

2013

# Education

## Abstracts

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Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





15<sup>th</sup> Annual International  
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# Preface

This abstract book includes all the abstracts of the papers presented at the 15<sup>th</sup> Annual International Conference on Education, 20-23 May 2013, organized by the Athens Institute for Education and Research. In total there were 123 papers and 159 presenters, coming from 37 different countries (Australia, Belgium, Brazil, Bulgaria, Canada, Colombia, Czech Republic, Finland, Georgia, Germany, India, Ireland, Israel, Italy, Japan, Lithuanian, Malaysia, New Zealand, Oman, Poland, Qatar, Saudi Arabia, Serbia, Slovenia, South Africa, South Korea, Sweden, Switzerland, Taiwan, the Netherlands, Turkey, UAE, UK, Ukraine, USA). The conference was organized into 29 sessions that included areas such as Philosophy of Education, Sociology/Anthropology of Education - Student Subculture, Higher Education - Administration, Cultural Foundations, Pre-school/Elementary/Secondary Education - Curriculum, Higher Education-Teaching Methodology I, Assessment/Decision Making - Administration e.t.c. 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**  
**15<sup>th</sup> Annual International Conference on**  
**Education**  
**20-23 May 2013, Athens, Greece**  
**PROGRAM**

**Conference Venue: Titania Hotel (52 Panepistimiou Avenue)**

**ORGANIZING AND SCIENTIFIC COMMITTEE**

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. Alexander Makedon, Head, Education Research Unit, ATINER & Professor of Philosophy of Education, Arellano University in Manila, Philippines.
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. Hussain Alkharusi, Assistant Professor, Sultan Qaboos University, Oman.
14. Dr. Srecko Devjak, Professor, Ljubljana University, Slovenia.
15. Dr. Laurie Henry, Faculty Director, Kentucky University, USA.
16. Dr. James Latten, Associate Professor, Juniata College, USA.
17. Dr. Panayiotis Louca, Scientific Associate, Frederick University, Cyprus.
18. Dr. Don Mangone, Associate Professor, Pittsburgh University, USA.
19. Dr. Lefkios Neophytou, Lecturer, Nicosia University, Cyprus.
20. Dr. Wade Smith, Superintendent, Laboratory School University, USA.
21. Dr. Simenon Tsolakidis, Assistant professor, Frederick University, Cyprus.
22. Dr. Leslie Stuart Woodcock, Academic Member, ATINER & formerly University of Leeds, U.K.
23. Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
24. 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

**C O N F E R E N C E P R O G R A M**

(The time for each session includes at least 10 minutes coffee break)

**Monday 20 May 2013**

**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. Gregory T. Papanikos, President, ATINER.
- Dr. Panagiotis Petratos, Vice President of ICT, ATINER & Associate Professor of Computer Information Systems, California State University, Stanislaus, USA.
- Dr. Alexander Makedon, Head, Education Research Unit, ATINER & Professor of Philosophy of Education, Arellano University in Manila, Philippines.

<p><b>09:00-11:00 Session I (Room A): Philosophy of Education I</b> <b>Chair:</b> Alexander Makedon, Head, Education Research Unit, ATINER &amp; Professor of Philosophy of Education, Arellano University in Manila, Philippines.</p>	<p><b>09:00-11:00 Session II (Room B): Sociology/Anthropology of Education – Student Subculture I</b> <b>Chair:</b> Nicholas Pappas, Vice-President of Academics, ATINER &amp; Professor, Sam Houston University, USA.</p>	<p><b>09:00-11:00 Session III (Room C): Higher Education - Administration</b> <b>Chair:</b> George Poulos, Vice-President of Research, ATINER &amp; Emeritus Professor, University of South Africa, South Africa.</p>
<p>1. Chogollah Maroufi, Professor, California State University, USA. Negotiating between Hume and Kant to Establish a Sensible Moral Education System for Schools.</p> <p>2. <u>Maarika Piispanen</u>, Professor, Kokkola University Consortium Chydenius, Finland &amp; Maarika Piispanen, University Teacher, Finland. Phenomenon Called Learning! -Turning Learning from Traditional to Transformational.</p> <p>3. Nadia Behizadeh, Assistant Professor, Georgia State University, USA. Aligning Large-Scale U.S. Writing Assessment Practice with Sociocultural Theory: A New Vision of Sociocultural Writing Portfolios.</p> <p>4. Jacqueline Carr-Phillips, Board Member, Dean of Faculty, Professor of English and Russian</p>	<p>1. <u>Pieter Spooren</u>, Researcher, University of Antwerp, Belgium &amp; <u>Francis van Loon</u>, Professor, University of Antwerp, Belgium. Student Evaluation of Teaching (SET) in Higher Education. Lessons Learned and Suggestions for Future Research and Practice.</p> <p>2. <u>Marcia Beth Orr</u>, Associate Professor, University of Arkansas, USA &amp; Vinson Carter, Instructor, University of Arkansas, USA. Perceptions Concerning Classroom Management Skills Needed by Career and Technical Education Student Teachers/Interns.</p> <p>3. Susan Soliman, Lecturer, Middlesex University Dubai Campus, United Arab Emirates. Critical Thinking and it's Consequences in an offshore Campus.</p> <p>4. Avgousta Stavrou,</p>	<p>1. <u>*Michael Romanowski</u>, Professor, Qatar University, Qatar &amp; Fatma Saeed Al-Hassan, Ph.D. Student, Qatar University, Qatar. Arab Middle Eastern Women's Perspectives on the Barriers to Leadership: Incorporating Transformative Learning Theory into Graduate Educational Leadership Programs.</p> <p>2. <u>*Srecko Devjak</u>, Professor, University of Ljubljana, Slovenia. EFQM Model as a Methodological Framework for Strategic Planning in Higher Education Institutions. (HEI)</p> <p>3. <u>Pamela Baxter</u>, Associate Professor, McMaster University, Canada, Fatih Donald, Associate Professor, Ryerson University, Canada, Celyne Laflamme, Course Professor,</p>

<p>Literature, Maharishi International Graduate School, UK. Consciousness Based Education: A Consideration for the Future of Higher Education. 5. <u>Claudio Pellini Vargas</u>, Ph.D. Student, Federal University of Juiz de Fora, Brazil &amp; Antonio Flavio Barbosa Moreira, Coordinator, Petrópolis Catholic University and Federal University of Rio de Janeiro, Brazil. The Identity Crisis of Epistemology in Physical Education: Implications for Teacher's Work.</p>	<p>Researcher, University of Nottingham, UK. The Teaching of Mathematics in Cypriot Primary Schools- Teachers' Perception of Students' Errors and Misconceptions about Fractions.</p>	<p>University of Ottawa, Canada &amp; Ann Mohide, Associate Professor, McMaster University, Canada. Barriers To Addressing the Professional Development Needs of Primary Health Care Nurse Practitioner Faculty and Preceptors in Ontario, Canada: A Simple Fix? 4. Helen Peterson, Assistant Professor, Linköping University, Sweden. An Academic 'Glass Cliff'? Feminization of Senior Management Positions in Swedish Higher Education. 5. Tracey Allen, Lecturer, University of London, UK. Governance on the Line: Effective Governance in the Midst of a Changing Educational Landscape.</p>
<p><b>11:00-12:30 Session IV (Room A): Cultural Foundations I</b> <b>Chair:</b> Jacqueline Carr-Phillips, Board Member, Dean of Faculty, Professor of English and Russian Literature, Maharishi International Graduate School, UK.</p>	<p><b>11:00-12:30 Session V (Room B): Pre-school/Elementary/Secondary Education - Curriculum</b> <b>Chair:</b> Avgousta Stavrou, Researcher, University of Nottingham, UK.</p>	<p><b>11:00-12:30 Session VI (Room C): Higher Education-Teaching Methodology I</b> <b>Chair:</b> *<u>Michael Romanowski</u>, Professor, Qatar University, Qatar.</p>
<p>1. <u>Leena Holopainen</u>, Professor, University of Eastern, Finland, Arno Koch, Professor, University of Eastern, Finland, Minna Makihonko, Professor, University of Eastern, Finland, Airi Hakkarainen, Professor, University of Eastern, Finland, Doris Kofler, Professor, University of Eastern, Finland &amp; Kristin Bauer, Professor,</p>	<p>1. Nancy Everhart, Associate Professor, Florida State University, USA. Defining a Vision of Outstanding School Libraries. 2. Anthonia Janse, Trainer and Consultant, Stichting Blauw Zout, MSc Educational Leadership, Leicester University, U.K. Exploring the Possibility of Implementing a Formal Mentoring System for the Benefit of Pre-School Teacher Training and Development in the Middle East.</p>	<p>1. Elsabe Coetzee, Associate Dean, Tshwane University of Technology, South Africa. Teaching Practice: Expectations and Experiences of First Year Teacher Training Students at a South African University of Technology. 2. Iliya Emilov, PhD Student, Sofia University, Bulgaria. Constructivist Practices in Teaching Chemistry: A</p>



<p>University of Eastern, Finland. Reading Acquisition Profiles from Two Languages and Three Educational Cultures (Finnish, German and Italian).</p> <p>2. Katherine Powell, Fulltime Instructor, Florida Atlantic University, USA. Adolescent Identity Issues in Education.</p> <p>3. Maria Chalari, Researcher, University of London, UK. The Age of Austerity and Rising Xenophobia in Greece: How do Teachers Experience and Understand the Current Situation? A Case Study of a Primary School in Athens.</p>	<p>3. <u>Aysegul Deniz</u>, Research Assistant, Hacettepe University, Turkey &amp; Mubeccel Gonen, Professor, Hacettepe University, Turkey. School and Teacher Concepts in Picture Story Books.</p> <p>4. Mefharet Veziroglu, Research Assistant, Hacettepe University, Turkey. Early Years' Policies in Different Disciplines: The Importance of the Acquisitions of Skills in Early Childhood Education.</p> <p>5. Barbara Sicherl-Kafol, Associate Professor, University of Ljubljana, Slovenia. Holistic Approach in Musical Objectives Planning.</p>	<p>Cross National Study.</p> <p>3. Cigdem Akin Arikan, Research Assistant, Hacettepe University, Turkey. The Scaling Study by Pair-Wise: Required Qualifications of an Instructor.</p> <p>4. Trish Byrne-Roberts, Lecturer, University of Central Lancashire, UK. Issues of Teaching Quantitative Methods in Undergraduate Programmes: How do we address the Crisis of Numbers?</p>
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**12:30-13:30 Lunch (details during registration)**

<p><b>13:30-15:30 Session VII (Room A): Assessment/ Decision Making - Administration</b></p> <p><b>Chair:</b> Karen Trimmer, Associate Professor, University of Southern Queensland, Australia.</p>	<p><b>13:30-15:30 Session VIII (Room B): Sociology/ Anthropology of Education - Student Subculture II</b></p> <p><b>Chair:</b> Nancy Everhart, Associate Professor, Florida State University, USA.</p>	<p><b>13:30-15:30 Session IX (Room C): Higher Education - Multiculturalism and Socialization</b></p> <p><b>Chair:</b> *Srecko Devjak, Professor, University of Ljubljana, Slovenia.</p>
<p>1. <u>Eun-Soo Choi</u>, Professor, Soongsil University, South Korea, <u>Jusung Jun</u>, Assistant Professor, Soongsil University, South Korea &amp; <u>Kiung Ryu</u>, Assistant Professor, Soongsil University, South Korea. Trends in Lifelong Educational Policies in South Korea.</p> <p>2. Seda Ata, Research Assistant, Hacettepe University, Turkey &amp; Berrin Akman, Research Assistant, Hacettepe University, Turkey. Personal and Relational Themes in</p>	<p>1. <u>Martina Dickson</u>, Assistant Professor, Emirates College for Advanced Education, UAE &amp; <u>Hanadi Kadbey</u>, EdD Candidate, Emirates College for Advanced Education, UAE. Perceptions of Pre-Service Teachers in Abu Dhabi, United Arab Emirates Amidst Widespread Educational Reform: What Kind of Future Science Teachers do they think they will be?</p> <p>2. Miri Shachaf, Lecturer, Givat Washington College of Education, Israel</p>	<p>1. Dragana Grujic, Assistant at the Library Science and IT Department, University of Belgrade, Serbia &amp; Aleksandra Vranes, Dean of Faculty of Philology, University of Belgrade, Serbia. Digitization of Cultural and Scientific Heritage as a Prerequisite for Distance Learning. (HEI)</p> <p>2. Gordana Djokovic, Assistant at the Library Science and IT Department, University of Belgrade, Serbia &amp; Ljiljana Markovic, Vice Dean of Faculty of</p>

<p>Professional Development of Early Childhood Educators.</p> <p>3. Karen Trimmer, Associate Professor, University of Southern Queensland, Australia. Decision-Making By School Principals and Education Researchers: The Dilemma of Reverse Coding In Structural Equation Modeling and its Resolution in a Study of Risk-Taking in Decision-Making for School Principals.</p> <p>4. Hagit Inbar Furst, Lecturer, David Yellin Colege, Israel. Factors Affecting Teachers' Attitudes to Help-Seeking or Help Avoidance in Coping with Behavioural Problems</p> <p>5. Maia Shukhoshvili, Chief Specialist of Quality Assurance of Ivane Javakhoshvili Tbilisi State University, Georgia. Interrelation between Internal Quality Assurance (IQA) and External Quality Assurance (EQA).</p> <p>6. Geraldine Magennis, Senior Lecturer in Education &amp; Literacy, St Mary's University College, Belfast, Northern Ireland. Assessment in Teacher Education: North &amp; South [ATENS]</p>	<p>&amp; Yaacov J Katz, Professor, Bar-Ilan University, Israel. The Relationship between High School Students' Personality Variables and their Participation in Sporting Activity. (Monday 20 May 2013)</p> <p>3. Dudu Mkhize, Work Integrated Learning Advisor, University of Johannesburg, South Africa. The Voice of Successful Students in the Strategies of Resolving the High Dropout Rate in Engineering Studies.</p>	<p>Philology, University of Belgrade, Serbia. Higher Education Institutions as Drivers of Economic Growth in Japan and Serbia. (HEI)</p> <p>3. Ye Diana Wang, Assistant Professor, George Mason University, USA. Building Trust in E-Learning.</p> <p>4. <u>Jerald Wolfgang</u>, Adjunct Professor, Niagara University, USA &amp; <u>Walter Polka</u>, Professor, Niagara University, USA. Effectively Motivating Digital-Age Learners by Addressing their Organizational, Social, and Personal High-Touch Needs as Well as Their High-Tech Interests.</p> <p>5. Carolyn King, Programme Leader for Religion, Culture &amp; Society, University of Central Lancashire, UK. The Changing Nature of Policy Discourse in Britain: Multiculturalism to Nationalism.</p> <p>6. Abebaw Yirga Adamu, PhD Student, Tampere University, Finland. Causes of and Factors that Intensify Ethnic Tension and Conflict among University Students.</p> <p>7. Maha Ellili-Cherif, Assistant Professor, College of Education, Qatar University, Qatar. Teachers', Principals' and Parents' Perceptions of the Impact of the Qatari Educational Reform. (Monday 20 May 2013, 14:00-16:00)</p>
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**15:30-17:00 Session X (Room C) Roundtable Discussion on Higher Education Institutes Leadership**

**Moderator:** George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

**Speakers:**

1. Nicolas Abatzoglou, Full Professor and Head, University of Sherbrooke, Department of Chemical & Biotechnological Engineering, Canada.
2. Vince Raso, Program Director Property & Valuations (Postgraduate), RMIT University City Campus School of Property, Australia.
3. Fernando Colon, Director LL.M Program, Thurgood Marshall School of Law, USA.
4. Niva Oren, Head, Kibbutzim College of Education, Israel.
5. Tamar Ketko, Head of the Excellence Program, Hakibbutzim College of Education, Israel.
6. Michael Romanowski, Professor, Qatar University, Qatar.
7. Srecko Devjak, Professor, University of Ljubljana, Slovenia. EFQM Model as a Methodological Framework for Strategic Planning in Higher Education Institutions. (HEI)

<p><b>17:00-18:30 Session XI (Room A): Elementary - Secondary Education - Multiculturalism</b> <b>Chair:</b> <u>Hussain Alkharusi</u>, Dean Assistant for Academic Affairs, Sultan Qaboos University, Oman</p>	<p><b>17:00-18:30 Session XII (Room B): Technology</b> <b>Chair:</b> Shioyong Peng, Professor, Abu Dhabi University, United Arab Emirates.</p>	<p><b>17:00-18:30 Session XIII (Room C): Higher Education- Curriculum</b> <b>Chair:</b> Steve Grineski, Professor, Minnesota State University, USA.</p>
<ol style="list-style-type: none"> <li>1. <u>Michele Kahn</u>, Associate Professor, The University of Houston, Clear Lake, USA. Intercultural Competence for Educators: Key Considerations.</li> <li>2. *Loucrecia Watson-Collins, Associate Professor, The University of Alabama at Birmingham, USA. Cyber Bullying: A Global Perspective.</li> <li>3. <u>Amy Williamson</u>, Assistant Professor, Angelo State University, USA &amp; <u>Latasha Jones</u>, Clinical Assistant Professor, Georgia State University, USA. Multicultural Education: Suggestions for Implementation and School Transformation.</li> <li>4. Barlow Wright,</li> </ol>	<ol style="list-style-type: none"> <li>1. Garry Falloon, Associate Professor, University of Waikato, New Zealand. Young Children's Use of iPads: What's Really Going on Here?</li> <li>2. <u>Patricia Tobin</u>, Professor, Saint Leo University, USA, <u>Nancy Wood</u>, Professor, Saint Leo University, USA, Carol Todd, Assistant Professor, Saint Leo University, USA, &amp; Victoria Anyikwa, Professor, Saint Leo University, USA. Using Technology to Engage Students and Build Learning Communities to Inform Instructional Decisions.</li> <li>3. <u>Rania Hussein-Farraj</u>, Doctoral Fellow, Israel Institute of Technology, Israel, Miriam</li> </ol>	<ol style="list-style-type: none"> <li>1. Nicolas Abatzoglou, Full Professor and Head, University of Sherbrooke, Department of Chemical &amp; Biotechnological Engineering, Canada. Curriculum Integration in Chemical Engineering Education: A Critical Path under the New Accreditation Criteria in Canada. (HEI)</li> <li>2. Adele Mavuso, Assistant Professor, Prince Mohammad Bin Fahd University, Saudi Arabia. Putting Discovery into Perspective: PMU's Core Competencies and Implementation.</li> <li>3. James Lennertz, Associate Professor, Lafayette College, USA. Teaching as Mentoring: Lessons from a Life in</li> </ol>

