cyprus

Licensing of Private Universities in the Republic of Cyprus

Massification of higher education has been progressively enlarged in order to meet uprising social, economical and technological demands: more students seeking access to higher education, employers seeking to hire appropriate skilled graduates and countries seeking to a higher education presence that will catalyze development (Sommers, 2004).

Private higher education in Cyprus had a complementary, but, increasingly crucial role in catering for these demands. Consequently, the landscape of higher education in Cyprus has undergone a dramatic change since 2005. A national legislation came to force, allowing establishment of private universities. An Evaluation Committee of Private Universities (ECPU) was appointed to evaluate applications through a three-stage procedure: (a) registration in the Universities Registry, (b) granting an initial, and, (c) granting a permanent license. The procedure included assessment of application documents, such as the proposed University Charter, a four-year development plan, an internal evaluation policy, and details of proposed schools. International experts' panels, examined applications, conducted on-site visits, and submitted reports to the ECPU, which, in turn, prepared comprehensive reports for the applications, and finally submitted its suggestions to the Minister of Education and Culture. The Council of Ministers of the Republic of Cyprus decided to register four new private universities on September 2007 and to grant initial license to three, on October 2007.

The expansion of private higher education intensified interest in quality assurance, which concerns the development and improvement of teaching, learning, research, management and administration. As a policy making strategy, it requires to balance demands and constituencies within every country with the demands at European and global levels (Schwarz & Westerheijde, 2004). In this direction, this paper will review the evolution of private higher education in Cyprus and discuss the undertaken processes in view of the Bologna Process.

Tony M Macfadyen
Lecturer, University of Reading, UK

An Evaluation of 'Review' – A Framework for Supporting Communication Between Beginning Teachers and their Mentors

The aim of this research was to improve beginning teachers' reflection on their pedagogy by improving mentor support during lesson evaluations. Data, collected over a three year period, comes from one Teacher Training Institution in the UK which places considerable emphasis on trainees' self reflection & direction. This policy is not without support; for example CUREE (2007) suggest effective mentoring allows the learner to take increasing responsibility for their professional development. Furthermore, effective lesson observation debriefs are very important to beginning teachers (Breckon, 2006).

'REVIEW' is:

Reassure and re integrate teacher

Establish focus on learning objectives and planning

Visit lesson and probe understanding through questions

Input own contribution

Emphasise and summarize key points

What have you learnt, what will you do now?

This research utilised qualitative data in the form of interviews with both trainees and mentors and direct observation of lesson feedback. 41 trainees and 18 Mentors took part in the study and 45 observations of lesson debriefs were carried out.

The paper explores the strengths and weaknesses of 'REVIEW' and how it stands up to scrutiny against the Principles of Mentoring (CUREE, 2007), the principles of Effective Teaching and Learning (TLRP 2007) and the principles of AfL (see DCSF, 2008). Results suggest that 'REVIEW' led to a number of positive outcomes and does meet some of the principles of effective practice.

Furthermore, results suggest more equal discussions, of a higher quality, between teacher and mentor when 'REVIEW' is utilised. Further benefits appear to include more effective questioning by the mentor that leads to trainees who are better able to justify their decisions. The paper goes on to consider, in depth, the feelings of both trainees and mentors and any issues with REVIEW.

Luciana Massi

Ph.D. Student, University of Sao Paulo, Brazil

&

Alberto Villani

Professor, University of Sao Paulo, Brazil

Marketing and Management Strategies and the Teacher Education in a Chemistry Institute

We analyze the main phases from the Institute of Chemistry (UNESP/Araraquara) development and their relations with the teacher preparatory course in chemistry, based on interviews with professors and data from the literature. We adopted Kaës model, to understand the genesis and transformation of the Institution. It was created to attend the demand of chemistry teachers, but throughout 50 years of history the main goal was the development of the research in Chemistry. The Institution faced many challenges, that were overcome through strategies that reveal its habituses. In this work, the main focus is the third phase of development, called the maturity phase, in which the neoliberal perspective of marketing and management seems to play an important role in the development of the Institution. This phase starts approximately at 1991 with the reintroduction of the teacher training course in chemistry, after a period of almost 10 years in which the course wasn't offered. In this period, beside the research and the teaching, almost 10 projects of university community work were created and maintained until now, in order to promote the knowledge of chemistry, insert the Institute of Chemistry in the city's life and build a bridge between the university and industries that also represent a source of investment. Therefore, the community works are the main basis for the marketing and management strategies adopted by this Institution to obtain a different kind of recognition outside the academic world. At the same time, these projects promoted an integration of the students to the Institution and provided means for the student development as a future teacher of chemistry or as a researcher.

Jane Medwell

Associate Professor, University of Warwick, UK

Handwriting and Writing Development

The complex nature of writing has long been recognized. Handwriting has been seen as the transcription of ideas. But research has begun to suggest that automaticity in handwriting appears to play a role in facilitating composing processes by freeing up working memory to deal with the complex task of writing. These are startling findings, especially as teaching handwriting is a fairly low status activity.

The project reported in this paper involved trainee teachers intervening to develop the handwriting of children with literacy problems. During the project these trainee teachers:

- Assessed the writing, and handwriting, of a group of children;
- Identified some children likely to benefit from handwriting intervention;
- Planned and implemented a daily handwriting intervention with these children;
- Administered a final handwriting and writing test to the children involved.

Outcomes from the project were:

- 1) The trainee teachers involved all valued highly their experience on the project, and their intensive working with a small group of children.
- 2) Of the 39 children targeted in the project, 32 made significant progress in their performance on the handwriting test from the beginning to the end of the project. Our earlier studies had identified cut off scores on this test which predicted whether children would achieve the appropriate level in a national test of writing. By the end of the project, half the children surpassed our cut off score.
- 3) All 8 of the trainees reported a positive reaction to what they had been doing from the class teachers of the children involved.

This was a very small scale project, but we were encouraged by:

- the apparent improvements in orthographic-motor integration in the children involved;
- the positive judgments made of the experience by the trainees;
- the positive reception by the class teachers of the work done by the trainees with children.

Lina Miliuniene

Lecturer, Siauliai University, Lithuania

Development of Students' Participation in Non-Formal Education Activity in Lithuania and Latvia: Comparative Analysis

Problem of the research: Today the most crucial goal of all schools is not to transfer the knowledge to students but to help them grow in democracy, develop skills and the need to have a meaningful and joyful life. Children spend a lot of time at school where they are introduced to various activities. Knowledge gained in learning process is further developed and enriched in the after school non formal activities.

Aim of the research: to analyze and compare the opportunities of students' participation in non-formal education activity among Lithuanian and Latvian students.

Sample of the research: 344 students (244 Lithuanian and 100 Latvian students of 7th and 9th grade; 212 of them were girls and 132 were boys) have participated in this study;

Methodology and Method of the research: the main objectives of the research are to analyze the conception of non-formal education, research the accessibility of non-formal education, find out the viewpoint of organizers of non-formal education and students about after-school activities and also compare Lithuanian and Latvian respondents' opinions related to this research.

Empiric data was collected using quantitative research methods: using partly close questionnaire survey, possibilities of the satisfaction of students' needs in non-formal education have been researched. The research data have been computed using methods of descriptive statistics. Statistical (describing frequency, averages, correlations) data analysis have been carried out. The reliability of differences has been assessed according to Pearson Chi-Square indicator, the strength between the features has been assessed calculating the Spearman's Correlation Coefficient r .

Questionnaire data reveals leisure-time hobbies of students, meeting the needs for self-education of students during extracurricular activities, problems of complementary education as well as preconditions for effectiveness.

The results and discussion of the research. It was set up that both Lithuanian and Latvian students are actively involved in after school activities and each one of them finds something to meet their needs. Most popular activities among students are music, sport and choreography; students from both countries participate in these

activities outside school ($p < 0,05$). Among Latvian's students subject activity groups (math, languages, business backgrounds, chemistry and etc.) are more popular than in Lithuanian respondents. As it has been revealed during the research, major health risk factor related to non-formal education is overload of learning materials. But, as the students' answers show, this does not interfere with engaging them in to after-school activities: they want to gain new skills ($p < 0,05$); both boys and girls indicated that, it is more interesting in after-school activities than in school lessons ($p < 0,05$), and they just need to spend their time somewhere. Teenagers spend their leisure time in a similar way, both in Lithuania and Latvia following activities are the most popular: discos, cinema, sports, meeting with friends' outdoors, watching TV. In Latvia young people more often than in Lithuania go to clubs, internet clubs and cafés ($p < 0,05$), to the meetings of informal youth groups ($p < 0,05$).

The research results have shown that students' attitude towards the organization of extracurricular activities at school was positive in both countries. Students agree that extracurricular activities are quite interesting and useful; however, there is a space for improvement, there is a wish for more variety, novelty. The students would strongly wish more organization of excursions, trips and outings at school, they indicate lack of interesting, creative club instructors, who could initiate new activities, develop material facilities, would strengthen material facilities, and would involve parents into extracurricular activities.

Sita Mishra

Associate Professor, Institute of Management Technology, India

**Shaping Tomorrow's Business Leaders by
Incorporating Ethics Course in MBA Education:
An Empirical Study**

Seyed Bagher Mirashrafi

Ph.D. Student, Karlsruhe Institute of Technology, Germany,

Georg Bol

Professor, Karlsruhe Institute of Technology, Germany,

E. Khodaie

Professor, National Organization for Educational Testing, Iran

&

Gholamreza Nakhaeizadeh

Professor, Karlsruhe Institute of Technology, Germany

The Impact of Family Background and Socioeconomic Status on University Admission in Iran

This paper analyzes the effect of different aspects of family background such as family income, parental education, parental job, and the socioeconomic status of parents on the university admission in Iran in 2009.

The Iranian university and college admission system involves prospective students listing up to one hundred majors in order of their preference in the application. Places in universities are offered to the applicants based on both their preferences and their entrance examination results.

The gathered data from the Iranian university and college applications in 2009 is analyzed using data mining methods to investigate the effects of family background variables on entrance examination grades.

The results of this analysis show that parental education, parental job and the socioeconomic status of family have large effects on entrance examination grades and as a result on university and college acceptance. The proportion of acceptance in universities for high social class families are more than the proportion of candidates in the other categories. In other words, applicants who come from higher social classes have a significantly better chance of becoming admitted in university.

Mohammed Ali Shihi Moza

Lecturer, Shinas College of Technology, Oman

&

Mayyada Hammoshi

Assistant Professor, College of Applied Sciences in Ibri, Oman

**Arabic Communication Culture in the Context of
CRM**

Ann Murphy

Professor, Assumption College, USA

&

Chistian Gobel

Assistant Professor, Assumption College, USA

History and Forgiveness: Finding a Balance

Working with case studies of past and current wars in which the United States played a major role helps students take a more active role in their own learning. Dr. Murphy argues that while this pedagogical method is constrained by students' lack of historical awareness, putting together the story of their own country's actions abroad can effect profound changes in student awareness and attitudes.

Lefkios Neophytou

Lecturer, University of Nicosia, Cyprus

The Emotional Labour Associated with the Induction of Emotional Intelligence in Teacher Training and Evaluation Programs

Emotional Intelligence (EI) refers to abilities for identifying, processing and managing emotions in both self and others (e.g. Goleman, 1995,1998, 2001). Despite its popularity, EI has not been up to date employed into any large-scale programs in teacher training. However, attention and interest around the notion is constantly growing and is not utopian to consider that EI would finally be included into teacher preparation programs or teacher evaluation schemes. In this case, it is important to be aware of the implications of the notion on the teacher and the sacrifices it demands in terms of his/her personhood.

Attempting to shed light on these implications, this paper will examine EI utilizing the notion of Emotional Labour. Emotional Labour refers to a state that requires one to induce or suppress feelings in order to sustain the outward countenance that produces the proper state of mind to others (Hochschild, 1983). At a first glance, EI and emotional labour appear to have clear theoretical links (Austin et al., 2008). However, as Hargreaves (2000) points out, the idea of emotional labour is not just different from EI, but in some ways, diametrically opposite: Managing one's moods represents the highest form of competence in terms of EI. On the other hand this competence in terms of emotional labour (Hochschild, 1979) involves selling out the emotional self to the purposes of the organization. In our opinion, examining EI through Hochschild's perspective, illuminates certain aspects of the notion that can provide insights beyond the culture of niceness associated with the notion; EI brings along a new technology that bears a frightening capability: to monitor, control and regulate a person's feelings.

Focusing on the proclaimed benefits along with the possible pitfalls associated with EI, this paper examines the Emotional Labour that EI may assume if introduced into teacher training and evaluation programs. In such a case (this paper concludes) prospective teachers should know in advance the depersonalization they may encounter and must be willing to provide to others the right to tamper with their inner emotional world.

Pramila Neupane

Ph.D. Student, Waseda University, Japan

Barriers to Education and School Attainment Across Gender, Caste And Ethnicity: A Case of Rural Nepal

Nepal has been a signatory of many international commitments which proclaim and recognize the equal right to quality education for every child regardless of their differentiating characteristics. However, a significant number of children are still out of school system and even those children who are in school are also facing many barriers to quality education. Therefore, this paper examines the history of educational development in general, and major barriers to inclusive education across gender, caste and ethnicity, and its impacts on school attainment of children of each group in Nepal in particular. Based on the review of education policy documents together with an analysis of published educational statistics, the study finds that Nepalese educational development has been highly stratified among different socio-cultural groups such as gender, caste and ethnicity. Furthermore, deep-rooted caste system in Nepalese society causes many children, especially from Dalits (groups of the lowest cast) out-of-school. Even if they enroll in a school, there is high drop-out rate among Dalit students. Although primary education has become more equitable in recent years, it is unlikely to meet the parity goals of EFA and MDGs at the secondary level even by 2025. Since education is inevitable for the development of any society, this study calls for a bigger collaboration among the government agencies, donor communities, NGOs, civil society and other concerned bodies to make Nepalese education inclusive.

Dorota Nowacka

Assistant Professor, Adam Mickiewicz University, Poland

Conference Proposal: Foreign Language Teachers and their Professional Development Strategies

Most novice teachers are full of ardent enthusiasm which is sometimes difficult to maintain throughout their careers. Their lessons become more or less predictable and that may dent even the most avid enthusiasm and engagement in teaching. To avoid this, foreign language teachers should engage in professional development. Apart from formal training such as e.g. in-service training programmes, there are other techniques that a teacher can use to ensure professional growth. This paper aims at presenting some strategies that prompt development, namely: **cooperative and self-assessment strategies**. Cooperative developmental strategies include peer observation, mentoring, coaching, thus they allow for ongoing, supportive, and informative professional relationships with other teachers. Self-assessment, on the other hand, helps teachers review their image of themselves as foreign language teachers and encourages them to seek new challenges in the teaching profession. These strategies have become of paramount importance nowadays as the new trends towards making teachers autonomous and more responsible for their own professional development occurred.

Stelios Orphanos

Lecturer, Frederick University, Cyprus

How School Leadership and School Characteristics Influence Teachers' Intentions to Stay at their School or Move to Another

Teaching quality at any given school is the single most important factor determining school outcomes. However, we know very little on what determines teachers' decisions to stay at their current school or move to another one. If teacher sorting and movement has any impact on student outcomes then exploration of the factors impacting teachers' decisions is a question worth exploring.

This study investigates the factors influencing teachers' decisions to stay or move to another school in Cyprus. More specifically, the study explores the impact of both school and personal characteristics and their relative contributions to teachers' decisions. The sample consists of 252 elementary school teachers in the district of Limassol who successfully completed a survey specifically designed for the purposes of the study. The survey asked teachers to give information about various school characteristics (student population, school climate, school leadership), personal characteristics (age, professional experience and credentials) and declare their intentions regarding moving to another school or not. Multiple regression was used in order to assess the relative impact of all factors (school and personal) on teachers' decisions.

Data analysis showed that both personal and school characteristics influence teachers' decisions to stay at their school or not. However, school characteristics such as quality of school leadership, student population characteristics and interpersonal relationships with colleagues have a stronger impact than personal characteristics. Teachers prefer to stay at their schools for the next school year if school leadership is supportive and democratic, students have medium or high academic achievement and if teachers have productive professional relationships.

The results show the necessity to focus on improving school leadership and better prepare teachers on working with disadvantaged or low-achievement student populations.