<p>Senior Lecturer, Brunel University of London, UK. Identifying Learning Difficulties: Stroop Tasks as a Potential Diagnostic aid in Primary Education.</p> <p>5. Mojca Zveglic, Assistant, University of Ljubljana, Slovenia. Teachers' Perspectives on Assessment Accommodations for Foreign Pupils in Slovenian Primary School.</p> <p>6. <u>Corinne Meier</u>, Professor, University of South Africa, South Africa &amp; Mariana Naude. Accommodating Culturally Diverse Learners' Multiple Intelligences in a Mathematics Classroom.</p> <p>7. <u>Assiye Aka</u>, Associate Professor, COMU, Turkey &amp; Kezban Demir Yazici, COMU, Turkey. High School Students Other ID Detection Formats: Case of Ankara Eryaman High School.</p>	<p>Iris Barak, Assistant Professor, Israel Institute of Technology, Israel &amp; Yehudit Judy Dori, Dean, Israel Institute of Technology, Israel. Learning via Face to Face and Distance Methods: Students' Self-regulated and Transfer Components.</p> <p>4. Tadeusz Wibig, Professor, University of Lodz, Poland. Using Modern Informatics Tools for Smart Decision-Making in Education Process.</p>	<p>Pedagogy's Recording Studio. (Monday 20 May 2013 afternoon)</p>
<p><b>18:30-20:00 Session XIV (Room A): Academic Achievement</b> <b>Chair:</b> *Loucrecia Watson-Collins, Associate Professor, The University of Alabama at Birmingham, USA.</p>	<p><b>18:30-20:00 Session XV (Room B): Foreign Language - ESL</b> <b>Chair:</b> Garry Falloon, Associate Professor, University of Waikato, New Zealand.</p>	<p><b>18:30-20:00 Session XVI (Room C): Higher Education- Sociology/ Anthropology of Education</b> <b>Chair:</b> Nicolas Abatzoglou, Full Professor and Head, University of Sherbrooke, Department of Chemical &amp; Biotechnological Engineering, Canada.</p>
<p>1. <u>Hussain Alkharusi</u>, Dean Assistant for Academic Affairs, Sultan Qaboos University, Oman, Said Aldhafri, Associate Professor, Sultan Qaboos University, Oman &amp; Muna Alkalbani, Researcher, Ministry of Education,</p>	<p>1. Shioyong Peng, Professor, Abu Dhabi University, United Arab Emirates. Analysis of Perceived Difficulty Rank of English Skills of College Students in China.</p> <p>2. Maria Angelova, Associate Professor,</p>	<p>1. Steve Grineski, Professor, Minnesota State University, USA. We were Pretty Darn Good: A Social History of Rural School Teaching, 1900s-1950s.</p> <p>2. <u>Andy Mooneyhan</u>, Associate Professor, Arkansas State University -</p>

<p>Oman. The Relationship between Students' Perceptions of the Classroom Assessment Tasks and Academic Achievement.</p> <p>2. Xin Ma, Professor, University of Kentucky, USA. Teacher Effects on Student Achievement: A Critical Update Review.</p>	<p>Cleveland State University, USA. Helping English as a Second Language Students Improve their Literacy Skills through Art Projects.</p>	<p>Jonesboro, USA, Allyn Byars, Professor, Angelo State University, USA &amp; Allen Mooneyhan, Professor, Arkansas State University -Newport, USA. A Comparison of University Drug Use &amp; Abuse Course Duration on Cognitive Achievement.</p> <p>3. Carroll Graham, Ph.D. Student and Executive Manager, University of Technology, Australia. The Professional Staff-Student Outcomes Framework: Investigating the Contributions of Higher Education Professional Staff to Student Outcomes. (HEI)</p>
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**21:00–23:00 Greek Night (Details during registration)  
Tuesday 21 May 2013**

<p><b>08:00-10:00 Session XVII (Room A): Elementary/Secondary Education - Administration</b> <b>Chair:</b> *Gary Swanson, Hansen Endowed Chair in Journalism &amp; Distinguished Journalist-in-Residence, University of Northern Colorado, USA.</p>	<p><b>08:00-10:00 Session XVIII (Room B): Art/Theatre/Poetry Education</b> <b>Chair:</b> Sheryl O'Sullivan, Professor, Gordon College, USA.</p>	<p><b>08:00-10:00 Session XIX (Room C): Higher Education - Teaching Methodology I</b> <b>Chair:</b> *Danielle Douglas, Lecturer, Bradford College University Centre, UK.</p>
<p>1. <u>James Green</u>, Professor, Georgia Southern University, USA. Toxic Leadership in Educational Organizations.</p> <p>2. Feyyat Gokce, Associate Professor, Uludag University, Turkey. Evaluation of School Principals' Managerial Behaviors Considering Mintzberg's Managerial Roles.</p> <p>3. <u>Ming-Dih Lin</u>, Professor, National Chung Cheng University, Taiwan &amp; Chun-Chih Lian, Director Shin Chiao Elementary School, Taiwan. A Study of</p>	<p>1. Jaroslav Vala, Assistant Professor, Palacky University Olomouc, Czech Republic. Poetry for Young Readers in their Reception.</p> <p>2. <u>Lina Miliuniene</u>, Lecturer, Siauliai University, Lithuania &amp; Liuda Radzeviciene, Lecturer, Siauliai University, Lithuania. Volunteering in Non-formal Art based Education for Adults: View Point of the Trainers.</p> <p>3. Aspasia Simpsi, Researcher, Warwick University, UK. Theatre in Education, Democracy and Greek National Celebration</p>	<p>1. Pao-Feng Lo, Professor, National Dong Hwa University, Taiwan. Understanding the Relationship between Teaching Style and Teaching Self-efficacy of University Faculty members in Taiwan. (Tuesday 21 May 2013)</p> <p>2. <u>Manabu Murakami</u>, Associate Professor, Tokyo University of Science, Japan, <u>Ken Takeuchi</u>, Associate Professor, Tokyo University of Science, Japan, Hiroataka Honda, Professor, Tokyo University of Science, Japan,</p>

<p>School Leadership Dynamics and Its Impact on School Effectiveness in Elementary Schools.</p> <p>4. Sam Marandos, Teacher, National University, USA. What Factors Determine What the Ideal School Should be Like? What are the Characteristics of Effective Schools?</p> <p>5. Orly Michael, Lecturer, Head of New Teachers Unit, Bar Ilan University, Israel. Novices Teachers Mentors - What do they contribute to the Intern's Professional Development in the Bedouin and in the Jewish sectors?</p> <p>6. Erten Gökçe, Associate Professor, Ankara University, Turkey &amp; <u>Aliye Erdem</u>, Researcher, Ankara University, Turkey. Class Management Strategies Teachers Prefer within Class.</p> <p>7. <u>Heikki Silvennoinen</u>, Professor, University of Turku, Finland, Heikki Silvennoinen, Professor, University of Turku, Finland &amp; Mira Kalalahti, Professor, University of Turku, Finland. Why Fix Something That is not Broken? The Implementation of School Choice Policy and Its Consequences on Equality and Homogeneity of Primary School System in Finland.</p>	<p>Performances.</p> <p>4. <u>Burcu Sezginsoy Seker</u>, Assistant Professor, Balikesir University, Turkey &amp; Emine Ozdemir, Researcher, Balikesir University, Turkey. Investigation of Prospective Primary School Teachers' Views about the Pre-School Education.</p> <p>5. Hamzeh Dodeen, Associate Professor, United Arab Emirates University, UAE. Students' Evaluation of Effective Teaching at UAE University: Developing an Instrument and Assessing its Psychometric Properties.</p>	<p>Kiichiro Sato, Associate professor, Tokyo University of Science, Japan. How to Support students' First-Year Experience at University with ICT.</p> <p>3. <u>Deborah Zuercher</u>, Associate Professor, University of Hawaii at Manoa, USA, Jon Yoshioka, Associate Professor, University of Hawaii at Manoa, USA &amp; Joseph Zilliox, Professor, University of Hawaii at Manoa, USA. A Moving Target: The Problem of Defining Teacher Quality.</p> <p>4. Tamar Ketko, Head of the Excellence Program, Hakibbutzim College of Education, Israel. Training Excellent Teachers: Innovation, Involvement and Educational Leadership.</p>
<p><b>10:00-11:30 Session XX (Room A): Philosophy of Education II</b> <b>Chair:</b> Hanadi Kadbey, EdD Candidate, Emirates College for Advanced Education, UAE.</p>	<p><b>10:00-11:30 Session XXI (Room B): Elementary/Secondary Education - Teaching Methodology</b> <b>Chair:</b> <u>James Green</u>, Professor, Georgia Southern University, USA.</p>	<p><b>10:00-11:30 Session XXII (Room C): Higher Education - Reforms/Faculty Concerns</b> <b>Chair:</b> <u>Manabu Murakami</u>, Associate Professor, Tokyo University of Science, Japan</p>

<p>1. *Gary Swanson, Hansen Endowed Chair in Journalism &amp; Distinguished Journalist-in-Residence, University of Northern Colorado, USA. Our Obligation as Educators to Teach and Reinforce Critical Social Core Values.</p> <p>2. <u>Prashant Tripathi</u>, Associate Professor, VSSD College, CSJM University, India &amp; Tarinee A, Student, St. Stephen's College, University of Delhi, India. Credential-based Meritocracy and Failure of System in Controlling Organized Crime.</p> <p>3. Ilona Suojanen, Independent Researcher, Finland. Happiness Education - The Role of Education in Boosting Happiness.</p> <p>4. Paul Adams, Lecturer, The University of Hull, UK. In Defence of Care.</p> <p>5. *Gustavo Araujo Batista, Professor, University of Uberaba, Brazil. Philosophy, Science and Education in Francis Bacon's Thought.</p>	<p>1. <u>Spyros Konstantopoulos</u>, Professor, Michigan State University, USA &amp; Anne Traynor, Professor, Michigan State University, USA. Class Size Effects on Reading Achievement Using PIRLS Data: Evidence from Greece.</p> <p>2. <u>Tatjana Devjak</u>, Associate Professor, University of Ljubljana, Slovenia, Sanja Bercnik, Assistant to Professor, University of Ljubljana, Slovenia &amp; Srecko Devjak, Professor, University of Ljubljana, Slovenia. Does Physical Activity of Preschool Teachers Impact the Planning and Implementing of Movement Activities in the Kindergarten?</p> <p>3. <u>Siew Eng Ling</u>, Lecturer, University Technology Mara, Malaysia, Lai Kim Leong Lai, Lecturer, Teacher Education Institute, Batu Lintang Campus, Malaysia &amp; Ling Siew Ching, Lecturer, University Technology Mara, Malaysia. Fostering Sarawak Indigenous Children's Interest in Mathematics through Mathematics Camp.</p> <p>4. <u>Petro Marais</u>, Senior Lecturer, University of South Africa, South Africa, University of South Africa, South Africa. The Reality of Stereotypes and Prejudice in Grade R Classroom Environments: A Case Study.</p>	<p>1. CC Wolhuter, Professor, North West University, South Africa. The South African Academic Profession in the Maelstrom of Change.</p> <p>2. Fernando Colon, Director LL.M Program, Thurgood Marshall School of Law, USA. Higher Education Reforms: Technology in the Law Classroom. (HEI)</p> <p>3. Victoria Showunmi, Lecturer, University of London, UK. Leadership and Identity.</p> <p>4. Karolina Gonzalez, Researcher, Universidad Militar Nueva Granada, Colombia. Lifelong Learning and Assessment of Teacher in B-Learning Environments. (HEI)</p> <p>5. <u>Zeynep Sonay Ay</u>, Instructor, Hacettepe University, Turkey &amp; Safure Bulut, Professor, Middle East Technical University, Turkey. A Study about Elementary School Students' Problem-Solving Performance and their Self-regulated Learning. (Tuesday 21 May 2013)</p>
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<p><b>11:30-13:00 Session XXIII (Room A): On - line/Distance Education/ e-learning</b> <b>Chair:</b> *Gustavo Araujo Batista, Professor, University of Uberaba, Brazil.</p>	<p><b>11:30-13:00 Session XXIV (Room B): School Reform</b> <b>Chair:</b> <u>Spyros Konstantopoulos</u>, Professor, Michigan State University, USA</p>	<p><b>11:30-13:00 Session XXV (Room C): Higher Education - Sociology/Anthropology of Education</b> <b>Chair:</b> CC Wolhuter, Professor, North West University, South Africa.</p>
<p>1. <u>Anne Mungai</u>, Professor and Chair, Adelphi University, USA, Dolapo Adeniji-Neill, Assistant Professor, Adelphi University, USA &amp; Courtney Lee, Assistant Professor, Adelphi University, USA. A Qualitative Inquiry into the Virtual Interaction of Students in Asynchronous Online Blended Courses: A Look at Perceived Students' Learning, Students' Satisfaction and Active Participation and Clarity of Course Design.</p> <p>2. William Sharpton, Professor, University of New Orleans, USA. Supporting Students with Disabilities via Distance Education Options.</p> <p>3. Nayif Awad, Ph.D. Student, Ben-Gurion University, Israel. Sound, Waves and Communication: Evaluation of an Interdisciplinary Program in Science and Technology in an Online Environment.</p> <p>4. <u>Yong Inn Lee</u>, Professor, Chonbuk National University, South Korea &amp; Kiichiro Kagawa, Professor, Fukui University, Japan. Experiment of Artificial Snow Crystals and Laser Induced Breakdown Spectroscopy Using CO<sub>2</sub> Laser for Science Education.</p>	<p>1. <u>Abdullah Alshehri</u>, Vice Dean for Development and Quality, Saudi Arabia. Fahad Alamoudi, Dean of CTE, College of Telecom and Electronics, Saudi Arabia &amp; Majed Alsulami, Alumini, Training Supervisor, College of Telecom and Electronics, Saudi Arabia. Creating and Managing Change in the Educational System. College of Telecomm and Electronics Experience-Depth of Change and Fundamentals of Success.</p> <p>2. *<u>Erica Cochran</u>, Adjunct Assistant Professor, Carnegie Mellon University, USA, *<u>Angela Kolosky</u>, Masters Candidate, Carnegie Mellon University, USA, Kristen Magnuson, Interior Designer - Sustainable Designer, NCIDQ, LEED AP, USA &amp; Nivedita Papi Reddy, Masters Candidate, Carnegie Mellon University, USA. Effects of Day-lighting in Schools on Student Performance and Well-Being.</p> <p>3. <u>Sara Exposito</u>, Assistant Professor, Lewis and Clark College, USA. Bilingual Education Reform in Chicago Public Schools: The Pilsen/Little Village Story. (Tuesday 21 May 2013)</p> <p>4. Anthony Collatos,</p>	<p>1. Sheryl O'Sullivan, Professor, Gordon College, USA. Becoming a Teacher: Are Attitudes of Incoming Candidates Malleable?</p> <p>2. <u>Ana Paula de Andrade Trubbianelli</u>, Professor, UNIP/UNIFIEO, Brazil, <u>Edna Nogueira da Silva Moroto</u>, Teacher, UNIFIEO University Center, Brazil, Flavia Cristina Consta Moreno, Professor, UNIFIEO University Center, Brazil &amp; Maria Laura Puglisi Barbosa Franco, Professor, UNIFIEO, Brazil. Social Representation about the Curricular Contents and the Socialization between the Students According to Teachers from the Public School Network of the State of São Paulo-Brazil.</p> <p>3. <u>Hsiao-chi (Angel) Chang</u>, Instructor, University of California, Davis Extension, USA, <u>Sung-Po Lin</u>, Assistant Professor, National Chi Nan University, Taiwan &amp; Dian-fu Chang. Exploring the Learning Success Factors of Resilient Students: The Engagement Perspective.</p> <p>4. *Yuliya Dzhugastryanska, Assistant Professor, Borys Grinchenko Kyiv University, Ukraine. Being Creative and Well-Organized: Some Aspects of</p>



	<p>Associate Professor, Pepperdine University, USA. Empowering Urban Teachers: Toward a Grounded Theory of Teacher Professional Development.</p>	<p>Artistic Education. (HEI) 5. <u>Francisco Alves de Souza</u>, Professor, Flamingo University/UNIFIEO, Brazil, Maria Laura Puglisi Barbosa Franco, Professor, UNIFIEO, Brazil &amp; Marina Malta Farina, Professor, UNIFIEO, Brazil. Social Representation about the Choice and the Stability of the Profession of Teachers from the Public School Network of the State of São Paulo-Brazil. 6. <u>Paulo Edison Queiroz</u>, Mestre, UNIFIEO, Brazil, <u>Maria Laura Puglisi Barbosa Franco</u>, UNIFIEO, Brazil, Marilda Godoy, UNIFIEO, Brazil &amp; Solange Paz Alves, UNIFIEO, Brazil. Social Representation about the Environment and the Social Justice of Teachers from the Public School Network of the State of São Paulo-Brazil.</p>
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**13:00-14:00 Lunch (Details during registration)**