Tuncay Ozsevgec

Assistant Professor, Karadeniz Technical University, Turkey

&

Muammer Calik

Associate Professor, Karadeniz Technical University, Turkey

Determining Turkish Senior Science Student Teachers' Technological Pedagogical Content Knowledge of 'Environmental Chemistry' Elective Course

Since effective technology integration requires interdependent content, technological, and pedagogical knowledge, Harris and Hofer (2006) suggest a logical approach to help teachers to better integrate technologies in their teaching. In this approach, students' content-related learning needs are directly linked with particular content-based learning activities and related educational technologies that will best support the activities' successful implementation. The aim of this study is to determine Turkish senior science student teachers' Technological Pedagogical Content Knowledge (TPACK) of 'Environmental Chemistry' elective course and to examine relationships among the TPACK domains. Within the survey research methodology, the sample consisted of 140 senior science student teachers. The TPACK survey developed by Schmidt, Baran, Thompson, Koehler, Mishra, and Shin (2009) was initially translated and adapted from English into Turkish. Internal consistency for the adapted TPACK survey (totally 32 likert-type items) with 7 different knowledge domains was found to be 0.91. This means that the adapted TPACK is appropriate for investigating Turkish senior science student teachers' Technological Pedagogical Content Knowledge (TPACK). After importing the data into SPSS 15.0TM, one-way ANOVA was employed to compare the senior science student teachers' total scores of the TPACK domains. The results indicated that there was no significant difference among Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK) and Technological Pedagogical Content Knowledge (TPCK). Moreover, there were meaningful differences between the remaining knowledge domains of the TPACK. Also, it was found that the senior science student teachers had the highest average score of Technological Content Knowledge (TCK) domain. Finally, it was elicited that there were significant differences amongst three principal components of Technological Pedagogical Content Knowledge (TPCK), i.e. Technology Knowledge (TK), Content Knowledge (CK) and Pedagogy Knowledge (PK).

Nkobi O. Pansiri

Lecturer, University of Botswana, Botswana

Socio-Emotional Selectivity: A Preliminary Analysis of Perspectives of Adult Learners in the University of Botswana

Grounded in the theoretical framework of socio-emotional selectivity theory (SST), this study investigated how the academic, social, emotional and economic experiences of adult learners in the Primary Education in the University of Botswana affected their academic engagement. This was motivated by the trend of gradual enrolment decline observed by the researchers and the fact that the staff members are not trained as adult educators and therefore lack competencies in adult education. The populations of the study were students of the DPE programmes of study. The sample involved ten participants in year 3, ten in year 4 (five participants per each of the two bachelors degree programmes) and five participants in the M Ed programme. These participants were selected through opportunistic and convenience method. The result of the study reveals varied challenges that affect learners' pedagogical expectations and social experiences in the university programmes at both undergraduate and graduate. While they expect to acquire new skills and knowledge that would help them improve their work environment when they complete their studies, the entire training process leaves much to be desired.

Marcel Pariat

Professor, University of Paris Est Creteil, France

&

Lafont Pascal

Professor, University of Paris Est Creteil, France

Validation of Acquired Experience (VAE) in Higher Education

The model of higher education training under study here is based on an innovating educational scheme allowing the combination of two other means of access to qualification: continuing training and the validation of acquired experience (VAE), both constitutive of the offer of renewed modular training and it stirs up new interrogations as to knowledge acquiring and practising, as well within institutional academic contexts as without. In that sense, we are led to make the assumption that, if the actors of the VAE, whether they are teaching researchers or candidates, seem to resist, for some of them, or to renounce, for others, it is because they feel confronted with overwhelming difficulties, based on their relationship to knowledge inherited from their partly personal, partly collective history. Our analysis is based on the methodological procedure of the participating observation of four experimental groups (25 students) at Master's Degree level in Social Sciences, and four teaching researchers working inside this scheme. The analysis focuses on the study of motivations, on an educational engineering work, on postural changes between the assessed and the assessors, on the candidates' validation files, knowing that these candidates can be granted extra training modules in order to earn the targeted qualification. The results show that it is through a critical analysis of the value-giving of the contents - formalized in terms of a visibility of the candidates' skills and of the conditions of their transferability - that they generate new knowledge. Indeed, they thus show their capacities to put into perspective theoretic- al bases with an observation protocol of their own professional or social experience. Finally, a reflexive analysis and on-the-job training lead them to explain the effects of the confrontation between their discursive intelligence and their practical intelligence in order to give an account of what they have done and produced.

Karen Paton

Lecturer, University for the Creative Arts, UK

&

Hilaire Graham

Dean of Learning and Teaching, University for the Creative Arts, UK

Dyslexic Academics? Well we don't talk about that do we!: An Investigation Into the Prevalence and Impact of Dyslexia in University Teaching

In the United Kingdom (UK), numbers of dyslexic students in higher education (HE) have been steadily rising over the past five years (HESA, 2011). As a result a range of national and local policy initiatives have been put in place to support these students in their studies.

In parallel to this, a body of empirical research has emerged which has explored the experiences and needs of dyslexic university students. Such evidence demonstrates the value of communicating good practice with regards to supporting learning differences in the academy.

In comparison, very little has been said about dyslexic staff in HE. Indeed there is perhaps a tacit assumption that dyslexic individuals might not work in an environment that prides itself on excellence in the written word. However, given the higher prevalence of dyslexia in university students studying art and design subjects compared to other disciplines in the UK (HESA, 2011) and the much suggested links in the research literature between dyslexia and artistic ability, one could hypothesize that levels of dyslexia might also be disproportionately high amongst staff teaching creative arts subjects at university.

The study reported in this paper aimed to start to explore this premise by investigating dyslexia amongst teaching staff in one UK art and design HE institution. Drawing on both qualitative and quantitative methods of data collection, the research set out to 1) find out how many teaching staff at the University are dyslexic (or think they may be dyslexic) and 2) to understand how dyslexia impacts (both positively and negatively) on the experience and practice of teachers in creative arts subjects.

The findings of our research raise important implications for diversity in learning and teaching and for developing tailored support for dyslexic staff across the education sector. It is hoped that this paper will give a much needed voice to the issue of staff dyslexia in the academy.

Thanos Patelis

Vice President, Research & Analysis, The College Board, USA,

Carol Barry

Assistant Research Scientist, The College Board, USA,

Jennifer Merriman Bausmith

Senior Director, Evaluation and Research, The College Board, USA

&

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Assistant Research Scientist, The College Board, USA

Using Standardized Assessments as the High School Component of a Growth Model

The purposes of this presentation are to (1) offer design suggestions in using standardized assessments in high school as components of a growth model, and (s) present results in applying three growth models using national level data in the US. The unique feature of these standardized assessments in high school is that performance on them represents college readiness. Much has been written in the form of advice in what is needed to use assessments in state-wide growth models within the US. There have been pilots of accountability models that incorporate growth metrics and their evaluation. These references offer comprehensive information to assist in the design and selection of growth models for accountability. The purpose of this paper is to offer design suggestions and results in applying three models in the examination of student performance over time. There are eight components that should be specified in developing growth models in the examination of student performance over time. These eight components include (1) articulation of the purpose and claims to be made, (2) examination of the alignment of the content across assessments, (3) development of the appropriate scale across assessments, (4) specification of the time frame of interest, (5) collection or existence of longitudinal data, (6) selection of the model that operationalizes student longitudinal change and permits the claims indicated, (7) collection of validity evidence to support the goals and claims, and (8) examination of the use and utility of the information provided. Much controversy exists in the selection of the model that operationalizes student longitudinal change. To inform policy and practice in the use of College Board tests to represent longitudinal performance over time, three models were examined with longitudinal data at the national and state levels. We have identified six types of models that could be used based on what is being implemented in

states across the US. Three of these have been selected based on pragmatics and conceptual simplicity. These three models are score change, transition, and regression models. The results using national longitudinal data will be presented along with a discussion of the implications and next steps.

Rachelle Perusse

Associate Professor, University of Connecticut, USA

Equity-based School Counselling in the United States of America

Over the past several years, much attention has been focused on school counselors helping to close achievement gaps and college-opportunity gaps. In order to realize these goals, school counselors must take into account equity-based interventions targeted at all students, especially those who are poor and minority youth. According to the American School Counselor Association (ASCA), school counselors develop comprehensive, developmental school counseling programs which include: Whole school interventions, classroom guidance, small groups, and individual counseling. In addition to the ASCA Model, The College Board's National Office for School Counselor Advocacy (NOSCA) has created a program titled "Own the Turf" designed to encourage school counselors to "own" the realm of equity-based college-readiness counseling. Along with this program, NOSCA has created the "Eight Components of College Readiness Counseling." Within this paradigm, school counselors must create equity-based interventions by collecting data to ascertain where to intercede, as well as determine whether their interventions are effective in helping close these equity-based gaps. This paper presentation will review the American School Counselor Association National Model for School Counseling within the dimensions of Foundation, Delivery Systems, Management, and Accountability. In addition, the core elements of advocacy, systemic change and data collection will be reviewed. Specifically, the focus will be on how school counselors implement the ASCA National Model and NOSCA's Eight Components with reference to equity-based college-readiness counseling, and closing achievement gaps for poor and minority youth. An overview of the status of college-going will be presented, including data of where the United States lies in relation to other countries in terms of college-going. Further, interventions targeting the issues of college readiness will be discussed in reference to creating a college-going culture to decrease academic achievement gaps, and increase college-going for all students.