<p><b>14:00-15:30 Session XXVI (Room A): Cultural Foundations II</b> <b>Chair:</b> *Anne Mungai, Professor and Chair, Adelphi University, USA.</p>	<p><b>14:00-15:30 Session XXVII (Room B): Psychology of Education</b> <b>Chair:</b> *<u>Erica Cochran</u>, Adjunct Assistant Professor, Carnegie Mellon University, USA</p>	<p><b>14:00-15:30 Session XXVIII (Room C): General Issues on Education</b> <b>Chair:</b> *Yuliya Dzhugastryanska, Assistant Professor, Borys Grinchenko Kyiv University, Ukraine.</p>
<p>1. Eliane Rubinstein-Avila, Associate Professor, University of Arizona, USA &amp; Ognjen Smiljanic, Ph.D. Student, University of Arizona, USA. Education &amp; Immigration: Problematizing Secondary School Immigrant Students' Education Globally. (Tuesday 21 May 2013) 2. Anastasia Brelas, Assistant Professor, Northeastern Illinois University, USA. High</p>	<p>1. <u>Jukka Leskinen</u>, Professor, National Defence University, Finland &amp; Risto Sinkko, National Defence University, Finland. Realization of the Psychosocial Goals in the Finnish Conscript Education. 2. Chih-Ju Liu, Associate Professor, National Dong Hwa University, Taiwan. The Effects of the Mental Health Programs after Typhoon Morakot in</p>	<p>1. <u>Ocimar Munhoz Alavarse</u>, Professor, Faculdade de Educacao da Universidade de Sao Paulo, Brazil &amp; <u>Cristiane Machado</u>, Professor, Univas, Brazil. External Evaluation in Brazil: Accountability or Control the Quality of Education? 2. Richard Speaker, Associate Professor, University of New Orleans, USA, Elizabeth Willis, Associate Professor,</p>

<p>School Students' Views of Mathematics as a Tool for Social Critique.</p> <p>3. *Latrise Johnson, Assistant Professor, University of Alabama, USA. I'm Glad I Already Know What I Know: A Culturally Sustaining Pedagogical Framework for Examining the Literate Identities of African American Male Youth.</p> <p>4. <u>Bilgehan Gultekin</u>, Associate Professor, Ege University, Turkey &amp; <u>Tuba Gultekin</u>, Assistant Professor, Mugla Sitki Kocman University, Turkey. Dialogue Education for Turkey and Greece Relations.</p> <p>5. Gerry McNamara, Assistant Professor, Dublin City University, Ireland. Culture Changes, Evaluation and Assessment Stay the Same?</p> <p>6. *Dolapo Adeniji-Neill, Assistant Professor, Adelphi University, USA. I will Chant Homage to the Orisha: Praise Poetry, Folklore and Folktales as Indigenous Yoruba Education. (Tuesday 21 May 2013)</p>	<p>Schools. (Tuesday 21 May 2013)</p> <p>3. Gamze Inan Kaya, Assistant Professor, Istanbul University, Turkey. Toward A View of Classroom Social Psychology: Examination of Real Life Classroom Situations.</p> <p>4. Baha Makhoul, Lecturer, Oranim Academic College, Haifa University, Israel. Challenges in the Acquisition of Reading in Arabic: Linguistic and Didactic Aspects.</p>	<p>University of New Orleans, USA, Penelope Speaker, Associate Professor, University of New Orleans, USA. Louisiana Schools in Shock: Critical Analyses of the Dismemberment of Schools through Disasters and Political Jeopardy.</p> <p>3. Giovanna Zanolla, Senior Researcher, University of Applied Sciences and Arts of Southern Switzerland, Switzerland. Private Tutoring and Educational Inequalities in Canton Ticino - Switzerland.</p>
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**15:30-17:00 Session XXIX (Room A): Teaching Methodology**

**Chair:** Anastasia Brelias, Assistant Professor, Northeastern Illinois University, USA.

1. Victoria Calmes, Associate Professor, University of Wisconsin, La Crosse, USA. Creative Strategies to Achieve Significant Learning in the Teaching of a Second Language.
2. Sandra Miller, Associate Professor, Grand Valley State University, USA. Talking the Talk: An analysis of Pre-Service and Cooperating Teacher Communication Patterns during the Student Teaching Experience.
3. Tania Hossain, Associate Professor, Waseda University, Japan. English as an Instructional Medium in Postcolonial South Asia: Perspectives on Bangladesh.

**17:30-20:30 Urban Walk (Details during registration)**

**21:00-22:00 Dinner (Details during registration)**

**Wednesday 22 May 2013**

Cruise: (Details during registration)

**Thursday 23 May 2013:** Delphi Visit: (Details during registration)

**Nicolas Abatzoglou**

Full Professor and Head, University of Sherbrooke, Department of  
Chemical & Biotechnological Engineering, Canada

**Curriculum Integration in Chemical Engineering  
Education: A Critical Path under the New  
Accreditation Criteria in Canada**

**Paul Adams**

Lecturer, The University of Hull, UK

## **In Defence of Care**

Throughout the literature it is clear that care is a contested concept. What theories on care evidence however is the broadly conceived of contrast between the ethics of justice and the ethics of care. Whilst the former takes as its starting point distance and objectivity, the latter starts from the premise that individuals are connected; to care for someone is to hold in mind some form of inter-human interaction as the basis for organising human relationships. This paper seeks to examine the contribution made by one care theorist, Carol Gilligan, for the way in which her ideas offer a partner to the ways in which education is currently constructed throughout much of the western world. Specifically, I note that neoliberal conceptions currently hold sway in the drive to organise educational systems, and as such, attainment has become the measure for educational success. In turn, such a conception adopts justice orientations for the way in which it organises and controls. This, then, lauds the 'oughtness' of the educational venture; that is to say, it holds up as exemplars specific facets of educational improvement as the means by which we might judge the veracity of educational systems and processes. In contrast I examine Gilligan's work for the ways in which it counters such mechanisms through its celebration of a different voice. Here I chart how a care ethic might orient public education. However, I also sound a warning: the neoliberal line holds court in the drive to design education; to simply cite care as the foil to this is problematic. For in so doing lies the danger that care is simply ignored due to the paternalistic hold justice conceptions have. To this end I propose that care be seen as a complement to, rather than a contrast for neoliberalism.

**Abebaw Yirga Adamu**  
PhD Student, Tampere University, Finland

## **Causes of and Factors that Intensify Ethnic Tension and Conflict among University Students**

This study examined the causes of and factors that intensify ethnic tension and conflict among university students. The research was conducted in Bahir Dar University, Ethiopia. The participants were students, staff, faculty, and managers. Purposive and snowball sampling were used to select participants. Data was collected through interview, focus group discussion and document review. The result indicated that ordinary dispute between individuals, ethnocentric, prejudicial, and stereotypical attitude, graffiti, ethnic epithets, problems outside the university, and government's political interest are the major causes of and factors that intensify ethnic tension and conflict on campus. The study revealed that in one way or another, the above mentioned causes of and factors that intensify tension and conflict are related to the ethnic federalism and ethnic politics in the country. It is suggested that some of the causes could be addressed through multicultural awareness creation, educational intervention, and by developing and effectively implementing rules and regulations. Other causes, which are external to the university, require cooperation among universities and government's democratic response to the prevalent and long existing ethnic-related questions.

**Dolapo Adeniji-Neill**

Assistant Professor, Adelphi University, USA

&

**Berte Van Wyk**

Associate Professor, Stellenbosch University, South Africa

## **I Will Chant Homage to the Orisha: Praise Poetry, Folklore and Folktales as Indigenous Yoruba Education**

In this historical research, the oral culture of the Yoruba of Nigeria was examined through the genre of folklore, folktales and oriki or praise poetry. Oriki are recited and sang during special occasions and in every day life. Folklore and folktales including oriki are means of education the Yoruba populace from children to the aged. These genres are used in every facet of the Yoruba life. In Yoruba world-view, there are praise songs, folktales and folklore for everything, from the most revered God, Olodumare (the omnipresence) or Olorun (the lord of the heavens); as well as seemingly mundane things such as trees and personal names. These genres are means of teaching and educating the community on what to value, what to hold dear and also serves as warnings in order to avoid life's pitfalls. For generations oral traditions of the Yoruba have set ground rules for the ways in which the individual conducts himself or herself, explained everyday and phenomena events, conveyed issues of morality or immorality and preserves the abiding traditions and ways in which social changes take place.

**Assiye Aka**

Associate Professor, COMU, Turkey

**Kezban Demir Yazici**

COMU, Turkey

## **High School Students Other ID Detection Formats: Case of Ankara Eryaman High School**

Public high schools in the literature on young people there is a lot of scientific study. These studies, the basic problems of high school adolescent socialization that are effective in identifying their families, teachers and politicians also produces educational policies and, more generally will benefit society as a whole is no doubt that in the. The subject of this paper is a general high school youth (16-18 age group and 9 female and 10 male students) are different from themselves "other identity / identities" in-individual, physical, gender, socio-economic differences-of how and also other identity / identities and to analyze the phenomenon of alienation of alienation among high school students as well as raising awareness about this concept is not used as a tool to draw attention to the achievement of the social dimension devastating. Method for the study of the "case study" is. The reason for choosing this method is a recent phenomenon in the framework of one's own life, the lack of a sharp boundary. The other identities to create awareness about the problem of prejudices about certain limits owned a non-issue. This problem is a combination of more than one technique in optimizing measured. This final evaluation in the form of data collection techniques, reflective journals, student products, unattended and participant observation reports and video records. The findings of this report will be discussed and how to live with the idea that a path must be followed will be gymnastics.

**Ocimar Munhoz Alavarse**

Professor, Faculdade de Educacao da Universidade de Sao Paulo, Brazil

**Cristiane Machado**

Professor, Univas, Brazil

## **External Evaluation in Brazil: Accountability or Control the Quality of Education?**

As in other countries, Brazil notes the consolidation of external evaluations, such as educational policy initiatives, with the most relevant measure the performance of students in elementary and secondary education, especially in reading and problem solving. Although being a hallmark of central government policies, such evaluations appear increasingly in policy state and local governments. Their results also have served as a basis for evaluating schools, administrators and teachers, including political accountability of education professionals, from the perspective of what is conventionally called accountability. In this sense, one can say that this context is highlighted by external evaluations, a kind of control over school work, identifying the same quality with performance on standardized tests and blaming almost exclusively by school staff with these results, in perspective of accountability. However, considering in this work, the results of external evaluations would, albeit the quality of school work does not summarize or runs out performance on standardized tests, establish a control type of educational quality by virtue of which these results represent important dimensions of school goals. The information and data produced by the systematization of external evaluations may thus play a strategic role in the possibility of knowledge and analysis of student learning, as well as to study and propose actions by managements systems, including the fact that provide referential elements for schools and networks have benchmarks in each other and each educational unit with itself, favoring also the construction of alternatives to improve the quality of education.



**Hussain Alkharusi**

Dean Assistant for Academic Affairs, Sultan Qaboos University, Oman,

**Said Aldhafri**

Associate Professor, Sultan Qaboos University, Oman

&

**Muna Alkalbani**

Researcher, Ministry of Education, Oman

## **The Relationship between Students' Perceptions of the Classroom Assessment Tasks and Academic Achievement**

### *Problem Statement:*

A substantial proportion of the classroom time involves exposing students to a variety of assessment tasks. Educators have long recognized that the assessment tasks used in the classroom communicate important messages to students about the value, importance, and usefulness of the tasks. The characteristics of the assessment tasks as perceived by students are central to the understanding of student academic achievement-related outcomes. Hence, students' perceptions of the assessment tasks should deserve recognition and investigation.

### *Purpose of the Study:*

Of increasing interest to educators is the effect of classroom assessment on student achievement. This study aimed at investigating relationship between students' perceptions of their classroom assessment tasks and academic achievement. The study was expected to illustrate which perceptions of the assessment tasks would be most relevant to maximizing students' academic achievement. Hence, the study was guided by the following research questions:

1. How do students perceive their classroom assessment tasks?
2. How much of the variance in academic achievement can be explained by students' perceptions of the classroom assessment tasks?

### *Methods:*

Participants were 383 students randomly selected from the second cycle of the basic education grades at Muscat public schools in Oman. The study employed a descriptive correlational research design. Students' perceptions of the assessment tasks were measured using Dorman and Knightley's (2006) Perceptions of Assessment Tasks Inventory (PATI). Academic achievement was operationally defined as

the overall grade obtained by the student in their current class at the end of the semester.

*Findings:*

Results showed that students tended to hold positive perceptions of their classroom assessment tasks in terms of congruence with planned learning, authenticity, student consultation, transparency, and diversity. A standard multiple regression analysis revealed that congruence with planned learning, student consultation, and transparency contributed significantly to the variance explained in the students' academic achievement. Authenticity and diversity were not associated with academic achievement

*Conclusion and Recommendations:*

The study confirmed previous research's conclusion that classroom assessment might influence student learning. Teachers should pay attention to the appropriate classroom assessment practices conducive to maximizing student academic success. Future research might consider the possible mediators of the relationship between students' perceptions of the assessment tasks and academic achievement.

**Tracey Allen**

Senior Lecturer, University of London, UK

## **Governance on the Line: Effective Governance in the Midst of a Changing Educational Landscape**

The UK educational context is currently undergoing key changes in terms of the educational landscape. Policy changes encouraging an autonomous public schooling system have numerous implications for the educational offer, systemic structure and school leadership. Within this landscape, the particular role of governance is becoming increasingly high stakes, with a responsibility of school governors to steward leadership for improving educational outcomes for children and young people. The role of the leading governor for example, is to challenge the head teacher and in effect encourage and steer the leadership team on a sustained improvement trajectory, informed by effective use of data and understanding of both human and capital resource at the school's disposal. In extreme cases of school failure, the governing body can be removed. In 2011/12, this came to bear in some schools experiencing high levels of failure in both England and Wales. However, the governor role is a voluntary position, the chair of governors is characteristically already employed in a professional role elsewhere. There is evidence of an overall lack of confidence to challenge the head teacher, a lack of capacity to support the transitions involved in the current reform agenda and differential levels of effectiveness across governing bodies. Despite such challenges, the governance dimension offers potential to gain an external and impartial insight, has an important bridging function through inclusion of community and parent representation and potentially provides a diverse skills set that goes beyond the usual cache of educational expertise.

This paper is based on a current research study and review of literature exploring key governance issues and the central issue of how governance can bear the responsibility of school leadership and transformation. The study explores contrasting experiences, challenges, and potential for developing highly effective governance in increasingly pressurised and complex educational landscapes.

**Abdullah Alshehri**

Vice Dean for Development and Quality, Saudi Arabia

**Fahad Alamoudi**

Dean of CTE, College of Telecom and Electronics, Saudi Arabia

&

**Majed Alsulami**

Alumini, Training Supervisor, College of Telecom and Electronics,  
Saudi Arabia

**Creating and Managing Change in the Educational  
System. College of Telecomm and Electronics  
Experience- Depth of Change and Fundamentals of  
Success**

Measuring success and its continuity in the institutions of higher education is based on in particular the ability of these institutions to keep pace and cope with the needs of the targeted local and global labor markets. It can be achieved only with insuring their educational and training programs the required knowledge and skills. This requires a quick and effective response and continuously by the educational institutions. To do this role effectively these institutions must have an effective and strategic style of administration that is capable of making the necessarily internal changes and carefully manage it in order to achieve its objectives. The most important change is the one that will affect their core business such s modifying their educational programs. In this paper we present a modern experience and advanced practice of change and development in the educational system based on the market needs. This experience is from the College of Telecom and Electronics CTE, Saudi Arabia. The college has launched a development program to shift their learning language to English and this is due to their response to the requirements of the local labor market. This model of change has distinct qualitative change and systematic that occurred at the center of the educational process at the college in accordance with a strategic goal set by the college taking into account all the associated challenges. The main purpose of this change is to comply with industry after discovering that the professional spoken language used in the scope of disciplines of the college in the labor market is English. These facts were obtained from the results of a scientific study carried out by the college. A Complete new study plans have been designed including two additional semesters for the beginners to learn English as their second language. As a direct consequences to this qualitative change, several developmental projects have been lunched to develop the training and teaching staff and developing the new curriculum. The

admission policies were also modified considering the level of English language skills. The college now is in a completely different phase that will transfer it to a new and competitive college.

**Ana Paula de Andrade Trubbianelli**

Mestranda, UNIFIEO, Brazil

**Paulo Edison de Queiroz**

Mestranda, UNIFIEO, Brazil

&

**Francisco Alves de Souza**

Mestranda, UNIFIEO, Brazil

## **Social Representations about the Curricular Contents, the Socialization between the Students According to the Public Professors from the Estate of Sao Paulo-Brazil**

Identify and analyze the social representations that the preschool professors elaborate about the **curricular contents, the socialization between the students**. The decision to valorize the study of the social representations, while the analytic category, is based in our faith that this valorization represents one step forward, once that it means to create a cut epistemological that contributes to the grow of the old and yet used subjects of the psychosocial science. The social representations are symbolic elements that people express through the use of words, images and gesticulations. In the case of the use of the word, being it oral or written, people show what they think, how they see this or that situation, what is their opinion about certain facts or objects, what expectations are developed about this or that, and so on. To collect the data 30 professors are going to be selected, they'll answer a series of questions, some closed to characterize the individuals and some open that will be answered freely to understand the social representations. There's also going to be a free association activity. After a pre-analysis of the answers will be made debates and discussions in groups of ten professors to a better view of the pending questions. To analyze the data will be used a content analysis, which is a technique defined by the capacity of making a theoretical deduction based on the messages.

**Maria Angelova**

Associate Professor, Cleveland State University, USA

## **Helping English as a Second Language Students Improve their Literacy Skills through Art Projects**

The purpose of this research study was to explore and document English as a Second Language (ESL) students' experiences with and attitudes to a new method for teaching literacy skills through Arts for Learning lessons. The Arts for Learning curriculum is developed by Young Audiences - a nonprofit organization in the U.S.A. in collaboration with a team of university professors. It is described as " a research-based, educational program of flexible, teacher-led instructional units and related artist residencies that make use of the arts to improve students' knowledge and skills of literacy, learning and life." (<http://www.yaneo.org/what/artsforlearning.php>)

This presentation will describe the results from a study done with 250 students at two schools with large ESL populations. Data were collected through classroom observations of 7 teachers and their ESL students in grades 3 to 12, teacher and student surveys, focus group discussions, and students' completed work. The students were also observed during the artist's residency at the end of the project.