Suzanne Perry
Dean, Regis University, USA

Communities of Excellence: A Solution to the Education Field Experience Challenge for Working Adults

Adult teacher education candidates are often challenged to compile their required field study hours. This population is at work during the typical school day. The Regis University's Communities of Excellence program provides a viable alternative to elements of the required face-to-face field studies, offers concentrated experience in schools especially selected to reflect 21st Century Learning Skills, and integrates state and national education standards.

Each Community of Excellence school has a leadership team comprised of a Regis University Facilitator and Associate, a School Contact Person and a School Principal or Assistant Principal. This team coordinates mutually beneficial Community activities. Regis field study students visit Community schools in person and view teaching strategies filmed at the school on our website. Regis student teachers are placed in Community school classrooms with talented, committed teachers that we know well. Joint activities include everything from Community school International Baccalaureate students visiting the University library to learn online research skills to a University theatre professor working at a Community school with a group of high need students to write and produce a play about "Respect and Differences."

Community of Excellence schools are primarily located in high need urban areas, have very diverse populations, and reflect a low student retention rate. We look for schools that truly reflect care for their students' social, emotional and academic progress. These schools have "heart." We see this in the beyond-the-school-day dedication teachers have to their students, their focus on honing their craft to better serve the learners in their care, their willingness to innovate and their passion for passing on their experience and pedagogy to a new generation of teachers.

Conference attendees will learn how Regis faculty serve as facilitators and associates within P-12 schools, see our Communities of Excellence website and best practice videos, and hear from adult learners about how their participation in the Communities not only helped them fulfil course requirements but also served as the inspiration that motivated them to persevere as learners becoming teachers.

Alenka Polak

Lecturer, University of Ljubljana, Slovenia

Emotional Competency of Preschool Student Teachers as a Factor for Effective Teamwork

Contemporary children have wide range of psychological and learning demands, as well as special needs regarding their different behavior, so preschool teaching process can be very emotionally demanded. Slovenian preschool teachers work in teams: preschool teacher with a preschool teacher's assistant and this teamwork include many different intrapersonal and interpersonal processes, which are also emotionally motivated. Preschool teachers have to deal with emotions in everyday bases: his/her own, of children and the emotions of colleagues', so he/she need to be emotional intelligent. Regarding to Daniel Goleman major components of emotional intelligence are: knowing our own emotions, managing our own emotions, motivating ourselves, recognizing the emotions of others, empathy and handling relationships. Emotional intelligence in the context of preschool education is relating to the emotional side of preschool teaching, such as the ability to recognize, label and manage emotions of children, to motivate them, to handle interpersonal relationships effectively as well the relationships between team partners. Emotional competency is the demonstration of efficacy in social situations accompanied with emotions, and can have strong influence on effectiveness of team work. In the presentation, the emotional competency as the explicit view of emotional intelligence will be explained and some consequences for preschool education will be discussed.

Maris Purvins

Ph.D. Student, Latvia University, Latvia

Optimization Aspects of Education System in Comprehensive Schools in Latvia

In the beginning of 90's, when Latvia regained its independence, a sharp decline in fertility rates began. The affect of this began to show through the end of 90's in comprehensive schools by decrease in the number of pupils. Because of the long-term decrease in the number of pupils and the occurrence of the global economic crisis, the educational administration is forced to seek new solutions for the optimization of resources and effective management of education. One of the aspects of system optimization is the economy of Computing Systems.

A problem emphasized in this research was the use of paid and of free software available in schools under the control of Rigas Dome. A substantiation of use of computer in schools of Riga was researched. Open source programs Linux, Linux Ubuntu, Open Office were compared to paid products of Microsoft, such as Windows and Ms Office. A poll was taken about software used in the management of schools in Riga. The aim of the research was achieved – it was proved, that it is possible to decrease the expenditure on purchase of software in schools that are under the control of Rigas Dome.

In research inspected the possibility to save the expense of standard software. Mainly deals with the possibility of using alternative operating systems and office software. Such savings should be seen as a long term solution because it requires additional costs for the transition process.

Nitya Ramaswami

Head of Academics and Child Development, Zee Learn, India,

Sweta Dholakia

Manager, Zee Learn, India

&

Purvi Gogri

Centre Head, Mount Litera World Preschool, India

Early Intervention: Inclusion through Constructivism

Vygotsky's social constructivist theory lies in the understanding that human cognition and learning are social and cultural rather than an individual phenomenon.

The Vygotskian approach emphasizes the importance of sociocultural factors in shaping the situation of a child's development and learning and points to the crucial role played by teachers, parents, peers and the community in defining the types of interaction occurring between the child and their environments.

This case study aims to highlight the impact of Vygotsky's social constructivism in an inclusive Early Childhood setup.

The provision of a positive learning environment that attempts to include children with different abilities is a composite of many things. It is an attitude that respects children, where their abilities are nurtured in an atmosphere where the child's innate potential is developed without the fear of failure. This is validated through research that emphasizes special needs children do better, academically and socially in an integrated and inclusive setting.

This study will showcase the impact of providing children with learning experiences through planned and incidental peer and adult interactions in an inclusive set up. It will highlight the observable outcomes in specific areas of development i.e. cognitive, language, physical motor, social and emotional.

The paper will further highlight that inclusion in a social constructivist environment helps children to understand their own potential and respect that of others. The children learn to compete with themselves and not the world around; they raise their own standards there by contributing to the growth of self.

Léonard P. Rivard

Professor Emeritus, University of Saint-Boniface, Canada

The Effects of Professional Development on Literacy Practices for Teaching Science in a Minority-Language Context

Teachers in minority-language schools are confronted by many challenges while teaching science. The language competencies of many students are often inadequate and mismatches between home and school languages occur frequently. Furthermore, limited instructional materials, heavy workloads, and relative isolation in small rural schools are just some of the many obstacles facing these teachers. Helping teachers develop effective instructional practices for working with text is important as national and international assessments of both reading and writing suggest important weaknesses in secondary students' abilities for comprehending informational texts, reading critically, and writing effectively. Moreover, these assessments, as well as those in science, have all shown significant differences between linguistic groups with minority francophone students generally performing less well than anglophone students, the majority language group in Canada outside the province of Québec. We have argued that minority students must be provided with a rich array of discursive opportunities as compensatory strategies for enhancing both science and language learning. We have completed a three-year professional development program for supporting grade nine teachers' use of language-based practices for teaching science in a Canadian francophone school district. Our primary research objective was to determine how teacher beliefs and practices changed over time and how these were enacted in the different classrooms. We also wanted to identify contextual factors that either facilitated or hindered the implementation of these literacy strategies and practices at the classroom, school and district levels. Data collection involved both qualitative and quantitative methodologies. Findings will explore the impact of this professional development program on classroom practice and the significance of contextual factors in mediating the implementation of various strategies. The findings should inform those researchers studying the use of language-based activities for enhancing science teaching and learning, in addition to others studying content issues related to second-language, bilingual, and multilingual instruction.

Amanda J. Rockinson-Szapkiw
Assistant Professor, Liberty University, USA

Electronic Versus Print Textbooks: How do they Impact University Students' Perceived Learning?

University students are increasingly choosing to purchase e-texts for their mobile devices as an alternative to traditional textbooks. This pilot study compares the use of e-texts and traditional text books on university students' grades and perceived learning. Results of independent t tests demonstrated that there was no difference in perceived learning and grades between the two groups, suggesting that the electronic text book is as effective for learning as the traditional textbook.

João Rodrigo Santos da Silva
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Fernando Guimaraes
Professor, University of Minho, Portugal
&

Paulo Takeo San
Professor, University of Minho, Portugal

Conceptions of Higher Education Students of Biology of Botany Teaching: A Study Case of Brazil- Portugal

Generally, the teaching of botany is seen as mainly based on the transmission of knowledge and on the empirical-logical thinking, framed by scientific knowledge and the purpose of affirming truths on the world. Within this perspective, both in Brazil and in Portugal botany is usually seen as a list of scientific names and words existing beyond the daily life of students which might make classes demotivating. Botany is therefore an area of Biology with low attraction.