The Arts for Learning lessons are created to help students acquire elements of literacy using art media as a means of access. The lessons help students engage with the subject matter by involving them in hands-on art work which facilitates their understanding of key literacy concepts. The data analysis indicated that the ESL students had a positive attitude to this type of instruction and enjoyed the lessons and artwork. Most importantly, even students with very low level of English language proficiency were able to participate actively in the lesson through their art projects.

**Cigdem Akin Arikan**  
Research Assistant, Hacettepe University, Turkey

## **The Scaling Study by Pair-Wise: Required Qualifications of an Instructor**

Formal education programs are developed in the school on a regular basis, according to a certain age group and with a particular purpose. In this context, in the same age group, there are students with different skill levels. In order to decrease the possibility of failure, grade skipping is assessed to students who have higher school performance than their peers. After the class / branch school guidance teacher suggests it, and the tutors give their permission, the 1-5<sup>th</sup> grade primary school classes physically and intellectually standing out student can take and grade skipping exam within the first month of the school year. Those who are successful are raised to the following grade. The aim of this study is to investigate through interviews the opinion of parents and both instructors of the student: the one before and the new one after the upgrade operation. The absence of any similar research study of on this field in Turkey and the importance of an analyze of the consequences of such a process for the student's before and after social life and living conditions, make this project extremely valuable. It will be a qualitative research carried out within the scope of a working group composed by 4 grade skipper students' parents of the region of Ankara, their 4 teachers previous to the upgrading, and the 4 teachers after it, consisting of a total of 12 interviewees. In this study, three different semi-structured interview form prepared by the researchers will be used to collect the data. The data will be analyzed by descriptive analysis and with the results of the analysis a report will be written.



**Seda Ata**

Research Assistant, Hacettepe University, Turkey

**Berrin Akman**

Research Assistant, Hacettepe University, Turkey

## **Personal and Relatonal Themes in Professional Development of Early Childhood Educators**

There is a broad consensus among researchers, practitioners, and policymakers that the quality of early childhood services – and ultimately the outcomes for children and families – depends on well-educated, experienced and competent staff. Teachers as the cornerstone of the quality debate, suggesting that high-quality teachers, those with an educational background in early childhood (Espinoza, 2002). Teacher knowledge of early childhood education and development without question is an important factor in determining the overall quality of a classroom and the impact that it has on learning and development. High-quality and developmentally appropriate early childhood classrooms expose children to nurturing relationships and appropriate early learning experiences, while children in low-quality care settings are time and again exposed to hazardous environments due to a lack of teacher knowledge to be able to appropriately respond to children’s emerging needs (Barnett, 2004). The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared that child is for entry into school. Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher. The professional development of practicing early childhood educators is considered critical to the quality of experiences afforded to children (Martinez-Beck & Zaslow, 2006). Also, professional development, in a broad sense, refers to development of a person in his or her professional role. The researchers for this review gathered relevant materials for the review by conducting database searches using strategic search terms. The database search aimed to identify evaluation articles relating to approaches to professional development for early educators. The approach taken in this review is to summarize the personal and relational variables of professional development. Broad issues associated with the conduct of research on professional development, including considerations of professional development processes, participant characteristics, relationships will be discussed.

**Nayif Awad**

PhD Student, Ben-Gurion University, Israel

## **Sound, Waves and Communication: Evaluation of an Interdisciplinary Program in Science and Technology in an Online Environment**

This article presents a research focused on the development, implementation and evaluation of a curriculum for interdisciplinary learning in science and technology in an online environment. The students learn topics such as sound and waves, sound amplification, sampling, analog to digital conversion and data compression. The students are engaged in problem solving and project-based learning, with strong emphasis on using ICT tools such as simulation and sound editing software.

The participants in the pilot study were 40 junior high-school students (7<sup>th</sup> grade, age 13), and the course scope was 30 hours (15 two-hour sessions). The research aimed at exploring students' achievements and motivation to learn science, technology and computers. Data collection tools included: achievement tests, attitude questionnaires, interviews with teachers and students, and analysis of the students' assignments and projects.

The findings indicated that the students managed to handle the subject fairly well. For example, the mean score in the exam was 82 on the scale of 0-100 ( $n=36$ ,  $SD=12.7$ ). The students succeeded in developing final projects relating to sound and communication, for example, "The human ear" and "Bluetooth," and 35 students (out of 40) presented their projects to the parents at the end of the course.

In conclusion, junior high school students can learn advanced, multidisciplinary subjects that combine science, technology, engineering and mathematics (STEM). Learning based on ICT tasks accompanied with work on final projects may enhance learning and facilitate understanding. Parental involvement in the learning process is essential and increases students' motivation.

**Zeynep Sonay Ay**

Instructor, Hacettepe University, Turkey

**Safure Bulut**

Professor, Middle East Technical University, Turkey

## **A Study about Elementary School Students' Problem-Solving Performance and their Self-regulated Learning**

Problem solving has ascending as one of the important concerns at all levels in school mathematics (Posamentier & Krulick, 2009). It has been frequently cited in many research related to mathematics curriculum throughout the years (ie, Polya, 1957, 1962, 1973; Schoenfeld 1985. Although students' improving their problem-solving performance is an important thought of development in mathematics education, researchers need to try to better understand the cognitive, emotional and social variables that affect students' problem solving performance. The general purpose of this study is to investigate second-grade elementary students' (sixth, seventh and eighth grade students) problem solving performance and their self-regulated learning. In particular, this study has attempted to examine (a) the relationship between students' problem solving performance and their self-regulated learning and (b) how students' problem solving performance changes according to their self-regulated learning levels. The study was conducted with 205 elementary school students at a public school in Ankara. The data were collected through Mathematical Problem Solving Test (MPST) and Motivated Strategies for Learning Questionnaire (MSLQ). MPST was developed by the researchers. MSLQ was originally developed by Pintrich, Smith, Garcia, and McKeachie in 1991 to assess perceived motivation and use of learning strategies by students. The results have revealed that there is a statistically significant relationship between problem solving performance and self-regulated learning. Additionally it has been found out that students who have low self-regulated learning skills tend to use traditional problem solving strategies while student who have high self-regulated learning skills tend to use strategies that required high thinking level.

**Gustavo Araujo Batista**  
Professor, University of Uberaba, Brazil

## **Philosophy, Science and Education in Francis Bacon's Thought**

This article has as main objective to make a concise approach about Francis Bacon's (1561-1626) thought, dimensioning it inside educational area. It will be done a summary explanation of his historical context (Renaissance), of his life, of some of his works and of some of the main topics of his philosophy, demonstrating its applicability to pedagogy. By developing a conceptual and contextual approach, this study has adopted as its theoretical-methodological reference the historical-dialectical materialism, according to Lucien Goldmann (1913-1970), appointing as main result the alert done by Bacon in relation to knowledge usefulness in order to improve human being's lifetime, this knowledge that, identifying itself to power, it allows to mankind to dominate natural world and, equally, to itself, wining, so, its own weakness and limitations, because its own ignorance is the root of the evils of which suffer, as well as the material and spiritual difficulties in the presence of which it founds itself, reason for which education, by adopting that conception as one of its foundation, there will be thought and practiced in a way to be aware to the responsibility that knowledge brings with itself.

**Pamela Baxter**

Associate Professor, McMaster University, Canada

**Fatih Donald**

Associate Professor, Ryerson University, Canada

**Celyne Laflamme**

Course Professor, University of Ottawa, Canada

&

**Ann Mohide**

Associate Professor, McMaster University, Canada

## **Barriers to Addressing the Professional Development Needs of Primary Health Care Nurse Practitioner Faculty and Preceptors in Ontario, Canada: A Simple Fix?**

In Canada, demand is rapidly growing for primary health care nurse practitioners (PHCNPs). In response, there is increased pressure on universities to ensure that students receive instruction from current, competent PHCNP faculty and clinical preceptors. Concurrently, faculty and preceptors are experiencing PHCNP curricular changes, increased work load and work demands and changes to legislation and the PHCNP's scope of practice. The impact that these environmental, legislative and professional changes have had on faculty and preceptor development needs and the barriers to addressing them is unclear.

The purpose of this one-year, two-phase mixed methods study was to conduct an assessment of Ontario's PHCNP faculty and preceptors to determine what their needs were in regards to professional, instructional, leadership, and organizational development and to examine barriers to engaging in development activities. This presentation will focus on the results of an online, self-administered cross-sectional survey (Phase 1) that was completed by PHCNP faculty and preceptors.

In total, 34 faculty and 138 preceptor surveys were analysed. Data suggest that faculty and preceptors are engaging in professional development activities; however, only 19% of preceptors surveyed reported being engaged in any form of professional development in the past two years. Common barriers to professional development were a lack of time and a lack of organizational support (both financial and release time). Most faculty members described engaging in only one yearly in-person faculty development activity. Overall, this study identified the need for greater faculty and preceptor development along with additional organizational support to provide preceptors with

protected time, release time, and financial support to engage in professional development. In addition, professional development activities must be offered as short, intensive learning opportunities that are inexpensive, easily accessible, relevant, and available on-line. Results of this study can be used to inform future NP faculty and preceptor development initiatives.

**Nadia Behizadeh**

Assistant Professor, Georgia State University, USA

## **Aligning Large-Scale U.S. Writing Assessment Practice with Sociocultural Theory: A New Vision of Sociocultural Writing Portfolios**

Major issues in current large-scale U.S. writing assessment are that assessment practice does not match theory and then this practice has negative effects on instruction and students. What is needed is a new vision of large-scale sociocultural writing assessment that encourages culturally relevant and meaningful classroom writing instruction. By critically examining the connections or lack of connections among writing theory, writing assessment, and writing instruction in the United States, I propose a new vision for sociocultural writing portfolios in K-12 education. First, I explain how writing is a sociocultural practice, drawing on research from prominent literacy researchers. Second, I examine large-scale U.S. writing assessment practice, comparing direct writing assessment with portfolio assessment and how each of these practices connects to theory. In this section, I also critique traditional definitions of reliability and validity used in the measurement community for writing assessment and offer alternative definitions. Third, I consider the poor consequential validity of current large-scale direct writing assessments through the examination of evidence that these assessments are doing more harm than good. Finally, I discuss my vision of sociocultural portfolios. Building on past large-scale portfolio assessment research in the United States, this vision includes students writing in ways that express their multiliteracies, rather than only Standard American English. In addition, a key feature of sociocultural portfolios is that students are encouraged to write for impact. These two proposed components of large-scale sociocultural writing portfolios will ensure that: 1) assessment practice matches sociocultural writing theory, resulting in high construct validity; 2) and teachers are encouraged to utilize culturally relevant pedagogy, resulting in high consequential validity.

**Anastasia Brelia**

Assistant Professor, Northeastern Illinois University, USA

## **High School Students' Views of Mathematics as a Tool for Social Critique**

Critical education scholars contend that schools ought to play a role in the transformation of inequitable institutions and social arrangements. In part, this entails educating students in the academic disciplines, viewed as powerful lenses through which students might see the world in order to better understand why things are the way they are and how they might be different. Using a critical theoretical perspective on mathematics literacy, this study examined high school students' views of mathematics in light of their experiences with mathematical investigations of social problems.

Qualitative research methods were used in data collection and analysis. Data were gathered in a statistics class and a mathematical modeling class during fifty days of classroom observations, interviews with sixty students and two teachers, and a review of student work. Spradley's analytic techniques, known as domain analysis, were used to identify themes in the data.

Students in this study indicated that their classroom experiences caused them to rethink their ideas about mathematics. They described mathematics as an indispensable tool for disclosing social injustices. Some students stated that prior to their investigations they took equality in the US for granted. Even students who suspected biases in social practices had not figured on the subtle form they sometimes take. At the same time, they indicated that applying mathematics to social problems is not unambiguous, unproblematic, and as objective as they had previously thought. As a result, applications should be scrutinized with respect with their assumptions, methods, and conclusions.

Critical scholars argue that students will construct views of mathematics and society that are less mystified if they experience the use of mathematics as a tool for social critique in the classroom. This study supports their argument.



**Trish Byrne-Roberts**

Lecturer, University of Central Lancashire, UK

## **Issues of Teaching Quantitative Methods in Undergraduate Programmes: How do we Address the Crisis of Numbers?**

It is my aim within this paper to highlight the 'crisis' of numbers specifically within the social sciences in the post-millennium decade and it is not going away. Drawing on the work of Payne and Williams 2011 and their informative and comprehensive text : *'Teaching Quantitative Methods: getting the basics RIGHT'* I wish to fundamentally reflect on what little attention is paid to the teaching of quantitative methods within the curriculum at undergraduate level within Higher Education environments. I argue that it is possible to challenge the *status quo* of the lack of quantitative analysis and identify various approaches from different HE backgrounds which attempt to rectify the '*shortfall*' among undergraduates and propose positive, constructive, creative and innovative ways of the teaching of quantitative approaches within the social science can be developed in the future if teachers seek to embed and integrate quantitative methods within modules on undergraduate programmes , not only method modules but across the curricula *per se* (Byrne-Roberts , 2012).

As a teacher, I must face the irrefutable fact that there is nationally a serious issue pertaining to the learning and teaching of quantitative methods in undergraduate programmes. Arguably, this has negative and lasting repercussions for students as they enter a world of work which is demanding that this generation of graduates must be "quantitatively skilled" - numerical and statistical skills are a requirement and in reality, non-negotiable (Byrne-Roberts ,2012). No more can universities have 'free reign' to design their curriculums (Leitch 2006, Browne 2010 and OAA 2011). In essence we must follow an academically coherent and structured path and this path must include addressing issues of ensuring we 'get the basics right' especially the crisis of numeracy' (Payne and Williams 2011: xi).

When programme curriculums are designed and especially in relation to social science subjects, they must fit within strategies, quality and policy ensuring that in learning and teaching, teachers are offering a well-rounded and whole curriculum which ensures there is no avoidance of numbers.

**Victoria Calmes**

Associate Professor, University of Wisconsin, La Crosse, USA

## **Creative Strategies to Achieve Significant Learning in the Teaching of a Second Language**

In second language acquisition it is important to create a classroom environment where students are encouraged not to be passive learners but active participants, promoting critical thinking and creativity. Using some of Dr. L. Dee Fink's ideas about significant learning, this presentation includes creative strategies to use in second language acquisition to assist students in cultivating the cognitive skills necessary for effective interpretation and learning. One example of these activities are games, which constitute an engaging and motivating way to help students to practice what they have learned, bringing new dynamics to the classroom. They are rich learning experiences, because the students achieve several kinds of learning simultaneously: reviewing foundational knowledge, using creative thinking, integrating ideas and intensive practice of the target language. One of the goals is that the students not only learn the content of the course but they can also practice and receive feedback in learning how to think critically. These creative experiences also enhance the longevity of the learned material.

**Jacqueline Carr-Phillips**

Board Member, Dean of Faculty, Professor of English and Russian  
Literature, Maharishi International Graduate School, UK

**Consciousness Based Education: A Consideration  
for the Future of Higher Education**

‘Consciousness Based Education’ addresses many challenges that higher education is facing today. This simple approach, which includes the practice of Transcendental Meditation for 10 - 15 minutes twice daily in the lecture/classroom has proved to be highly successful in the UK, USA and worldwide. It has found to take academic performance to outstandingly high levels. Uniquely, the Transcendental Meditation technique increases the co-ordination between the different hemispheres of the brain in a natural, spontaneous manner. This has shown to bring about a dramatic increase in coherent brain activity, connecting the instinctive and rational regions, which promotes intelligent curiosity and settled learning patterns that help students to absorb knowledge more effortlessly. The deep rest and relaxation experienced with this technique also addresses negative behaviour and research has shown this to reduce the problems of stress while at the same time developing the full potential of the individual. In this system of education high priority is given to all aspects of the student’s life: university, home and social. A student under stress cannot learn optimally, therefore dissolving stress and optimising brain functioning through this simple technique gives a student the opportunity to excel, not only in academic performance but in a holistic manner which, in turn, has the potential to benefit the whole of society. A vast body of independent research has shown significant improvements in student performance, emotional stability, greatly reduced drug abuse, harmonious behaviour and in many more areas. In this paper I will discuss how this simple, effortless technique can not only benefit the student’s individual life but also how the application of this to large numbers of students can be potentially beneficial to the future of higher education.

**Maria Chalari**

Researcher, University of London, UK

## **The Age of Austerity and Rising Xenophobia in Greece: How do Teachers Experience and Understand the Current Situation? A Case Study of a Primary School in Athens**

Today, with the reality of everything changing so quickly in Greece and within the context of financial crisis, multiple political and economic restructurings and uncertainty, the quality and equity in the Greek educational system is being seriously compromised. Schools and universities are closing; there are fewer teachers than needed in schools; there are huge cuts in teachers' salaries; there is less money for schools, fewer materials, thus less things to do with the students inside and outside the classrooms. Linked to the economic changes is a change in views with regard to belonging and identities. Even the most superficial examination of Modern Greek society reveals that Greek national identity is increasingly growing more racist and xenophobic, a fact that reflects the deep identity crisis, which has come to underlie Greek society lately. Through my research I aim to explore teachers' perceptions, attitudes and beliefs towards their national 'selves' and the national 'others' (minorities and immigrants), teachers' views of the textbooks/curriculum and its relevance to their contemporary lived experiences, especially around Greek national identity; Europe; Immigration. Moreover, I intend to find out if according to the teachers the Greek education system promotes antiracism, and what challenges teachers think that the Greek education is facing in order to promote antiracism in this era of crisis.

**Hsiao-chi (Angel) Chang**

Instructor, University of California, Davis Extension, USA

**Sung-Po Lin**

Assistant Professor, National Chi Nan University, Taiwan

**Dian-fu Chang**

## **Exploring the Learning Success Factors of Resilient Students: The Engagement Perspective**

The purpose of this study is to understand the differences in engagement between resilient students and other students, and explore the engagement model of resilient students according to engagement theory. Resilient students are those from a disadvantaged socio-economic background, who perform substantially better than is predicted for their background. Numerous researchers have found that a significant characteristic of resilient students is a stronger will compared to that of non-resilient students. However, are there other factors that enable resilient students to study successfully, such as specific learning habits or study strategies? To answer this question, we employed engagement theory to explore the factors that allow resilient students to succeed.

This study applied a questionnaire survey to investigate the senior high school students. The total study sample comprised 91 resilient students, 131 non-resilient students, and 1,101 average students. During the analysis process, this study employed analysis of variance (ANOVA) to compare the engagement between resilient, non-resilient, and average students. In addition, this study used a multiple regression model to analyze how the 4 engagement dimensions influence the learning performance of different student groups. According to the ANOVA results, engagement performance in the 4 dimensions differed significantly between resilient, non-resilient, and average students. Furthermore, the multiple regression model analysis results showed that cognitive engagement was the most important factor, followed by direct-behavioral, emotional engagement, and indirect-behavioral engagement. However, according to the model of resilient students, the most important factor was emotional engagement, followed by direct-behavioral engagement, cognitive engagement, and indirect-behavioral engagement.

According to the study results, besides providing additional education resources to economically disadvantaged students, stimulating their learning motivation is important. By exploring the connections between various students' learning engagement, the results of this study can enrich the context of engagement theory. The results also provided

appropriate teaching strategies for economically disadvantaged students.

**Maha Ellili-Cherif**

Assistant Professor, College of Education, Qatar University, Qatar

## **Teachers', Principals' and Parents' Perceptions of the Impact of the Qatari Educational Reform**

This paper examines teachers', school leaders' and parents' perceptions of the impact of the Independent School Model on teaching and learning in the Qatari educational context. More specifically, it explores the possible educational issues that have surfaced during this fast paced educational reform and seeks to gain insight into the stakeholders' perspectives regarding how far this charter-like movement is applicable to the Qatari teaching situation.

Data was collected through a survey that was administered to all generation I schools since these schools have the longest tenure in the Independent School system. Open-ended questions were used for the purposes of the study which seeks to explore stakeholders' perspectives and get insight into their practices from their standpoint. Closed type questions might limit respondents' answers to the choices provided in the survey, while open-ended questions allow to develop an insider's view of the phenomenon under study; they allow for flexibility to the respondents while keeping them focused on the purposes of the research. Data analysis focused on major themes that emerged within the framework of the survey questions.

Findings point to a general positive attitude to the reform in spite of some reservations with respect to its impact on school-parent relationship, principal and teacher readiness to implement it, teacher and learner roles and student classroom and school behavior. Recommendations are offered that aid schools and teachers in attaining internationally benchmarked curriculum standards, respond to problems facing teachers, principals and parents by examining their experiences, and determine the needs of principals and teachers so that university curricula will reflect those needs and professional development programs can be designed accordingly.

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Professor, Soongsil University, South Korea

**Jusung Jun**

Assistant Professor, Soongsil University, South Korea

&

**Kiung Ryu**

Assistant Professor, Soongsil University, South Korea

## **Trends in Lifelong Educational Policies in South Korea**

The purpose of the paper is to reflect on trends in and policy process of lifelong educational policies in Korea. The trends in lifelong education policies in Korea can be classified into three stages: formation of adult basic education from 1945 to 1950s, establishment of adult and continuing education by the Government initiative from 1960s to 1970s, and construction of lifelong education system from 1980s to 1990s. Following the logic of forward mapping, the Korean central government has initiatively developed and implemented most of policies in the field of lifelong education. Also, most of the educational policy-making has been regulated by the central government structure and, in particular, by the Ministry of Education & Human Resources. There have indicated several current lifelong educational policy directions, including establishing the infrastructure promoting lifelong learning, providing the opportunity for lifelong learning for higher education, and providing opportunities for lifelong learning for the minorities. Furthermore, there have suggested some problems related to lifelong educational policies, such as low participation rate in lifelong learning, inflexibility of students' transfer between schools, low social acknowledgment for the student's academic achievements from lifelong education institutes, and insufficient investment in lifelong education. There are some policy implications to take into consideration for lifelong education in the future. First, lifelong learning should be more dynamically pursued at a grass-roots level. Second, the regional organizations in charge of lifelong education should be strengthened substantially to give them more discretionary power to decide and implement their own set of policies for lifelong education at a local level. Third, the creation of a new national project should be mobilized, such as the construction of lifelong learning cities for community development. Fourth, ways to enhance the equal opportunity of lifelong education for the behalf of socially minorities like women, older adults, and new immigrants from south east countries for marriage or work in an industry should be provided.



**Erica Cochran**

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**Angela Kolosky**

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**Nivedita Papi Reddy**

Masters Candidate, Carnegie Mellon University, USA

## **Effects of Day-lighting in Schools on Student Performance and Well-Being**

Humans are a part of nature. We evolved in the natural environment, yet today we spend the vast majority of our time indoors. For about 1/5 of the United States, over 1,200 hours every year are spent in a school building. Schools are four times more densely occupied than offices and are, experts say, one of the most hazardous indoor environments. Poor building conditions impact teacher retention and student test scores. One of these conditions, daylight, has tremendous benefits over electric lighting in terms of human health, student performance, and building energy use. Schools are most intensely used during the hours when the sun is shining, yet up to 60% of their electricity use goes towards powering artificial illumination.

School building conditions affect teacher effectiveness, morale, and retention. Good buildings attract good teachers. These studies show a correlation between teacher morale and effectiveness and the quality of the building. Additionally, dissatisfied employees may not perform optimally. A decrease in teacher performance can have a negative impact on their ability to deliver instructional material.

The benefits of daylight inside of a building in the realms of human health, productivity, and energy are so numerous, it is almost unbelievable. In a building type which houses our world's most susceptible minds and bodies, we should be doing everything we can to provide every physical and psychological advantage possible.

**Elsabe Coetzee**

Associate Dean, Tshwane University of Technology, South Africa

## **Teaching Practice: Expectations and Experiences of First Year Teacher Training Students at a South African University of Technology**

South African higher education institutions are currently in a phase of re-curriculating its qualifications according to the National Higher Education Qualification Framework. This process demands inputs from all stakeholders. The Tshwane University of Technology with more than 50 000 students is the largest residential university in the country. The two teacher training departments with approximately 6500 students are not only a main focus of the Faculty of Humanities, but indeed a very important provider of teachers for the country.

Part of the B Ed degree, a four year qualification for teachers, is a compulsory teaching practice component. During the first three years of study, student teachers are expected to visit a school of their choice for six weeks per year. At fourth year level, students are placed at schools for a six month period.

The purpose of this study, which took place in 2012, was to determine first year teacher training students' expectations and experiences of teaching practice. Students should be regarded as a valuable role player in curriculum evaluation with the aim of revising, developing or improving a curriculum (Sommeveldt, 2002). Information gained by this survey therefore shed light on the effectiveness and value of teaching practice on the first year level of the BEd qualification.

A survey, employing two questionnaires as instruments, was used for measuring the expectations and experiences of first year teacher training students at the Tshwane University of Technology with regard to teaching practice. The first questionnaire, focusing on the expectations of the students, was completed by 553 first year students prior to teaching practice whereas the second questionnaire was completed by the same students on their return from a six weeks visit to a school of their choice.

From the findings it is clear that teaching practice on a first year level is necessary and preferred by nearly all student teachers. A close relationship amongst teaching practice coordinators from the university and principals, teachers and mentors at schools should be established and maintained in order to ensure that purpose of the first year teaching practice period as reflected in the curriculum is fully understood.

**Anthony Collatos**

Associate Professor, Pepperdine University, USA

## **Empowering Urban Teachers: Toward a Grounded Theory of Teacher Professional Development**

This study examines how a collaborative of university teacher educators and elementary school teachers designed, developed and implemented a co-constructed and site specific professional development program. The program, called the Education Collaborative Initiative, was a programmatic effort designed to improve teaching, learning, and student outcomes in language arts and mathematics. Grounded within socio-cultural learning theories and two years of data, this session examines how four urban elementary schools and their university partners operationalized a call to co-construct professional development. This longitudinal, qualitative case study analyzes multiple forms of data including interviews, field notes, artifacts, program reports, and assessment data. This work will greatly inform educators and researchers engaged in teacher education and professional development, inquiry-based and cooperative learning, and researchers pursuing urban educational reform.

More specifically, this paper will present findings from the Education Collaborative Initiative (ECI) Professional Development program—an alternative form of teacher professional development that provides space for elementary public school teachers and university professors to co-construct site-based and evidence-based professional development. Research indicates that teacher's input and guidance into their own professional development (PD) is a more effective teacher learning process than traditional PD approaches that are described as prescriptive models of teacher practices (Darling-Hammond & McLaughlin, 2005). This paper provides longitudinal case studies of four urban elementary schools that engaged in a two year collaborative that empowered teachers to co-construct PD to improve student outcomes in mathematics and language arts (Poekert, 2010; Cochran-Smith, 1991; Kent, 2004). All four sites are historically low performing, Title I schools located within working class communities and members of the same large metropolitan school district. The session will engage researchers, teacher educators, community members, and teachers in a critical dialogue about the principles that guide more authentic in-service, co-constructed professional development.

**Fernando Colon**

Director LL.M Program, Thurgood Marshall School of Law, USA

**Higher Education Reforms:  
Technology in the Law Classroom**

**Aysegul Deniz**

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**Mubeccel Gonen**

Professor, Hacettepe University, Turkey

## **School and Teacher Concepts in Picture Story Books**

Children's literature play an important role in children's learning and lives. Through experiences with picture books the young child can develop socially, personally, intellectually, culturally, and aesthetically. Books enable the newly socialized child to explore interpersonal relationships and human motives. Picture books communicate self-acceptance, and they model coping strategies for children who are just learning to deal with powerful emotions. Through picture books, children meet families, settings, and cultures that are in some ways similar and in some ways different from their own. As a result, picture books contribute to the child's cultural identity and multicultural awareness (Jalongo, 2004). As a social fact, school and teacher concepts are relevant to children from the early ages and these concepts take place in picture story books.

The purpose of this study is to examine the school and teacher concepts in picture story books for 3-8 year-old children which is published in Turkey between 2000-2012. 15 Picture books which have school and teacher concepts make up the research sample through a random sampling method. In this study, the document investigation method, one of the qualitative investigation methods, is performed. The characters, plots, main ideas, themes and pictures deeply and relatively examined in picture story books, in terms of school and teacher concepts. The research is in progress.

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**Srečko Devjak**

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## **EFQM Model as a Methodological Framework for Strategic Planning in Higher Education Institutions**

The question is how to improve the performance of higher education institutions from a strategic perspective and how to design an appropriate structure of strategic documents. The research framework of this paper defines the creation of a single European Higher Education Area, represented by the EHEA (European Higher Education Area) concept. In this context the paper covers the methodological challenges to the project approach and to 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 (European Foundation for Quality Management) model of quality development of higher education institutions. The process part is formed in line with the general theory of strategic management in the framework of the following implementation phases: Environmental Scanning, Strategy Formulation, Strategy Implementation, and Evaluation and Control.

The content structure of the strategic documents is the prime research issue, which is being addressed with a view to find a solution that will be optimally compatible with the EHEA guidelines and the EFQM model. In the empirical part a process of strategic planning and experience with its implementation is presented on a case of a public higher education institution. The author of this text explains the process from the view point of a project manager, as he was himself involved in the management of that process, providing for a methodological feature of the survey participant observation. Thus, the author addresses the structure, characteristics and problems of project management encountered with the preparation of documents in accordance with the Bologna concept in the public higher education institution. The question responded to in the research was, whether the derivation of preparatory documents could better provide for a strategic content structure of documents according to the EFQM model, while at the same time following the EHEA guidelines. The study confirmed the use of the EFQM model to be appropriate for planning and controlling the development of quality public higher education institutions, while also keeping to the EHEA guidelines.

**Tatjana Devjak**

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## **Does Physical Activity of Preschool Teachers Impact the Planning and Implementing of Movement Activities in the Kindergarten?**

The authors of this paper compare views of Slovenian and Portuguese preschool teachers about the importance of play and the movement for the pre-school child. In the paper they focused on the question: Does physical activity of preschool teachers (spontaneous or planned) impact the planning and implementation of movement activities in their kindergarten group. They also analyzed the influence of subjective theories on the planning of movement activities and the realization of the curriculum objectives in the field of movement. Most of the preschool teachers in Slovenia and Portugal give priority to natural forms of movement in nature and play, allowing the movement of the fingers, palms, hands. Research has shown a link between physical activity of preschool teachers and their views on the importance of the implementation of the movement activities of preschool children. The authors also note that the quality of the implementation of the education process in kindergartens in the area of movement activities depends to a great extent on their subjective theories and of the level of professional competence referred to the discussed topic.

**Gordana Djokovic**

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Belgrade, Serbia

**Ljiljana Markovic**

Vice Dean of Faculty of Philology, University of Belgrade, Serbia

## **Higher Education Institutions as Drivers of Economic Growth in Japan and Serbia**

The Republic of Serbia has chosen to reform its national economy system by striving towards a society based on knowledge. Every country that is truly committed to economic development relies upon strategies that promote education and create highly skilled human resources, as the most important segment of social development. This means that, for the purposes of inclusion within global economic processes, investment in higher education is recognized as the most lucrative investment that systematically creates a highly educated population, completely prepared to apply the latest scientific and technological innovations and developments. At the very beginning of the creation of modern Serbia, in the first decades of the nineteenth century, education was given its rightful place as it became the foundation of modern, contemporary and well-regulated state. Even then, as well as now, the importance of higher education has been recognized, as an important factor of economic and social development and factor of improvement of modern social and economic relations. Throughout this paper following topics will be considered: transition process and reform of Serbian higher education system as a prerequisite of economic growth, new projects of the Faculty of Philology which are complying with the requirements of the modern age, as well as the Japanese higher education institutions as the drivers of economic growth.



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Perceptions of Pre-Service Teachers in Abu Dhabi, United Arab Emirates Amidst Widespread Educational Reform: What Kind of Future Science Teachers do they think they will be?

Abu Dhabi Educational Council (ADEC) has led significant educational reform in Abu Dhabi, United Arab Emirates (UAE) since 2007 across cycles and across subjects including science. Science has traditionally been taught in the UAE using a fairly didactic and teacher-centred approach, with a heavy focus on textbook use. ADEC's New School Model requires a new breed of teacher and a modern approach towards teaching science, one where a far greater focus is on hands-on, practical activities and student-centred learning. In addition to the new science content of the curriculum, there are a series of standards relating to science skills which have to be taught, and which teachers have to be proficient in to be able to teach the curriculum effectively. Teacher-training colleges in the UAE are faced with the need to rapidly adapt their training courses to prepare teachers to fit this model and to be able to cope with its demands. Science courses at our institution have been tailored to address this and now have a high practical work proportion in both science content and educational courses. However, evidence suggests that pre-service teachers have their own beliefs about science education embedded from their own experience as students, which for some may not have been in fitting with ADEC's vision of the way in which science should ideally be taught. This research aims to explore the perceptions which pre-service teachers have of the significance of science education and explored the kind of science teachers which the students anticipate becoming.

**Hamzeh Dodeen**

Associate Professor, United Arab Emirates University, UAE

## **Students' Evaluation of Effective Teaching at UAE University: Developing an Instrument and Assessing its Psychometric Properties**

Students' evaluations of teaching (SETs) are currently the most commonly used method for evaluating teaching effectiveness in higher education institutions. They aid in evaluating the quality of faculty teaching and provide useful information for administrators, faculty, and students. The majority of SET instruments were developed based on faculty and administrators' knowledge and experience (Marsh, 2007), but excludes students' input (Ory & Ryan, 2001). Additionally, most research in effective teaching has used samples of U.S. students only (Vulcano, 2007). Hence, the goals of this study are to develop a SET instrument using student samples from UAEU, identify its dimensions, and assess its psychometric properties. A total of 2382 students (461 males and 1921 females) from the eight colleges in the University participated in this study, in three different random samples. The development of the SET instrument went through the following main steps: 1. Determining the aspects of effective teaching; 2. Assessing validity (content-related validity and construct-related validity); 3. Assessing reliability (stability overtime and internal reliability); and 4. Assessing cross-validity through the use of confirmatory factor analysis. The final version of the developed SET instrument consisted of 29 items in five dimensions. These dimension are: Teachers' Knowledge and Organization (7 items), Clear Explanation (6 items), Grading and Evaluation (6 items), Teaching Methods (4 items), and Relationship with Students (6 items). The developed SET instrument is neither short nor long, easy to use, and not subject matter specific, so it can be used in different classrooms.

**Yuliya Dzhugastrianska**

Assistant Professor, Borys Grinchenko Kyiv University, Ukraine

**Being Creative and Well-Organized:  
Some Aspects of Artistic Education**

**Iliya Emilov**

PhD Student, Sofia University, Bulgaria

## **Constructivist Practices in Teaching Chemistry: A Cross National Study**

*This report shows the plan, methodology and results of the study over a very crucial problem, in science education related to development of interest of students to chemistry lessons by constructivist teaching approach. Our previous work on science teachers' attitudes towards constructivist environment in Bulgaria shows that the majority of the surveyed teachers practise a blended, traditional-constructivist type teaching. Their students, according to Constructivist Learning Environment Survey, also place them into this category. A cross national study entitled "In the past and now: Constructivist practices in teaching chemistry - Bulgaria, Balkans and Europe" has been conducted. During the research the author was trying to find answers to the following questions: "What are the current trends in the application of constructivist approach in Bulgarian schools, the Balkans and in Europe?" and "What are the attitudes of teachers towards the usage of constructivist methods in teaching chemistry in the surveyed countries?". The purpose of the research was to assess science secondary classroom environment in terms of constructivist approach, to explore the high school science classroom of a constructivist teacher and examine how constructivist-based teaching influences students and their learning of chemistry not only in Bulgarian schools but also in neighboring countries.*

*The data collection methods for students were three surveys – What is happening in this class? (WIHIC), Constructivist Learning Environment Survey (CLES) and Modified Attitude Scale Modeled on Test of Science Related Attitudes (TOSRA) and for teachers: Teacher Pedagogical Philosophy Interview (TPPI). The study has been conducted in international schools and state schools in Tirana (Albania), Pristina (Kosovo), Bucharest (Romania), Bielsko Biala and Warsaw (Poland) and Vienna (Austria). Till now the questionnaires have been given to 788 secondary school students and 17 teachers.*

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**Nancy Everhart**

Associate Professor, Florida State University, USA

## **Defining a Vision of Outstanding School Libraries**

What does an excellent school library program look like? Although almost everyone has an idea what a good school library should be, there has been little research-based confirmation as to what it really is. In this session, participants will learn the results of the research conducted on the 38 outstanding school libraries that were visited on American Association of School Librarians (AASL) President Nancy Everhart's Vision Tour in 2010-2011. They will find out what commonalities, as well as what unique features, set these libraries apart from their peers.