With the aim of understanding the previous conceptions of higher education students that will be biology teacher when finishing their degree, this project was based on a questionnaire including open questions filled by students in the beginning of their degree. The purpose of this questionnaire was to collect data that could provide an understanding of how students understood teaching in general, botany teaching and how they conceived the teachers' role in the development of their knowledge on teaching methods. Based on concepts of the fundamental theory, the categories of data analysis were made according to information collected. Afterwards, there was a selective codification of data and information was grouped in order to provide categories.

Data showed that Brazilian students considered the teaching of botany as a theoretical subject that was followed by a practical dimension. The practical classes were based on demonstration of what was previously explained in theory. On their side, the Portuguese students considered the referred teaching as being more practical. Teaching was seen as based on practice and classes were more dynamic and fostered interaction. All students referred that the teacher is a source of knowledge that also promoted practice what made teaching essential for students' training. However, Portuguese students stressed that teachers should motivate students for botany as a field of

knowledge. Data also showed that Brazilian students had a more traditional conception of teaching, as they emphasized the theoretical dimension of classes. Portuguese students mentioned that apart from the importance theoretical might have, the role of the teacher was important for motivating students to learn.

Salome Schulze

Professor, University of South Africa, South Africa

Empowerment and Disempowerment of Supervisees

Power in the supervisory relationship is an issue that has not been addressed in depth. This study therefore aimed to determine how supervisees are empowered or disempowered in their relationships with their supervisors in a distance education context. The theoretical paradigms that framed the research were social constructivism and critical pedagogy. Using phenomenology as research design, 15 master's and doctoral supervisees who had recently completed their studies at the University of South Africa, a distance education institution, were purposefully selected for interviews. Interviews were tape-recorded and transcribed verbatim. Data were analysed by means of the constant comparative method.

The findings revealed that the supervisees were empowered by sustained two-way communication in a supportive environment. Supervisees needed to develop trust in supervisors in a supportive (although often faceless) environment. To empower supervisees, this environment needed to be characterised by respect and equality; shared control and autonomy; assistance with planning the study and setting objectives within time frames; support with the structure and scholarship of the dissertation; pastoral care; facilitation of interaction with peers; and exposure to conferences and publication. Quick, quality feedback was crucial. Many supervisors had difficulty stimulating supervisees' critical thinking skills through questions and appropriate comments, in a distance education context.

Important factors that underpinned the supervisory relationship were the expectations (regarding roles and responsibilities) of supervisors and supervisees, and competences. Competences included, among others, the supervisory skills of supervisors and the research skills and language proficiencies of supervisees. A key factor that emerged was the engagement (interaction and communication) of the supervisor. The study indicates how the student-supervisor-relationship can empower or disempower supervisees in a distance education context.

Mark Seals

Professor, Alma College, USA

Going Global: Preparing College Students for Travel Abroad

Many college students, from across the United States, will have the opportunity to experience other cultures through overseas programs that are offered at their respective colleges and universities during their tenure on campus.

These educational and service programs (often called “Travel Abroad” or “Semester Abroad”) have the potential to be beneficial for both the students and the cultures/peoples they come into contact with. However, the opposite may also be true; the experience could be dangerous and even detrimental for those same people if adequate preparations are not considered.

Preparing students for the mental and physical challenges that they will encounter during their travel abroad must be a top priority for the administrators of international programs. A mandatory preparation phase, that occurs before the trip commences, can alleviate anxiety and prevent problems that may arise. The depth and quality of such preparatory programs is a critical element to the success for all those involved.

Facilitating 12 years of international travel programs for college students, and conducting research on the perceptions of student readiness, led to the writing of this paper. The insights and data from four international travel destinations (India, Ecuador, Peru and Bolivia) were used to construct a set of guidelines for travel abroad programs.

The final goal is to share insights, data, and findings with others who are interested in being intentional about building a sound program for travel abroad that is mutually beneficial to all those involved.

Deb Sellers

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&

Andrew Crocker

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**Educators, Aging, and Transformation:
Implications for the Cooperative Extension
Service in the United States of America**

The Cooperative Extension Service (CES) in the United States provides informal, research-based educational opportunities to citizens through land-grant universities. The CES is an educational dissemination network with a unique administrative structure in each state and leadership at the national level to support shared efforts. The CES has undergone many changes in the course of its 100-year history and the transformation continues today. Current initiatives include a focus on internal and external collaborations, the leveraging of resources, and the use of social media. An additional impact for the CES is the continuing aging of the American population and the increased need to focus on issues of importance to older adults and those who care for them. As CES educators develop and implement learning opportunities in this area, there is a need to understand the beliefs about aging that these individuals hold in order to address potential misconceptions, false ideas, or ageist attitudes. The provision of accurate information about aging to those teaching in this area should strengthen the educational programming offered to clients.

We examine the beliefs about aging of CES educators through the presentation of original data and discuss implications within the context of the changing CES system. The study consists of four focus groups with a self-selected sample of CES educators in three different states (N=25) and uses an established protocol to investigate the respondents' beliefs about aging. The qualitative analysis includes open and focused coding processes to establish codes and mutually-agreed upon themes. We discuss the outcomes of the data analysis and implications of the results within the shifting CES landscape. Emphasis is placed on the use of a national, Internet-based educational CES effort ('eXtension') to disseminate credible information on aging-related issues for CES educators and the general public.

Mohamad S. Shaban

Assistant Professor, United Arab Emirates University, United Arab
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&

Hamed Al-Awidi

Professor, United Arab Emirates University, United Arab Emirates

Understanding Emirates Children's Drawing in Relation to Self and Identity Through the Interaction of Social Context

This study examined Emirates children's drawing in relation to self and identity through the interaction of social context. The sample of this study comprised of students who were enrolled in one of the kindergarten classes in the city of Al Ain in United Arab Emirates (UAE). The class selected randomly from all the kindergartens focusing on one Kg2 with twenty seven students. The researchers studied with students from different backgrounds to see student's perceptions detailed of self-expression and identity representations. Qualitative methodology was used. The researchers and/or research assistants individually worked with each student who participated in this study in a semi-structured interview setting. 'Constructive' interactions were built into the relationship between the research assistants and the researched.

The data analyzed using a phenomenological procedure. At the end of the interview and drawing sessions, the researcher went through all of the drawings and notes to contract a 'sense' of what was said, identifying key themes in each drawing. Based on the framework provided by the questions and results of the interviews, the findings were categorized into groups. When sorting the data, the researchers first examined the similarities among the subjects' drawings and responses, and then analyze the differences in general.

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Aline Maria de Medeiros Rodrigues Reali

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&

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Core Tensions in the Development of an Online Mentoring Program: The Mentors' Professional Learning Processes

This text concerns the core tensions encountered in the construction of a professional learning community of mentors, which can promote the understanding of collective processes of professional learning of teachers and development of mentors and assist in the construction of similar programs. These tensions were evidenced during an investigation on the construction, implementation, and analysis of an online mentorship program (OMP) aimed at the continued education of novice K-4 schoolteachers conducted by mentors in cooperation with researchers from a Brazilian public university. The purpose of this communication is to: analyze the process of construction, implementation, and development of the OMP; identify the tensions arising throughout the OMP implementation, and understand how the identified tensions influenced the OMP mentors' professional development. The theoretical framework underlying the OMP and research presupposes that mentors are educators and, as such, teachers. Their practice, therefore, occurs in conflicting, and complex situations subjected to multiple, contradictory forces. We assumed that a strong professional community is capable of promoting professional learning and fostering the improvement of instructional practices. Methodologically we opted for the constructive-collaborative perspective of research and intervention, which allowed the apprehension, interpretation, and description of the knowledge constructed by mentors as well the decision processes adopted by them when teaching online novice teachers how to teach. As data sources we had the written report of the development of teaching and learning experiences, the core of the mentors' work, as also autobiographical accounts, interviews, written narratives, and online interactions (e-mails) with the novice teachers. Throughout the process, the following tensions were evidenced: being a good teacher versus being a good mentor; experienced teacher versus novice educator; mastery of all

contents versus mastery of given contents; being in versus being away from the classroom; diverging versus sharing beliefs; scientific or scholarly significance of the study or work.