Data was collected at each school library site using two instruments, the AASL Evaluation Rubric and the PALM Center Technology Integration Survey. The AASL Evaluation Rubric measures proficiency in the areas of: mission, collaboration, reading, multiple literacies, inquiry, assessment of learning, planning, evaluation, staffing, the learning space, budget, policies, collection, information access, outreach, professional development, leadership and relationships. The PALM Center Technology Integration provides insights into how well school librarians provide services relating to technology, integrate it into instruction, and provide leadership in school and district-wide policy decision-making regarding technology. Factors that are common to excellent school library programs related to both instruments will be discussed.

In addition, participants will learn what has transpired in the three years since the Vision Tour. In some instances the national recognition has spurred the program to new heights but in a few other cases librarian positions and library programs were not spared by the economic downturn. Lessons can be learned from both scenarios.

**Sara Exposito**

Assistant Professor, Lewis and Clark College, USA  
&

**Sue Feldman**

Assistant Professor, Lewis and Clark College, USA

## **Bilingual Education Reform in Chicago Public Schools: The Pilsen/Little Village Story**

Bilingual education is a difficult topic to discuss with American educators because discourse on how to improve bilingual program design can lead to polarization based on political beliefs and language ideology. As a result it is a challenge for schools to structure bilingual models that are well articulated and that can deliver clear teaching and learning guidelines in the primary language and English.

Chicago Public Schools is the third largest school district in the United States and is divided into 17 networks. The Pilsen/Little Village Network (PLVN) encompasses one of the two largest Hispanic neighborhoods in Chicago with over 95% of its students coming from homes where Spanish is, or has recently been, the dominant language. The leadership and teaching force at PLVN is committed to educating English Learners towards becoming college and career ready. To this end in 2010-2011 the network and school leadership attended five sessions designed to establish clear expectations for schools about program design through well-articulated bilingual pathways in English and Spanish.

This paper describes the process used to restructure bilingual programs in twenty-five schools in PLVN through pathways that improved instruction and professional development for first and second-generation immigrant students. Topics in the paper include, 1) the use of research from similar urban districts on best practices in bilingual designs 2) the use of collaborative processes that helped create bilingual pathways, and 3) the identification of professional development models that support primary language instruction, English language development, and sheltered instruction. The paper reveals how this work was made possible through structured conversations that kept the focus on students learning and was inclusive of differing perspectives on language instruction.

**Garry Falloon**

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## **Young Children's Use of iPads: What's Really Going on Here?**

Much hype and rhetoric has surrounded the implementation of digital tablet technologies such as the iPad in schools, yet little conclusive research has been undertaken to determine whether this fanfare is justified, or if and how use of this technology can best support the teaching and learning process. Studies that have been carried out are generally qualitative in nature, relying on teacher and student perceptions or anecdotal accounts of classroom application. Few, if any studies have attempted to explore more deeply aspects of student use and interaction with the devices and their software (apps), in an attempt to reveal more precisely how students use them, and the nature and quality of their learning pathways.

The study this paper reports on used an innovative screen capture app to record 5 and 6 year old students' learning pathways while using iPads as an integral component of their classroom's literacy programme, and during specifically planned sessions designed to promote and develop problem-solving capabilities. The study took place over a six-month period in 2012, during which time eight iPads were provided to a class of 18 students in a small semi-rural town in the Waikato region of New Zealand. Over forty hours of student interaction with the devices was recorded *from the inside* using a specifically developed screen capture app installed onto each machine. This was then analysed using StudioCode video analysis software.

Preliminary findings reveal a complex matrix of factors that affect the performance of young children when using these devices for learning purposes. These include the extent of their declarative and procedural knowledge, design features and characteristics of the apps they are using, strategies and techniques they apply to solving problems presented by the apps, and their collaborative ability. The paper presents a range of considerations for educators wishing to integrate these technologies into their classrooms, and suggests a strong role for the teacher in optimising any such use.

**Erten Gökçe**

Associate Professor, Ankara University, Turkey

**Aliye Erdem**

Researcher, Ankara University, Turkey

### **Class Management Strategies Teachers Prefer within Class**

The idea of having positive behaviors acquired as well as correcting and changing negative behaviors constitutes the basis of education. The teacher should maintain both teaching and managing roles in harmony within class. The manner of maintaining the teaching role successfully is based on an effective class management. As there was not a valid strategy in all circumstances for an effective class management, teachers prefer different strategies in class management. With this research it is aimed to specify class management strategies teachers prefer in primary schools in Turkey. Answers were sought for the following questions under this research:

1. Which strategies do primary school teachers use more effectively in class management?
2. Why do primary school teachers prefer the strategies they use?
3. Which points do the primary school teachers consider in determining class management strategies?
4. On what level do the strategies the teachers use in class management have an effect on the students?
5. What do primary school students think about class management strategies used by their teachers?

#### **Method**

The public and private primary schools in the Ankara province constitute the universe of this study that was performed in the spring term in 2012-2013 academic years. The teachers and students with different socio cultural characteristics at different class levels from public and private schools participated in the study. A questionnaire and a form consisting of open-ended questions developed by the researchers were used as a data collection instrument. The study data were collected from 268 students and 186 primary school teachers in total.

#### **Findings, Conclusion, and Recommendations**

According to the findings obtained from the study, it was revealed that teachers used different strategies in class management and that they did not change their strategies they used according to the class levels and their students' characteristics and that they focused more on controlling the class and conducting education programs as planned and that the



teachers were key determinants within the class. From the students' perspective, it was observed that although the students specified the rules to be obeyed within class together with their teachers, the teachers controlled and supervised them within class and that the decisions were made by the teachers and that when necessary, the teachers themselves changed the in-class management strategies.

In line with the emerging findings it was recommended that the class management strategies be changed, and that the students be centered on teaching and learning process and that they be more active within process.

**Feyyat Gokce**

Associate Professor, Uludag University, Turkey

## **Evaluation of School Principals' Managerial Behaviors Considering Mintzberg's Managerial Roles**

The purpose of the study is to evaluate primary school principals' managerial behaviors considering Mintzberg's managerial roles. 153 primary school principals in Izmir were asked for their opinions. The scale was prepared based on the figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator and negotiator roles included in Mintzberg's interpersonal, informational and decision role groups. The opinions in the scale were graded in seven points. To determine the construct validity of the scale, factor analysis was benefited.

According to the results, the school principals were determined to attach importance to interpersonal roles (mean=5.49); informational roles (mean=5.46); decisional roles (mean=5.74), but they performed interpersonal roles (mean=5.71), informational roles (mean=5.78) and decisional roles (mean=5.87).

The school principals were determined to perform interpersonal roles with a percentage of 67,4%, informational roles at 66,2%, decisional roles at 68,4%. A negative relationship was found between the school principals' role behaviors and the levels of importance they attached to these roles ( $r=-.40$ ). According to this result, the school principals attached much more importance to some of the behaviors occupying most of their time. In other words, although the schools principals attached more importance to some of the behaviors, they exhibited those behaviors less frequently.

Another result was the positive relationship between all the roles. According to the role groups, there was a relationship between interpersonal roles and informational roles at  $r=.62$ , between decisional roles and informational roles at  $r=.73$ , and between interpersonal roles and decisional roles at  $r=.63$ .

According to the results, the school principals exhibited the behaviors required by the figurehead role more frequently. This might have resulted either from the bureaucracy at schools or from the educational system in Turkey with a centralist bureaucratic structure.

**Karolina Gonzalez**

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## **Lifelong Learning and Assessment of Teacher in B-Learning Environments**

Technological developments and inherent challenges of incorporation of mediation, and the information and communication technologies compel Higher Education Institutions to bet on combined training spaces or b-learning for learning orientation. Associated to this bet, there is a concern regarding the roles and functions carried out by teachers and the evaluation of their performance.

This project is located at the intersection of the following areas: research on educational evaluation and b-learning in Higher Education. Methodologies, strategies and instruments for the evaluation of teachers are studied under this approach. This research takes into account data from interviews, questionnaires, forums, videoconference carried out to researchers, teachers, students, external experts from different national and international universities, research groups, virtual education centers, combining quantitative and qualitative techniques during the different stages of the project. Under this foresight, this research is developed in a descriptive and propositive manner, adopting a qualitative approach through the implementation of grounded theory.

As a result and final contribution a proposal is built to on-line develop and adapt strategies and tools which allow to evaluate the teachers' functions validated in this project. The results suggest that the implementation of an evaluation system for teachers b-learning is a desired and promising tool for quality assurance in education, a tool that will be made available to the Institutions or Higher Education.

**Carroll Graham**

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## **The Professional Staff-Student Outcomes Framework: Investigating the Contributions of Higher Education Professional Staff to Student Outcomes**

A university's key resource is its academic and professional staff. Although professional staff comprise more than half the Australian higher education workforce, little research has been done into the work of professional staff, particularly in relation to the core business of learning and teaching. Yet a more rigorous understanding of the contribution of higher education professional staff to student outcomes has the potential to enhance their institutions' organisational sustainability. In this study, a framework was developed for investigating the contributions of higher education professional staff to student outcomes. This paper discusses the development of that framework, the Professional Staff-Student Outcomes (PSSO) Framework. The PSSO Framework was developed through a 9-step process that used the results of a meta-study of research literature on the impact of student support services on student outcomes and three rounds of a modified Delphi study. Member checking of the PSSO Framework was completed, and the framework was then used to frame a case study.

**James Green**

Professor, Georgia Southern University, USA

## **Toxic Leadership in Educational Organizations**

Only recently have researchers considered the phenomenon of toxic leadership – leadership that results in systemic damage to the health of organizations and their effectiveness in accomplishing their missions. Moreover, all of the studies on toxic leadership have focused on business, military, or political leaders (*e.g.*, Kellerman, 2004; Lipman-Blumen, 2005; Williams, 2005). This research report will consider toxic leadership in educational organizations – schools, colleges, and universities. Specifically, the following research questions guided the investigation: 1) How prevalent is toxic leadership in educational organizations? 2) What are the traits of toxic leaders in educational organizations? 3) What are the early indicators of toxic leadership traits among toxic leaders in educational organizations? 4) What is the root cause of toxic leadership in educational organizations? In the first phase of the investigation, a stratified random sample of participants was selected from each of the 50 states in the USA, and then these participants completed a survey previously developed and validated at the University of Maryland (Schmidt, 2008). Survey data were analyzed using both descriptive statistics and factor analysis. In the second phase of the investigation, 20 participants (five from elementary schools, five from secondary schools, five from small higher education institutions and five from large higher education institutions) were purposively selected, and then interviewed. Analysis of the qualitative data employed the constant comparison method to reveal five profiles that describe toxic leaders in educational organizations, as well as a list of early indicators. This research promises to help educators more effectively identify the potential of toxic leadership before systemic damage is done to educational organizations.

**Steve Grineski**

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## **We were Pretty Darn Good: A Social History of Rural School Teaching, 1900s-1950s**

Using data gleaned from a six-year qualitative research study, the history of American rural teacher preparation and teaching (1900s-1950s), and the context shaping this history will be described and interpreted. A case study of the nationally-recognized northwestern Minnesota, Moorhead State Teachers College, Department of Rural Education and Affiliated Rural School program will be featured. From 1916 to 1951, 1800 Moorhead students learned the craft of rural teaching and completed student teaching in affiliated rural schools under the watchful-eye of 100s of supervising teachers. Primary and secondary documents, including numerous photographs; and interviews conducted with 50 former student teachers and supervising teachers from the Moorhead program will illustrate how these college students were educated for rural teaching and rural living during the first half of the 20<sup>th</sup> century.

Stories from these teachers, as they lived in rural communities and taught in rural schools, will reveal how they were impacted by major international and national issues like German prisoners of war, formerly interned Japanese families, migrant workers from Mexico, and accepted gender roles. Local issues like teachers providing leadership for community events held at their schools and student teachers living with nearby farm families or in their student teaching schools equally shaped their experience. President Theodore Roosevelt's 1908 Commission on Country Life and its call for redirected rural schooling and a "new" rural teacher as the means to solve the nation's rural problems (e.g., inefficient agricultural practices, social isolation, and rural outmigration) frames this narrative. In response to this nationalized push for educational reform, hundreds of the nation's state teacher colleges developed rural teacher preparation programs. Although a neglected piece of American history, this story deserves greater attention because it contributes to our understanding of rural life.

**Dragana Grujic**

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**Aleksandra Vranes**

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## **Digitization of Cultural and Scientific Heritage as a Prerequisite for Distance Learning**

Increased application of digital technologies in Higher Education Area did not only brought a new understanding of learning, teaching and education in general, but also created better conditions for distance learning. The positive impact that these technologies have on students learning outcomes is constantly showing. Concept of e-learning, although it seems new, having its beginnings in possibilities of mass multiplication, in correspondence schools, through radio and television, more recently over the Internet, gets on quality through the process of digitalization of cultural heritage. Regional collections and special archival collections are one country's cultural heritage, historical retrospective and national identification in a global world. The Faculty of Philology of the University of Belgrade believes that its Digital Library is an excellent and successful example of digitization of cultural heritage. The main aim of our project was to provide easier access to the rare copies of books and documents, which would otherwise be partially or completely unavailable to students and even professors. This paper will consider the advantages of the application of modern digital technologies and the importance of future investments in the use of digital technologies within the university framework, particularly in enhancing conditions for distance learning through digitization of cultural and scientific heritage.

**Bilgehan Gultekin**

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**Tuba Gultekin**

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## **Dialogue Education for Turkey and Greece Relations**

To build peaceful communication between international societies, communication models and strategies may conduct peace projects and find formulas for understanding each other. These projects and formulas give the best way leads to peace climate. The most important peace project for societies is dialoge education. Dialogue education includes intercultural listening skills, recognition and understanding mutual griefs, devoloping peace literature and language, forming peace teams who lead peace routes, to gain volunteers as peace ambassador, to adress to its own civic ambassadors, and public communication methods. The study titled "Dialogue Education for Turkey and Greece Relations" aims to develope the best peaceful communications strategies and models for Turkey and Greece as educational perspective. The study also aims to reach agreement for between the Greek and Turkish communities by the perspective of dialogue management. The main part of the study is to gain communication methods, standards, projects and principles which are the most dominant part of the dialogue education. In this respect, original case studies and distinctive public communication campaigns will give a new vision in the study. Cultural diplomacy as an important part of dialogue education, Art openings between two societies as education tools and respective actors on dialoge roads are others components of the study. Forming ideal dialogue education models and programs which based on strong support by public opinions needs efficient actors and communication pioneers. The study calls for all actors to communicate each other in a widely accepted and supported communication platforms. Intercultural education campaign between the Greek and Turkish communities including communication abilities for strong dialogue and problem solving approaches, listening skills for peace management are other important titles of the study. Dialoge education has the ability of confronting problems and breaking down prejudices.



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## **Reading Acquisition Profiles from Two Languages and Three Educational Cultures (Finnish, German and Italian)**

The aim of this study is to explore different reading profiles during first grades at school and to find out how gender, age, phonological awareness and rapid naming skills effect on students' reading development in different educational contexts. The students are from three countries namely from middle parts of Finland (324 students), northern parts of Germany (270 students) and northern parts of Italy (162 students), speaking two languages Finnish and German languages. In Finland children start school at the age of 7 (mean age of participants is 7.17 years), in Germany and Italy children start school at the age of 6 (mean age of participants in Germany is 6.75 years and in Italy 6.26 years). In this longitudinal study phonological awareness skills were assessed three times at the first grade and rapid naming skills once at the second grade. Word reading skills were assessed twice and sentence reading skills once at the first and second grade. Results showed very different development of readings skills in even between German speaking areas (in Germany and Italy) and also between the countries (Finland, Germany and Italy). Results from latent profile analysis (LPA) supported a 4 -class solution made up of a high skilled readers group, fast developing group, average and poor readers group, but between three educational cultures there was interesting differences in group formatting and in role of background variables.

**Tania Hossain**

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## **English as an Instructional Medium in Postcolonial South Asia: Perspectives on Bangladesh**

Language is an instrument of political, economic and social imperialism. English, for example, was introduced into South Asia by the British. Nearly all the postcolonial countries (e.g., India, Bangladesh, Pakistan and Nepal) in that region experienced long periods of political, economic and linguistic domination. Although those postcolonial countries have taken different paths to nation building, policies on instructional medium in schools have been key drivers of national development in India and Bangladesh. English, along with indigenous languages such as Bengali and Hindi, plays an important role in everyday activities in Bangladesh.

This paper uses historical documents, government data, and structured interviews with Bangladesh's policy planners to examine the linguistics impact of English on South Asia, particularly on Bangladesh. The impact is based on the link between one's proficiency in English language and one's social privilege, which emanates from having English-language skills. Such impact is also indicated in the deleterious effects of language use in Bangladesh—that is, in engendering disparities in economic status conditioned by disparities in the proficiency in the use of English.

Currently, in Indian education, as well as in Bangladeshi education, English is no longer a medium of instruction either in primary or in secondary schools, except in English-medium schools. English is becoming increasingly pervasive in India, where it is used for instrumental purposes because it provides opportunities in the job market and in higher education. South Asian students in India and Bangladesh have a positive attitude toward English, which is regarded as a "language of opportunity" in that it plays an important role in the Indian society and is no longer regarded as a burden of colonialism. In South Asia, English is generally not viewed as a colonial burden but as an international or neutral language. In India, as in Bangladesh, English is used for instrumental purposes; it provides opportunities in the job market.