Rhona Smith

Professor, Northumbria University, UK

Cross-Cultural Curriculum Design in China: Reflections on Human Rights Education

This paper will focus on applying a framework of human rights education theory within higher education theories of curriculum development to a discussion of the presenter's experiences gained during tenure as a visiting professor in a major Chinese university. Part of the (co-funded by the Chinese university and the overseas partner institution) post required the introduction and then standardisation of both syllabi and curriculum within the Law School's masters' programme, something which engendered cross-cultural confusion (see generally Yeh 2008). Drawing on theories of curriculum design and teaching and learning (eg Tyler 1949; Mager 1975; Biggs 2009; Entwistle 2009), this paper will reflect on the experiences of this period.

Ultimately satisfactory curriculum and syllabi were finalised and implemented. The programme is continuing to expand and is becoming regarded as the flagship human rights master's programme within China, something of an achievement in a country sceptical of human rights education (eg Bjornstol 2009; Oud 2006).

Wade Smith

Superintendent, Louisiana State University, USA,

Jason Droddy

Director External Affairs, Louisiana State University, USA

&

A.J Guarino

Professor, Massachusetts General Institute of Health, USA

Do Schools Make A Difference? A Two Year Study of High School Effects and First Year College Success

Schools across America are being ranked for their effectiveness on a number of student criteria that are related primarily to student achievement on high-stakes tests. Although most of these efforts do not have a direct goal of facilitating successful student retention in higher education, there is an underlying belief that higher performing high schools will produce higher performing students in college. This underlying belief is the primary focus of the study. Or, said another way, the study investigates the question: Do students tend to make the school or do schools tend to make their students? The study incorporates a sample of nearly 20,000 high school seniors (10,000/year) from approximately 280 high schools. The full paper extends the analyses provided from the published results for the first year's cohort and includes a second cohort of graduating seniors to help determine the stability of the initial results over time. Additionally, this study incorporates a new variable, dual enrollment into the analyses. Dual enrollment, where high school students receive credit simultaneously for college and high school credit, is receiving increased interest in America as a means to better prepare entering college freshman and to mediate for the rapidly rising cost of a college education. Additionally, the paper also explores the relationships between school accountability rankings and the demographics of the respective schools in an effort to assess school effect sizes for growth in aggregated student population subsets, a mandate of No Child Left Behind.

Michele Stears

Lecturer, University of KwaZulu-Natal, South Africa

Rural Teachers' Views of Evolution

The issue of teaching evolution has emerged in the South African context with the implementation of a new FET (Further Education and Training) curriculum. This curriculum states that not only should evolution be dealt with as an issue in science education; it should be taught as an important principle of the Life Sciences. This paper reports on research conducted with a group of teachers registered for a module on Issues in Science Education. This research was undertaken with the view to shed some light on how South African teachers could deal with this contentious issue by exploring teachers understanding of evolutionary theory; how their acceptance of evolutionary theory informs their teaching as well as how teachers in a rural context might approach the issue in their teaching.

Students were asked to complete a questionnaire at the start of the course. The questionnaire used for this study was part of a comprehensive questionnaire developed by Rutledge and Warden (2000). At the end of the course students were asked to reflect on how they would engage with their learners when the issue of evolution was raised in the classroom. At that point evolution was only considered as an issue and was not taught as an important unifying theory as the new Life Sciences curriculum had not yet been implemented. The questionnaires and reflections were analysed to identify common themes. Respondents completed the questionnaires anonymously.

The data suggests that students' acceptance of evolutionary theory is influenced by their lack of understanding of the theory. The questionnaire revealed limited knowledge of the principles of evolution. This raises the problem of how evolutionary theory is to be taught under circumstances where many of the teachers have had limited exposure to basic concepts pertaining to this complex process. The paper offers suggestions on the teaching of this topic which may reduce the tension between curriculum and community by using examples from rural communities to teach relevant concepts.

Ya-Hui Su

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The Evaluation-Based Approach to Teacher Professional Development: the case of Taiwan

An empirical account of the teacher professional development programme in Taiwan is provided in this paper. This programme's approach is school-based and requires elementary and secondary school teachers to evaluate their teacher profession through peer observation and portfolio-making in a cooperative and reflective manner. The data, which comprise meeting transcripts and interviews with teachers involved in the programme, were collected to understand factors that make the teacher evaluation practice successful in facilitating teachers' professional growth and to provide insight into the dynamics of how teachers involved in the programme experience the evaluation-based approach that supports or inhibits their lifelong, continuous professional development. The data were analyzed by the three authors as a research team (as well as a team executing the government programme) using inductive analysis, member checks, and triangulation. The analysis of the data indicates that the successful teaching evaluation practice requires teachers to perceive evaluation as a practice for learning's sake for which the evaluation practice is self-directed and self-constructed in the sense that teachers learn and create their own meaning from reflections and mutual dialogue prior to and after making teacher observations and understanding teachers' portfolio works, an opportunity of teachers revising their own selves of which the role of teachers as professionals is a part; in this case, teachers' professional development implies their self-development.

However, there is also evidence of the ineffectuality of the evaluation practice for teachers' professional development and therefore the superficial compliance with the evaluation requirements when the evaluation mechanism is performance-oriented and lacks the school-level administrative and resources support system. The findings of this paper have implications for the role of teacher evaluation in fostering teacher profession growth and suggest the conditions in generating a more truly teacher-centered, collaborative and reflective evaluation practice amongst teachers.

Catherine Tannahill

Associate Professor, Eastern Connecticut State University, USA

A Staff Development Model for the Improvement of Science Content Knowledge and Teaching Practice for Elementary School Teachers

This study focused on the effectiveness of a blended collaborative/cooperative staff development model (Joyce & Calhoun, 2010) as a means for providing targeted training to elementary science teachers (grade 3-6). It occurred on a master's granting university campus in New England and was funded by the state Teacher Quality Partnership grant project. The research addressed the question: Is a blended collaborative/cooperative staff development model an effective way to provide science content knowledge and skills to elementary school teachers?

Initial research involved four, sequential one-year projects to increase science content knowledge and skills, during which time the model was refined. A subsequent study (ultimately renewed for a total of three years) followed to see if the model could be successfully replicated.

The design involved an intensive two week summer workshop with on-going electronic and university based follow-up activities. Teachers were provided content, based on state and national science standards for the appropriate grade levels, by expert Arts and Sciences faculty with extension and pedagogical application by Education department faculty.

Changes in science content knowledge were measured both quantitatively and qualitatively every year. For quantitative analysis, a paired t-test was used and for qualitative analysis focus group interviews were conducted. Based on recent data the t-tests indicated that participating teachers' science content knowledge and skills grew significantly as a result of the staff development (pretest mean=63.00, posttest mean=78.00, n=25, t=1.8371, p<.05). The focus group interviews demonstrated that teachers were more confident about teaching science and appreciated the model of staff development. Similar results were demonstrated each year.

Gozde Terekli

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Rumeysa Akgun

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Ece Ugurluoglu

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&

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Determining Coping Styles of University Students with Stress

The aim of this study is to determine the coping styles of Ankara University, Faculty of Health Sciences students with problem stress. The population of the research consisted of 1,601 students studying at six different departments (Nutrition and Dietetics, Child Development, Midwifery, Nursing, Health Services Management and Social Work). In total 66% (1062) of the students were reached and evaluated. In the research, personal information form and "Ways of Coping Inventory" developed by Folkman and Lazarus (1984) and translated into Turkish by Sahin and Durak (1995) were used. The inventory consists of five dimensions Data was collected by the researchers using a survey method.

When the descriptive findings are analyzed, it is seen that 82.4% of the students are female, 29.8% of the students are in their first year of the university, 31.5% are in the second year, 25.2% are in the third year and 13.5% are in the last year of the university. The results show that significant differences have been found on the dimension of self-confident approach according to gender ($p=0.000$), age ($p=0.015$), department ($p=0.000$), year of study ($p=0.033$) and number of books read in a year ($p=0.001$); significant differences have been found on the dimension of unconfident self approach according to age ($p=0.012$) and type of family ($p=0.004$); significant difference has been found on the dimension of submissive approach according to type of family ($p=0.031$); significant differences have been found on the dimension of optimistic approach according to gender ($p=0.000$), number of siblings ($p=0.029$) and number of books read in a year ($p=0.006$); and significant difference has been found on the dimension of seeking social support according to the department ($p=0.023$).

Daniel Tixier

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Interfacing Academics and Industry in a Chair Curriculum in Fast Moving Consumer Goods

Chairs were created at ESSEC to offer an in-depth study of a business sector or of a corporate function. As academic and research programs set up by professors and professionals and sponsored by firms, the ESSEC chairs are integrated in the academic curriculum. Each includes a class of handpicked specialisation students. They must follow courses selected from the general catalogue as well as specialized seminars. In 1986, ESSEC, a major business school, launched its fast moving consumer goods curriculum and decided to incorporate it into the framework of an academic and research chair whose principles, functioning and originality are described herein. In the appendix, for the presentation, numerous documents will be shown: course programs, partner list and logos, research projects, organized events/conferences, publications by the chair, brochures.

Thomas Kwan-choi Tse

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Hong Kong

The Controversies and Politics of Information: Releasing Kindergarten and School Profiles to the Public in Hong Kong

The release of information to the public concerning school performance and effectiveness data is increasingly common in many places in recent years, generating heated political debates and attracting scholarly discussion to the complex issues involved. Following the tide in the west, Hong Kong has also implemented a policy of reporting school performance to the public so as to increase transparency and accountability of schools, to improve school performance, and to enhance parents' right of access to information as well as to provide guides for choosing schools. The initiative of releasing Profiles of Kindergartens and School Profiles from 2000 onwards has provoked heated debates within the education sector. Drawing on major policy papers, documents and reports published by the Hong Kong government and relevant consultative bodies, as well as more than 1,200 major Chinese and English newspaper reports and comments on the measures during the period from July 1999 to March 2008, this article examines these controversies and the politics involved and shows how the complex issues concerning the production, reporting, and uses of information with regard to school performance are connected to some crucial questions about balancing conflicting values and expectations of different stakeholders. An advocacy of public reporting of school performance without adequate deliberation could bring some unintended and harmful consequences deemed anti-educational and unethical.

There are six parts in total. The first is a brief introduction of the development of these profiles. The second reports the standpoints of the different camps in relation to the controversies over the measures. The next three parts examine issues of information generation, public reporting and the role of the news media, and its impact on the school sector. Part Six concludes the paper by discussing the implications of the Hong Kong experience for the general issue of public reporting of school performance.

Simeon Tsolakidis

Assistant Professor, Frederick University, Cyprus

&

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Writing in the Cypriot Dialect: more history or more phonology? Investigating Primary School Students' Choices of Words, Morphemes and Graphemes when Writing using the Cypriot Dialect

There is an extensive literature investigating dialect use in school settings (e.g., Norwegian, English, Dutch, dialects); in the last decade research has also been carried out concerning the Cypriot Dialect (CD; e.g. Papapavlou & Pavlou, 2007). Besides, there is a number of studies investigating the linguistic practices of Greek-Cypriots, and their attitudes towards the CD (e.g., Papapavlou, 1998; Pavlou et al., 2004); however, very little research has been performed to investigate writing in the CD (Armosti, to appear).

In the present study an experimental attempt was made to explore primary school children's CD spelling. In public schools, the language of instruction is SMG and students are expected to use SMG for talking and writing in the classroom, on the other hand, they are using CD to communicate with each other, in the classroom and during breaks, and at home. The two main research questions of the present study are, firstly, whether primary school Greek-Cypriot students tend to use a more historical or more phonetic form for writing in the CD, and, secondly, whether they tend to apply the rules of SMG when writing in the CD.

The participants of the study are students attending the third through the sixth grade of public urban primary schools in Cyprus. For the purpose of the present study the following tasks were used: a) a single word dictation task requiring students to spell sixty words; the words were presented in two forms, in SMG and in CD, b) a sentence dictation task requiring students to spell the first two verses of a poem, and c) students were asked to write a short essay using the CD.

Both quantitative and qualitative analyses were used to respond to the basic research questions of the present study. Both academic and educational implications are drawn from the results.

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Computer Mediated Communication: A Source of L2 Input for Polish Teenage Learners

Engaging in Computer Mediated Communication (CMC) in its multiple forms, from social networking websites to topic-specific forums, has become a commonplace daily activity for thousands of teenagers all over the world. Since English has become a contemporary lingua franca and definitely the predominant language of Internet resources, much of this communication is conducted in English. This extensive and intensive contact that young learners of English as a foreign language have with their peers must influence their interlanguage competence in English. CMC is, after all, a powerful source of language input, which is authentic, comprehensible, and highly relevant to Internet users. This input is very specific from the linguistic point of view, since social networking websites, such as My Space, Twitter or Facebook, apart from being social spaces where one can meet and chat to people, have added a new quality to the English language, at least in terms of its grammar and vocabulary.

In the talk, the results of a preliminary study conducted on a group of 170 Polish teenagers (high school students) learning English at school will be presented and discussed. One aim of the study was to establish how much contact and what kind of contact with English the subjects have through CMC. Another aim was to examine how they perceive the influence of this input on their competence in English. Finally, the study aimed to investigate the subjects' levels of comprehension of selected authentic CMC samples as well as their judgment of these samples as correct or incorrect. A statistical analysis revealed a strong correlation between the intensity of engagement in CMC and the levels of comprehension of CMC-specific forms and a positive evaluation of these forms as correct English.

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Why Should a Volunteer Care? A Case Study of Volunteer Teachers

Nowadays in China ,the volunteer work has veered off tracked that brought out a lot of complaints from the cared-for, even from the volunteers teachers themselves. More and more schools refused to accept the volunteer teachers from the college students. Some studies found that the lack of experience could be the mainly reason ,others argued that egotism motivation to volunteer work lead to the breakdown of the one-caring and the cared-for relationship. However, what is going on during the procedure of the volunteer work? What's the insight of the volunteer teachers themselves?

14 undergraduate students who had been volunteer teachers in migrant schools for more than one month covering four faculties of Peking University participated in this study. Based on the literature review and in-depth interview, this paper argues that the concept of care is significant not only for ethics, but also an important way of thinking. By using the framework of Dalmiya Vrinda of caring as a five-step relation, that is :caring about, caring for, caring reception, caring about caring, taking care of with the three stages of moral development of Gilligan ,this paper goes on to demonstrate the care relationship between the volunteer teachers and the students .The paper considers it very important to know what the volunteers are caring and why should they care. Also, the care thinking is an alternative approach to education.

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&

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Chinese International Students in the United States: Demographic Trends, Motivations, Acculturation Features and Adjustment Challenges

This study delineates what Chinese international students' demographic trends are over decades, what their motivations are for studying in the United States, what the unique features of their acculturation process are, and what special challenges they face in U.S. universities that are different from what they might face in Chinese universities? These questions are important and have not previously been addressed. Such research will bridge this research gap and thus enrich the broad literature on international students' adjustment in foreign countries. Such research could help Chinese international students adapt to the American educational environment and also help American universities adjust to their largest group of foreign students.

The conceptual framework for the current study is based upon Berry's (1997) acculturation stress-coping framework, which considers the cross-cultural experience as a major life event that is characterized by stress, demands cognitive appraisal of the situation, and results in affective, behavioral, and cognitive coping responses. The stresscoping framework focuses on the identification of those factors that function as significant stressors and impair sojourners' adaptation to the new environment. It also helps to identify those coping resources and strategies sojourners used to deal with their stress.

The authors conducted extensive documentary studies and interviews on Chinese international students' cross-cultural adjustment in the United States. The analysis of interview transcriptions followed the guidelines described by Miles and Huberman (1994), who suggest that categories should be defined before collecting data; the instrument should be developed in advance and have a structure or design set before being used in the field. Following this approach, we had Berry's Stress-Coping Framework in mind and defined the categories before starting the interviews. The specific procedures used were: (a) data reduction and the creation of categories for analysis; (b) rereading the data set and sorting the categories into broader themes, while remaining open to new analytic categories; (c) representation and presentation of the data; and (d) verification through methods such as a participant check, peer check, and use of an audit trail.

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Practitioners' Success Stories of their First Year of Teaching

This study aims to explore the attributes of success stories of novice teachers from their subjective experiences. The literature mainly emphasizes the difficulties and offers little discussion of teachers' success stories during their year of induction.

The concept originated in workshops in which we, as researchers accompanying them, dealt with questions regarding their essence and the novices' experiences during that year. Understanding and empathy for their difficulties swept us to a debate about distress and burnout, underlying which was the other discussion of moments of success, echoing as a weak silenced voice. Thus the desire to hear and make room for the novices' success stories attracted us to the joint study.

The data were gathered through in-depth interviews with 30 novice teachers from both the Arab and the Jewish sectors at the David Yellin College of Education in Jerusalem who responded to a public appeal.

Findings revealed diverse voices of sadness and pain together with excitement, activity, belief and compassion. Novices enter the field strongly motivated to prove themselves, with fantasies of saving their pupils, understanding their holistic needs. They chose an area of activity within a system that had already despaired or from whose professional agenda it was absent.