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## **Learning via Face to Face and Distance Methods: Students' Self-regulated and Transfer Components**

This study examined science and engineering students' self-regulated learning (SRL) and transfer components in the context of Educational Psychology course. Our study included two groups: About 50 face to face (F2F) students and about 30 distance learning (DL) students. The analysis and interpretation of quantitative and qualitative data was conducted via the mixed method and included semi-structured interviews and an online questionnaire. Based on this analysis we found that students from both students' groups (F2F & DL) applied cognition, metacognition, and resource management strategies as part of their learning process. The 'knowledge of cognition' component was most common for both groups and consisted of social, personal, task, and strategy sub-components. Based on the questions posed by F2F and DL students, we identified two transfer components: (a) Near transfer, indicating knowledge of course contents and issues related to professional career in education, and (b) Far transfer, indicating personal attributes, family situation, professional career in industry and philosophical thoughts. While looking for statistically significant correlation we found a positive one between SRL and transfer components among F2F group students, but not among the DL group. This can be explained by the relatively large divergence in the DL group's transfer skill and their smaller size compared with the F2F group. While F2F students indicated a wish to deepen knowledge in educational psychology, DL students posed questions that indicated their wish to apply acquired knowledge. DL students indicated no concerns about their learning abilities, unlike the F2F students, probably because they had enough self-confidence to learn from distance. The present study contributes to the growing body of knowledge on cognitive aspects of students who choose to learn from distance and those who study in a traditional way.

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## **Exploring the Possibility of Implementing a Formal Mentoring System for the Benefit of Pre-School Teacher Training and Development in the Middle East**

In the Middle East, both availability and quality of pre-schools as well as their teachers' training and development, leave much to be desired. It has been suggested by developmental organizations that improvement will come through a focus on behavioral change of key actors, rather than on changing educational systems. They also suggest to focus on ongoing professional support and re-thinking of pre- and in-service training for teachers. Mentoring has been mentioned, as it is both a recommended tool and, used through the implementation of a formal system and embedded into the school organization, a strategy for the professional development and empowerment of the individual teacher. Being applied, described and researched extensively in the West, the question is to what extent a formal mentoring system could be implemented in the Middle Eastern pre-school situation for the benefit of its teachers' training. A qualitative case study, featuring a research of three private pre-school-cum teacher training sites in the Middle East (Cairo, Egypt), follows four research questions to explore this topic. The questions are derived from a conceptual framework, which contains four elements, recognized in the literature as playing a role regarding implementation. Thus, besides looking at current organizational structures, the role of leadership, and available human resource, the research investigates the influence of societal culture on possibilities of implementation of mentoring.

Literature somehow confirms the notion, that a formal mentoring system for the benefit of teacher training and development, is a misfit in the context of general features of Middle Eastern societal culture. However, both literature and the outcome of this research, show that despite the clashing cultural features, implementation of mentoring is clearly possible.

The evidence offers insight regarding the topic and shows the presence of a fifth element which influences possibilities of implementation of a formal mentoring system.

**Latrise Johnson**

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## **I'm Glad I Already Know What I Know: A Culturally Sustaining Pedagogical Framework for Examining the Literate Identities of African American Male Youth**

African American males continue to fall victim to research, classroom practices, school policies, and curriculum—which have been described as dismissive, hostile, damaging, and unsupportive (Delpit, 1988; Meiners, 2007). While schools and literacy classrooms are sites of opportunity to grapple with issues related to literate identities of African American male youth, it is important that researchers, educators, and policy makers ensure that as we ask questions and improve the education of African American male youth that we take a critical stance toward inequity and injustice (Paris, 2012).

While considering a culturally sustaining pedagogical framework this study seeks to “sustain linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012, p. 95). Thus this paper (1) characterizes spaces, practices, and action as culturally sustaining, and (2) examines the literate identities of African American male youth in an urban middle school in light of a pervasive discourse of failure and a passive culture. This paper considers the question: How can a culturally sustaining pedagogical framework (Paris, 2012) interrupt deficit perspectives when researching African American male youth?

This ethnographic case study was conducted for over eight months in an urban middle school. Field notes, observations, academic artifacts, and ethnographic interviews were collected in order to bring into focus the structural issues at work in the literacy identity formation for African American male youth.

Findings suggest that despite the pervasive presence of failure discourse present in the school, young men resisted, transformed, and/or reshaped such discourse through an understanding of their literate identities. A culturally sustaining pedagogical framework for understanding literate identities of African American male youth provided a lens in order to understand how specific ideologies, practices and spaces made it possible for participants to resist failure discourses. The conclusions from this paper actualizes a model of schooling that both honors and extends who African American young men are and can be through literacy participation and competence on their own terms.

**LaTasha Jones**

Clinical Assistant Professor, Georgia State University, USA  
&

**Amy Williamson**

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## **Multicultural Education: Suggestions for Implementation and School Transformation**

School populations are consistently becoming more diverse, yet multicultural education is not emphasized in schools, and tolerance is not a sufficient focus. Changing demographics have profound implications for all levels and functions of the school system. To create welcoming and equitable learning environments for diverse students and their families, school leaders must engage the entire school community (Howard, 2007). A sense of engagement is directly linked to a sense of acceptance – thus the importance of multicultural education. Multicultural education advocates the belief that students and their histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that addresses all students and their multiple ways of thinking (NAME, 2008). It is the job of the school leader to sustain a school culture conducive to student and staff learning. This paper will emphasize the importance of implementing multicultural education in schools, and the responsibility of administrators to take the lead in utilizing multicultural education as a tool for transforming and improving school culture.

**Michele Kahn**

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## **Intercultural Competence for Educators: Key Considerations**

Preparing educators in order to address diverse populations is essential for their students in terms of school success, self-esteem, empowerment and social justice (Hollins & Guzman, 2005; McNeal, 2005; Sleeter, 2008; Sleeter & Owour, 2011). Educators' intercultural competence development is vital component to achieve equitable goals in schooling communities. Thus, this paper will first provide a brief overview of intercultural communication within the context of intercultural education that is focused on social justice. Second, I will discuss the most widely used intercultural communication competence models and illustrate how power differences and beliefs weaken even the most complete model since they are almost impossible to fake or ignore. Specifically, I will use Bourdieu's (1986) concept of cultural capital and Goleman's (1995, 2005) notion of social and emotional intelligence; I will explain how power and beliefs can be addressed in intercultural teacher education classrooms. Moreover, within the context of socioemotional intelligence analysis and development, I will address the role of facial expressions and brain circuitry. Finally, I provide directions for intercultural teacher education programs.

**Gamze Inan Kaya**  
Assistant Professor, Istanbul University, Turkey

## **Toward A View of Classroom Social Psychology: Examination of Real Life Classroom Situations**

Classroom management is on one hand theory-driven and on the other hand application based research area. Therefore, the academic formation of teacher candidates covers classroom management as a main topic. From the perspective of psychology in general and social psychology in special, classroom management can be re-studied in a way to reveal the dynamics of classroom psychology. By looking in real life classroom situations from the view point of psychology, the most influential way is to donate the prospective teachers with the ability to detect, analyse and suggest solutions for the real life classroom problems. In this study it is aimed to reveal the opinions and suggestions of undergraduate senior year prospective teachers on the real life classroom situations. All the participants of the study both attend to the courses and teaching practice at schools in the same semestre. For the present study, the participants are asked to write down their opinions on and the suggestions for solutions to five real life situations, which took place in real classrooms formerly. Following that stage of data collection, a group discussion on each real life situation is run among the participants. The participants are asked to report their suggestions on and exchange ideas over each real life situation. This discussion phase of the data collection is video recorded. In the data analysis phase of the study both written documents and video recordings are transcribed. The transcribed data is analysed qualitatively. As for the data analysis phase, both the common themes and marginal ideas of the prospective teachers are revealed and discussed from a social psychological perspective to the classroom life.



**Tamar Ketko**

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## **Training Excellent Teachers: Innovation, Involvement and Educational Leadership**

Excellent teachers are outstanding people who are not only gifted and highly intelligent in all aspects, but also those who are able to perceive the personality of their students as well as understand their thoughts and feelings; teachers who serve as educational leaders who are venerated by their students, and are able to correlate reality with knowledge.

In recent times, we have been contending with the deterioration of teachers' skills, being exposed to their low level of intelligence and superficial personalities. Is this because we have lost our confidence in our educational values and ethics? Is it because the low salaries teachers receive on the one hand, and the high-technology methodologies, on the other hand, which divert teachers from their calling? How can we revive the teachers' excellent status and make them our social and cultural mentors once again?

In my opinion three major changes should be made: First, the standard of selection of students and acceptance to the colleges of education should be raised, and candidates with higher grades, special talents and compatibilities to become excellent teachers should be preferred. Second, we should increase the level of their disciplinary studies and their pedagogical practices, and at the same time ensure that they will be taught and trained by outstanding lecturers and skilled innovative mentors, who will be able to bring out the best of them. Third, it is very important to make the studies of these students relevant to their political and social existence. The future teachers should be more active on campus and be involved with their community needs, in addition to their academic studies.

This paper introduces some innovative points of view and educational aspects concerning the training of excellent teachers as educational leaders who are involved not only in the academic aspects of their studies, but in the cultural, political and social environment as well.

**Carolyn King**

Programme Leader for Religion, Culture & society,  
University of Central Lancashire, UK

## **The Changing Nature of Policy Discourse in Britain: Multiculturalism to Nationalism**

The European Union was originally formed to ensure that, amongst other objectives, Europe would 'pull together' as one nation - being stronger in unification, and would also become secure within a 'common identity'. Subsequently, migration, and indeed mobility, across Europe supported the growing expansion of pluralism. Multiculturalism spread across Europe, and mass immigration during the 1950s and 1960s established multiculturalism in Britain - valuing difference and celebrating diversity; thus influencing British politics, economics, social structures, education, cultural and religious identity etc.

Following civil un-rest in Britain during 2005 and subsequent terrorist's attacks of 2011 multiculturalism was seen as an unworkable policy; the government reasoning that the multicultural policy had encouraged ethnic minority and faith communities to segregated themselves from society as a whole. As a consequence, the government focus turned to the promotion of a national identity, highlighting commonality and citizenship as being fundamental to community cohesion. The deliberation and discourse on community cohesion and citizenship became policy, which was also to become embedded within the school curricula.

This paper discusses the implications of policy changes in Britain; why multiculturalism suddenly became the culprit for societal problems despite the policy's emphasis on equality and tolerance, and why it was re-placed with the community cohesion agenda - seemingly a nationalist approach. The paper considers the contradictions of this development in light of the multicultural nature of British citizens, and also examines the possible link to emerging policies. There is a further exploration of the influence these policies have on religious education syllabuses and the implications this might have to religion as a subject in general.

**Spyros Konstantopoulos**

Professor, Michigan State University, USA

**Anne Traynor**

Professor, Michigan State University, USA

## **Class Size Effects on Reading Achievement Using PIRLS Data: Evidence from Greece**

This paper investigates the effects of class size on reading achievement of fourth graders in Greece in 2001 using data from PIRLS. Generally, the results indicate a positive association between class size and achievement. However, the association is typically statistically insignificant, especially when classroom and school variables are controlled for. Still the association between class size and achievement is positive, a finding that has been reported in previous work for some locales (e.g., Hong Kong), but not for other countries such as the U.S.

We observed a gender gap favoring female students. Family size was negatively related to reading achievement, whilst SES indicators such as parental education and items at home were positively and strongly related to reading achievement. Parental education specifically, had a significant effect on reading achievement. More resources at home are also related to higher levels of reading achievement. Speaking Greek at home however, was not significantly related to reading achievement overall.

Teacher education was statistically significant, suggesting that students who had teachers with a four-year college degree had on average significantly higher reading achievement than students who had teachers with a two-year teaching degree. This result stresses the importance of a four-year degree in elementary education in Greece. Classrooms with higher proportions of female students had on average higher reading achievement than other classrooms. Ability grouping and frequency of discussions of readings in small groups in the classroom were not related to reading achievement. School variables such as instructional time, tracking, and percentages of disadvantaged or learning disabled students in the school were also not related to student achievement. However, students attending schools located in larger cities had higher achievement than students in other schools. Finally, students who attended private schools had on average significantly higher reading achievement than their peers in public elementary schools.

**Yong Inn Lee**

Professor, Chonbuk National University, South Korea

**Kiichiro Kagawa**

Professor, Fukui University, Japan

## **Experiment of Artificial Snow Crystals and Laser Induced Breakdown Spectroscopy Using CO<sub>2</sub> Laser for Science Education**

Artificial snow crystals were produced by a simple method using a mixture of salt and ice crushed into sherbet as the cooling material. The freezing mixture was contained in a thermos, and a black acrylic plate was placed on it as a substrate after being charged up. The water vapor in the air trapped in the closed space was crystallized on to the surface of the acrylic plate. The crystals in the thermos was observed using a stereomicroscope with a working distance of 65 mm. For high temperature and high humidity environments, a compact dry box or refrigerator was employed to make the air in the thermos properly dry. Another method to produce artificial snow crystals was also developed with the aid of a vessel consisting of two stages styrene caps in order to realize the crystal observation using an ordinary microscope with a working distance of 20 mm.

**James E. Lennertz**

Associate Professor, Lafayette College, USA

## **Teaching as Mentoring: Lessons from a Life in Pedagogy's Recording Studio**

As a young geezer I sang clever tunes and waited for my young students to echo them. As I began to learn what mattered, I offered interesting melodies and asked my young colleagues to sing harmonious counterpoint. Lately I find myself listening more as my young artists create music within and out of my silences. Mentoring resides in the enduring relationships of my vocation: teaching and learning, friendship and professionalism, knowledge and wisdom. I mentor, we mentor, I am mentored. Thank you, my young mentors!

My school recently asked a number of faculty to reflect upon mentoring. With my tongue only partly in my cheek, I penned the thoughts above. As I look to complete my 38-year teaching career in 2013, I think more and more about how and why that progression occurred, as well as what implications it has had for me and my student colleagues.

In this essay, I will consider these questions within the context of three critical pedagogical issues I have worked on throughout my career: the Socratic method, the use of social simulations and interdisciplinarity.

With legal training and professional practice, I was shaped by a pedagogical method whereby the professor teaches not by lecturing but rather by asking students a series of questions, progressively challenging each student answer. Within a few years I learned of three shortcomings. First, the method presumes a maturity and knowledge base that many undergraduates lack, at least at the introductory level. Second, the method is time-consuming of classroom time and requires hard choices about coverage. Third, and most importantly, the experience left some students believing that Lennertz has proven that there are no right answers and therefore all answers are subjective and equally "valid." I still struggle to make students appreciate that there are profound practical and moral difference among the array of imperfect answers.

The key benefits of a simulation flow from its active and interactive role-playing responsibilities within the context of a realistic situation. This development of a concrete focus serves to energize the intellectual process and to liberate the student from the traditional, atomistic role of

content receptacle, enabling her to collaborate with others in the resolution of "real" problems through deliberation and civic discourse. These activities also have similar costs and risks, requiring substantial and delicate preparation and more than a little nerve when the students "take over," control the actual unfolding of the situation, and consign the professor to observer/sideline coach.

My cognate disciplines – law and political science – both have strong and distinctive logics, vocabularies, institutions, missions and cultures. Yet both are inherently broad in the scope of their substantive foci. My own teaching and research uses my legal and political lenses to explore subjects and issues across the spectrum of the physical sciences, technology, the humanities and the other social sciences. We in U.S. undergraduate institutions walk a tightrope – often without a net – between the liberal arts ideal and the reality of departmentalism, between the interdisciplinary ideal and the reality of multidisciplinary "Rube Goldberg machines." How do we acknowledge the integrity and demands of disciplinary teaching, learning and research and nurture the potential for "cross-pollenization"?

**Jukka Leskinen**

Professor, National Defence University, Finland

**Risto Sinkko**

National Defence University, Finland

## **Realization of the Psychosocial Goals in the Finnish Conscript Education**

Transition into the adulthood is a complex process containing e.g. physical, social and cognitive development, maturity of personality and even increasing of societal awareness. According to a long follow up study, characteristics supporting psychosocial development in the early adulthood are especially sense of responsibility, sense of coherence, self confidence and awareness of personal values. (Pulkkinen, L. & al. 2006) In the Finnish conscript service the psychosocial goals of military education have been specified as social performance, sense of responsibility, self confidence and will to defend the country. In this study, besides the abovementioned, the transition process into adulthood deals with increasing sense of coherence and decreasing of neurotic characteristics.

Objective of this study was to estimate changes in the psychosocial growth during the conscript service.

Method and measures: A follow up survey study, in three Finnish garrisons, in the beginning and at the end of the conscript service. 1340 conscripts (97 % males) answered to both of the surveys

Measures:

- Core Self Evaluations; Judge, T., Locke, E., Durham, C.1997
- Self Esteem Scale; Rosenberg, M. 1979
- Positive affectivity - Negative Affectivity; Crawford, J., Henry J. 2004
- Big Five Inventory: neuroticism, conscientiousness; John, O. P., Donahue, E. M., & Kentle, R. L. 1991
- Sociability: friendships, responsibility, adaptation to discipline (Finnish Defence Forces)

Results: The period of conscript service seems clearly to be characterized by psychosocial maturation according to the measures used in this study. All the measured changes were changes for the better at the statistically significant level. Especially the crew members, serving 6 months, had benefit of the service. Officers' and NCO:s' (12

months) chances were not so high, because their original level was better.

On the basis of this study design it is difficult to define whether the same kind of changes would have happened without the conscript service, or not. A sound comparison group is hard to find, because 80 % of the Finnish male population does the military service. However we have good grounds for thinking, that military service strengthens a soldier's psychosocial development at the goal directed areas.