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Employers' and Teachers' Cooperation in Development of Vocational Education Programs Content in Latvian Republic Vocational Education System: Description of the Situation

The subject of research article is related with the material and structural reforms of Latvian vocational education system, emphasizing the changes in vocational secondary education sector.

To improve an existing professional standards, improve and develop new vocational education programs, promote collaboration between the educational institutions and employers – these tasks are listed in “The strategic guidelines for the development of education for years 2007 – 2013” developed by Latvian Ministry of Education and Science. Consequently, the reforms are planned at the national level on the vocational education system, whose implementation results are directly dependent on the activities of the performers – vocational education institutions.

Vocational education orientation on the adult audience, offering the flexible vocational education programs – these are the trends that should change significantly both the content of vocational education at respective level and the organization, methodology of teaching, thus creating new challenges in the vocational training field.

One of such challenges is the cooperation between employers and education institutions, which will result in the formulation and implementation of modern vocational education programs.

The article aims to analyse the cooperation between employers and teachers at vocational secondary education institutions in the development process of vocational education programs and professional standards. To realize this objective, the quantitative study was conducted in which the survey questionnaire to vocational education institutions and employers was applied as the research instrument.

As the study data analysis methods are used the descriptive statistical methods: index method, correlation method.

Results of the study provide an opportunity to assess the level of cooperation between the employers and vocational education teachers, identify the different views on structure, implementation time of vocational education programs. Based on the results of the study, the recommendations have been developed on improvement the cooperation and coordination between employers and educators.

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&

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Scholarly Gatekeeping: Libraries and Scholarship in Western Tradition

In this paper we present a brief consideration of a history of the western library from earliest times, and its role in bringing the book into the hands of scholars. We present an analysis of that history, canvassing ancient, early Christian, medieval, renaissance, Enlightenment and modern and postmodern times in the process. We approach this analysis of the library as gate keeping access to knowledge in relation both to what is published and ways in which this has constructed the academic within universities. We engage an analysis of those events from a perspective that makes visible ways in which the production, storage and access of books, and scholarship itself, have been privileged, while others have been marginalised as part of this history.

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Three Approaches to Teacher Leadership and their Epistemological Foundations

'Teacher leadership' as phenomena covers a variety of situations that teachers act as leaders. In some cases, teacher leadership plays the positive roles, such as to empower teachers, to accelerate the school improvement, and to enhance students' achievement; while in some cases, teacher leadership is regarded as the extra workload added to teachers, and even become the surveillance of teachers.

Researchers tried to make the typology of teacher leadership practice, so as to figure out how to make teacher leadership a real antidote of problems and difficulties in education and schools. Some researchers, like Lambert (2003, 2005), Harris & Muijs (2005), have made attempts based on empirical studies. But their researches findings fail to provide philosophical evidence.

This research tries to make a new typology, which is partly based on the research of Murphy (2005), and partly on researcher's own empirical research. Since the typology is made primarily concerning the practioners' action orientation, so the epistemological foundations are analyzed, because, according to Habermas (1968), human interests influence the way the practioners to recognize this world and their actions.

Findings:

1. Based on the research of Murphy(2005) and the researchers' own empirical studies, the new typology of teacher leadership consists of three dimensions: bureaucratic organization, community, teacher expertise.
2. The typology (three approaches to teacher leadership) reflects different cognitive interests, and the idealistic one is to take emancipatory interest as stance, and to develop teacher leadership in an environment of community.

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Analysis of "Te-gang Program" Implementation Process: A case study of E Autonomous Prefecture in China

"Te-gang Program" (The Special Compulsory Education Teacher Recruit Quota Program in Chinese Rural Area) is a kind of redistribution policy in order to resolve the shortage of rural teacher and strengthen the teacher qualification in rural regions of china. Until now, this program has been implemented over 4 years, but the effect of this program still not clear. With the framework of policy implementation theory and the Institutional Incentives and Sustainable Development theory this research chooses the implementation process of this program in E Autonomous Prefecture as the case and uses the actor in the implementation process as the smallest analysis unit, it tries to figure out what the Te-gang Program implementation process in E Autonomous Prefecture is, includes the problems in the implementation process, the reason for these problems and then provides some recommendations. It is argued that the policy implementer in this case lack the motivation to implement this policy, so the local government lack the motivation to provide enough resources to implement. Consider of this situation, this policy can't recruit the qualify teacher work in this area, so it can't really relieve the teacher shortage and strengthen the teacher qualification in E Autonomous Prefecture. In order to solve those problem the local government should provide more resources to implement this policy and create the institutional environment to incentive the implementer.

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&

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Students' Natural Use of Technology in Real-Time Classroom Lectures

Students' self reported use of technologies was assessed through two short surveys. In the first survey, a qualitative analysis of student responses to an open-ended question asking them about technology use in the classroom yielded themes that depicted considerable variety in the technology-based off-task activities those students engaged in during lectures (Inter-rater reliability = 97.32%). Even though technologies were not incorporated as learning tools, only 5 students (.04%) of the second year students in this sample (21 male, 111 female: Mage = 19.67, SD = 1.39) reported never using any technologies during lectures. An additional 31% of students reported that they usually prefer to take pen-and-paper notes, but do occasionally engage in texting. Although a large proportion of students (32.8%) reported using laptops for note taking purposes, interestingly, they used laptops for other, non-learning based activities. Overall, students most often reported engaging in texting (47.4%), using Facebook (13.1%) and using MSN (10.9%). Similar results were also obtained in a second survey where 389 introductory students (134 male, 254 female: Mage = 18.58, SD = 8.38) were asked to identify the technologies they would be most likely to use in a classroom lecture, if they were they to use any. The most commonly reported activities using technology were: Facebook (46.3%), texting (18%) and email (9.3%). The finding that most students naturally use at least one type of technology in class for non-learning purposes, even if it is in addition to using technology for note-taking purposes, has implications for their learning outcomes (Wood, Zivcakova, Gentile, Archer, De Pasquale, & Nosko, 2011). The results of this study also have implications for educational policy and educational initiatives, known as Anywhere Anytime Learning Initiatives, which promote the use of digital technologies to maximize learning opportunities.

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It's Not Smelly, Dirty, or Expensive [diesel, that is]: Cross-Disciplinary Instructional Development in Chemistry and Social Studies

In a unique collaboration between the University of North Florida College of Education and Human Services and Sandalwood High School in Duval County, FL, social studies and science education professors and a science teacher worked together to instruct about the limited use of diesel-fueled cars in the United States when compared to the countries of Europe. Based on recommendations from analyses of existing university/secondary school partnerships, we developed a collaborative teaching experience to both enhance high school science instruction, build stronger professional connections between college and high school faculty, and provide college faculty with continued, relevant experiences in secondary schools. Through this instruction, high school chemistry students examine the costs and benefits of using diesel vehicles and use this analysis to explain the differences between countries. This project supports the call for content integration and professional collaboration from the American Association for the Advancement of Science (1990), the National Research Council (1996), and National Council for the Social Studies (2008), and, with the cooperation of the NCSS and National Science Teachers Association, the Partnership for 21st Century Skills (2008; 2009).

This project was initiated as an extension of a recently started school/university partnership is aimed at establishing trust between faculty from both sites and to generate mutual, voluntary collaboration (Rice, 2002). The outcomes of the project support a key element of university/school partnerships in that they were designed for curriculum development that seeks to improve the education and experiences of K-12 students (Zeidler, et al., 2005). However, additional benefits were evident through the shared knowledge, reflection, and self-assessment that were manifested in all participants (Ingler, 1993; Talber & McLaughlin, 1994) and important to the continuation of the university/school partnership.

The conference paper will illustrate the relational developments necessary to support the high school/university collaboration, conceptual planning processes used in developing the teaching experiences, the actual instructional design co-implemented within the high school chemistry classroom, and participant reflections regarding the curriculum development process.

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Lessons Learned: A Longitudinal Case Study of Transnational Distance Education

The University of Hawai'i at Manoa and the American Samoa Department of Education transnational partnership has evolved considerably over its 31-year transnational partnership due to an increased understanding of the unique cultural and contextual components of the teaching and learning process. While the results of this case study cannot be generalized, the findings may provide an opportunity for executive decision-making about launching and developing global transnational distance learning university programs. This paper provides insight into the context, methods, issues, threats, solutions and recommendations involved in extending university undergraduate and graduate teacher education across national borders.