**Ming-Dih Lin**

Professor, National Chung Cheng University, Taiwan

**Chun-Chih Lian**

Director Shin Chiao Elementary School, Taiwan

## **A Study of School Leadership Dynamics and Its Impact on School Effectiveness in Elementary Schools**

The purposes of this study were to analyze the school leadership dynamics (a variable combined the scores of principals' transformational leadership, teachers' self-management, and leadership community of school) and its influence on school effectiveness. This study chose 45 sample elementary schools in Taiwan. Each school was selected a representative sample including teachers and administrators to answer a questionnaire consisted of 16 dimensions. Utilizing the method of Cluster Analysis to classify the 45 schools (636 valid questionnaires) based on their leadership dynamics, there were four types of schools, including the Dynamic Integrated School, the Administrative Vertical School, the Teacher Horizontal School, and the Static Inertia School. Significant differences were found among the four types of schools in terms of school effectiveness. The school effectiveness in the Dynamic Integrated School and the Teacher Horizontal School were higher than the Administrative Vertical School and the Static Inertia School. Related suggestions on principal leadership were provided based on the major findings of this study by the researchers.

**Siew Eng Ling**

Lecturer, University Technology Mara, Malaysia

**Lai Kim Leong Lai**

Lecturer, Teacher Education Institute, Batu Lintang Campus, Malaysia

**Ling Siew Ching**

Lecturer, University Technology Mara, Malaysia

## **Fostering Sarawak Indigenous Children's Interest in Mathematics through Mathematics Camp**

Sarawak, one of the states in Malaysia consisted of various indigenous communities. It has more than 45 ethnic groups. Generally, these indigenous communities stay at rural areas scatter all over Sarawak. The aim of the mathematics camp is to foster their interest in mathematics. A three days mathematics camps were conducted at different locations in Sarawak. The mathematics camp employed the Mathematics Camp Model suggested by Ling, Lai and Ling (2011). There were four camps conducted in 2012. Each camp was attended by approximately 100 children. Explanatory mixed method was utilized in this study. Overall, participants perceived that the mathematics camp change their interest towards mathematics. At the end of the mathematics camp, they agreed that mathematics is actually an interesting subject which they perceived as boring and difficult subject before they join the camp. They shared that through the camp's activities, they found many interesting and fun way of learning mathematics. They also mentioned that they learned the important of this subject in their daily life through the activities they involved in the three days camp. Facilitators reviewed that participants started to show their interest in mathematics and their attitude towards mathematics was improved compared to the first day of the camp. Participants' parents shared that they enjoyed the "Hand-in-hand" activity which was specially designed for parents and their children. They learned how to gave their children moral support and encourage their children to learn mathematics. Participants consensually promised that they will work hard in this subject and try to improve their skills in mathematics.

**Chih-Ju Liu**

Associate Professor, National Dong Hwa University, Taiwan

## **The Effects of the Mental Health Programs after Typhoon Morakot in Schools**

On August 8th, 2009, Typhoon Morakot Swept the south of Taiwan. This disaster suddenly, unpredictably and intensely destroyed the natural environment, caused 600 people dead and made thousands of people lost their houses and regular life. Some mental health programs were applied after this disaster to all the school pupils in the disaster areas to prevent and rehabilitate the symptoms of the posttraumatic stress disorder.

The purposes of this research are to understand the effects of the psychological rehabilitative work to the 3-6 grade pupils and to find the facilitating factors that alleviate traumatic reaction after Hurricane.

This study repeated the assessment of 1,106 3-6 grades students with the children PTSD survey. These surveys included students' demographic characteristics, post-traumatic reaction, coping style, and subjective sense of supporting degree.

Data analysis was conducted by using repeated measure t-test and the growth model of hierarchical linear modeling (HLM). Some important results of this research are explored. First, the pupils' traumatic reaction could be alleviated through the disaster mental health programs' intervened. The mean of the scores of PTSD in three times were 5.67: 3.92: 2.92. In addition, the transfer maintenance growth trajectory was a declined in three times. A performance-led approach could moderate the transfer maintenance trajectory with gender, grade, dangerous exploded, copying style and support systems. Based on the aforementioned results, practical implications were discussed and the limitations of this study were identified with suggestions for further research or programs.

**Pao-Feng Lo**

Professor, National Dong Hwa University, Taiwan

## **Understanding the Relationship between Teaching Style and Teaching Self-efficacy of University Faculty members in Taiwan**

The concept of Scholarship of Teaching and Learning (SoTL) in higher education has received much attention over the past decade. Scholars in SoTL accentuate the importance of teaching and learning and argue that SoTL should be seen as an academic research field. Therefore, teachers in tertiary education should be more concerned about teaching and learning. The question is that most professors are not well trained of pedagogical practice before getting the position, and so they might not understand their own teaching styles and teaching self-efficacy. In order to deepen learning, to improve teaching and to advance practice, a rigorous process of research should be applied to teaching, including design, inquiry, collection of evidence, analysis, documentation, contribution to knowledge and critical review. Based on the hypothesis of teaching as a part of the larger part of academic work, the purposes of this study are:

1. To understand the differences of teaching styles of university faculty members
2. To understand the differences of teaching self-efficacy of university faculty members
3. To analyze the relation and effect of teaching style on teaching self-efficacy of university faculty members
4. To provide practical suggestions to teachers and universities in higher education

Under the circumstance, a quantitative study was employed to investigate teaching styles and teaching self-efficacy of tertiary teachers in Taiwan. The sample included 253 faculty members from five teaching areas. The Teaching Style Inventory (TSI) and Faculty Teaching Self-Efficacy (FTSE) Scale were used in this study.

Some results are found in the study. First, there are some differences among teaching styles and teaching self-efficacy of faculty members from different teaching areas, genders and disciplines. Secondly, different types of teaching styles and each element of teaching self-efficacy are highly related. Finally, two types of teaching styles, Facilitator and Formal Authority, could predict 32% for total score of teaching self-efficacy. This study make conclusions based on the findings of the research and provide suggestions for teachers in high education to make improvement of their teaching.

**Francis van Loon**

Professor, University of Antwerp, Belgium  
&

**Pieter Spooren**

Researcher, University of Antwerp, Belgium

## **Student Evaluation of Teaching (SET) in Higher Education. Lessons Learned and Suggestions for Future Research and Practice**

In contemporary higher education, teachers work within a web of evaluations in which they are appraised, watched and assessed. Student evaluations of teaching (SET) is one method of assessing teaching and course quality. Whereas SET in the early days had a mainly formative character, they also quickly became an important instrument in faculty personnel decisions (tenure/promotion decisions...).

Whereas the first systematic and standardized student evaluation procedures were introduced at some American and Canadian universities in the 1920's, SET were - much later - almost silently introduced in European universities. On top of that, SET-studies from the 'old' continent are rather rare.

This paper adds a summary of the first contribution from Flanders (the dutch speaking part of Belgium) to the SET-literature. In the first part we report on the state of the art of the SET-research literature which serves as the theoretical framework of the study. Then, we discuss and compare by means of Exploratory Structural Equation Modelling (ESEM) the construction and validation of a questionnaire for students' evaluations of teaching at the University of Antwerp (SET-37 questionnaire).

The paper continues with three topics concerning the influence of possible biasing factors on SET-results, i.e. acquiescence (yeah-saying as a response-style), various student-, teacher- and course characteristics and the problem of non-response. Using structural equations modelling we found no evidence for acquiescence. Our results show that at the student level, significant relationships exist between SET-scores and course grade, examination period, class attendance and students' age . At the course/teacher level, it was found that teachers'rank had a significant relationship with SET-scores. Course grade, program level, and the number of course evaluations a student was asked to complete, are significant predictors for participation.

The final sections of this paper provide some suggestions for both further research and practical implications concerning the use of SET.

**Xin Ma**

Professor, University of Kentucky, USA

## **Teacher Effects on Student Achievement: A Critical Update Review**

The goal of research on teacher effects is to identify effective teacher characteristics that promote growth (gains) in student outcomes. Researchers seek to determine the extent of the relation between teacher characteristics and student outcomes to establish an order of importance among teacher characteristics. Early research indicates that variables that could be manipulated had very limited effects on student achievement when compared with the effects of family background. Recent advances in research have led to a general agreement that teachers are a critical element of the educational system that provides some “added value” to student achievement with the causal mechanism assumed as teaching influencing learning. According to studies in econometrics, a one standard deviation increase in teacher quality raises test scores by about a quarter of one standard deviation on a nationally standardized scale. Teachers can be dramatically different in their effectiveness in teaching and reasonably responsible for gains in student achievement, but studies searching for unique teacher quality in relation to student achievement to bear specific implications for education policy and practice show abundant divergence in empirical findings and research syntheses. In current literature, “teachers in the educational production function literature” examines teacher preparation and experience as well as teacher performance on certification examinations or other tests of subject matter competence to focus on teacher characteristics that relate to student achievement. “Teachers in the process-product literature” focuses on classrooms to examine the relationship between teacher behavior and student achievement. “Teachers in the teacher knowledge literature” focuses directly on what teachers must know about subject matter content in order to teach it to students for maximum gains in student achievement, emphasizing teachers’ ability to understand three types of knowledge (content knowledge, pedagogical content knowledge, and curriculum knowledge). Research syntheses have generated recommendations for both education policy and classroom practice.

**Baha Makhoul**

Lecturer, Haifa University, Israel

## **Challenges in the Acquisition of Reading in Arabic: Linguistic and Didactic Aspects**

The Arabic language presents the first grade learner with unique difficulties when s/he begins the acquisition of the reading skill. The difficulties derive from features of the Arabic language, especially:

- 1) Its diaglossic nature
- 2) The orthographic depth of its writing system
- 3) The visual complexity of the Arabic letters

Often, a fourth element further aggravates the difficulties – the socio economic background of the learners might be low, resulting in only limited exposure to the written language in the home prior to attending school (linguistic risk).

Accumulative data have indicated significant gaps between the acquisition of the reading skill by Arab and Jewish students in the Israeli school system. Any curriculum or teaching program intended to cope with the difficulties mentioned above requires careful planning in terms of the linguistic and the didactic specifications. The presenter of this paper investigated innovative teaching approaches to the development of the reading skill in Arabic among learners from low socio-economic background in her doctoral thesis (Makhoul, 2006).

The presentation proposed here will describe a special project "Arabic is our Language", which was developed by the Arabic section at CET (Center for Educational Technology). The pedagogical considerations underlying this project will be presented with accompanying research. A key element in this project is the combination of phonological aspects with contextual comprehension, in light of the pedagogical-educational environment investigated in the presenter's post- doctoral research.

The discussion presented will also relate to different adjustments made in two different interactive programs for children with linguistic risks.

**Petro Marais**

Senior Lecturer, University of South Africa

**The Reality of Stereotypes and Prejudice in Grade R  
Classroom Environments: A Case Study**



**Sam Marandos**

Teacher, National University, USA

## **What Factors determine what the Ideal School should be like? What are the Characteristics of Effective Schools?**

This paper examines the various factors that can be used to determine the ideal school. When parents, students, community members, educators and specialists in various fields talk about quality schools, what do are they thinking? Are there ways by which an ideal school can be imagined, conceptualized, and described in order to be able to “see” it as a reality? Parents, educators, students, and other members of society often discuss schools that they attended or schools their children are attending which are “pictured” as being the best. What do they mean by such descriptions? Who decides what the ideal or the good school is? What kinds of information should we used in order to portray a school as an ideal place for diverse students to go and receive the type of education that suits the individual student’s needs?

This paper is about the various qualities that a school should have in order to be classified as the ideal school because it provides a learning environment that helps bring together the various forces and personalities of the society, the school community, students, parents, educators, and the curricula that help shape the lives of students in positive and productive ways. A search of existing research literature will be used to determine the qualities necessary for such a school to exist and best serve the interests of the students.

**Chogollah Maroufi**  
Professor, California State University, USA

## **Negotiating between Hume and Kant to Establish a Sensible Moral Education System for Schools**

This paper will focus on moral education of children and youth based on David Hume and Immanuel Kant's views and arguments on education in general, and moral education in particular. At the outset one may find Hume and Kant present two directly opposite views of moral education. This perception stems from the view that Hume emphasizes the role of sentiment and Kant emphasizes the role of reason in moral education. Although this is mostly accurate, their suggestions for training and inculcating moral education are quite different, even at times they oppose each another.

In this paper I will propose that the best approach to moral education of children is to carefully and organically synthesize both philosophers' theories: Kantian deontological approach with Humean consequentialist approach. A deontological approach to moral education deals with notions of ultimate moral principles (i.e., treat humans always as ends, never as means) and moral duties emanating from those principles. Consequentialist approach deals with contextual moral decision making based on multiplicity of considerations such as, children's individual psychologies and neurology, culture, socio-economic status, classroom teacher's moral sentiment, and so on.

As a university supervisor of student teaching I have observed many classroom teaching for the last twenty years, mostly in schools located in impoverished and impacted neighborhood of Los Angeles. I have recorded numerous cases of moral decision making within the contexts of schools and classroom. I will use analyses of a few of these actual cases to illustrate my argument that a negotiated approach between a Kantian deontology and Humean consequentialism is most effective for school and classroom settings. I will employ two general categories of cases: (1) Students' engagement in conflict resolution episodes; (2) Teachers' classroom discipline and management systems with attendant rubrics for reward and punishment.

**Adele Mavuso**

Assistant Professor, Prince Mohammad Bin Fahd University, Saudi  
Arabia

## **Putting Discovery into Perspective: PMU's Core Competencies and Implementation**

The competency-based teaching plays a prominent role for undergraduate training in the Middle Eastern University. In the Kingdom of Saudi Arabia, one prestigious Eastern Province University has become a pioneer in integrating what it regards as the core competencies into the curricula of the Faculty of Arts and Social Sciences. However, students do not seem to understand why the courses (which teach the proposed six competencies) offered in Core Department are relevant to their major fields of study or how those courses will help them in the future. The purpose of this paper is to explore the origins and development of the competency-based teaching, evaluate its present role in core humanities and discuss its strengths and shortcomings.

**Gerry McNamara**

Assistant Professor, Dublin City University, Ireland

## **Culture Changes, Evaluation and Assessment Stay the Same?**

The past two decades in Ireland have been marked by significant political, social, economic and cultural change. Ireland has moved from being a country that viewed itself as mono-ethnic and mono-cultural to one of the most economically liberal, socially diverse European countries. The economy was one of the fastest growing in the world and, for perhaps the first time in history, Ireland experienced large-scale immigration.

As educationalists we became aware of the changing nature of the Irish school population from the late 1990's. As evaluators of educational programmes and assessors of learning outcomes, we became interested in the impact that this has had on perceptions of quality within the Irish education system. From the outset, we were aware that the culture of the educational system in Ireland has built up over the long term a momentum, which tends to favour certain practices for evaluation and the assessment of learning. These practices can often pay greater respect to the culture of the system than they do to the cultures of the learners and the culture of the society which is their context. We were also sensitive to the fact that context also encompasses social, historical, economic and political backgrounds.

This paper will seek to explore the impact of the changing cultural context on the perception of value within Irish education. It will attempt to explore evaluation and assessment processes from a culturally responsive perspective. It will seek to chart a way forward for evaluation and assessment in an Irish educational context, offering some tentative suggestions as to how evaluators and assessors might begin to place cultural responsiveness at the centre of their attempts to engage with a range of stakeholding groups in Irish education.

**Corinne Meier**

Professor, University of South Africa, South Africa

**Mariana Naude**

**Accommodating Culturally Diverse Learners'  
Multiple Intelligences in a Mathematics Classroom**

**Lina Miliuniene**

Lecturer, Siauliai University, Lithuania

**Liuda Radzeviciene**

Lecturer, Siauliai University, Lithuania

## **Volunteering in Non-formal Art based Education for Adults: View Point of the Trainers**

Abstract present results based on the research performed according EU Grundtvig project *Empowering volunteering in socially disadvantaged groups of adult learning* (Nr. LLP-GRU-MP-2011\_LT-00089) in the 5 different European countries (Lithuania, Turkey, Italy, Spain and Portugal). The role of volunteering is described as two side activity having influence on trainers and volunteers expanding their social experience and knowledge of social inclusion of groups who are at social risk. Results prove that new kind of knowledge and relationship has changed significantly in the process of adult education. Increasing of two side personal motivation in education process was set up, as well.

**Object of the research:** trainer's view point on the art based volunteering possibilities

**Aims of the research:**

1. To review theoretical issues on the volunteering process using art based education activities;
2. To describe subjective attitudes on the input on art based education in the volunteering process.
3. To reveal possible outcomes of practical implementation of art based education in volunteering process.

**Participants of the research:** International group - 11 persons from 4 EU and 1 Turkey institutions working in organizing volunteering activities for social risk persons directed to their social involvement and integration.

**Methodology and methods of the research**

Paradigm of qualitative research was used in the collecting of empiric data. The method of structured interview was chosen to reveal trainer's view point on the art based volunteering possibilities. The data was processed by logic analysis aiming to reveal completeness while revealing certain assessment criteria. Criteria's, describing and understanding peculiarities of the analysed phenomenon, were defined according to the theoretical analysis and grouped into the 3 semantic blocks: Subjective feelings participating in volunteering activities; Subjective view point on the art based volunteering; Outcomes of

practical implementation of art based education in volunteering process.

**Generalizing results of the research some conclusions could be drawn out:** 1. Volunteering based on art education is a relatively new human service profession in the field of social integration. Through participation in the creating art and reflecting on the art process people can experience increased awareness of self and others, can better cope with distressing symptoms, stress, and traumatic experiences, enhance cognitive abilities and enjoy the life-enhancing process during making the art. 2. Defined categories of subjective feeling (novelty, intercultural viewpoint, usefulness, creativity, organization issues) during participation in art based volunteer activities shows that it is two side process involving target groups and volunteer in the common emotional area. The volunteers must recognize and reflect situation which forms new kind of knowledge, skills, or relationship. It shows that interaction as one of the essential meanings in volunteering still plays a significant and multifunctional role. Subjective view point on the input of art based volunteering include four categories (innovation, reflection, attractiveness, interaction) that reflect trainers professional and social experience. 3. Analyzing research data results it could be mentioned that interview block concerning possible outcomes of volunteering based on art education, the activity of participants was the highest one. Results show that volunteers are orientated to positive outcomes of their work and volunteering being the form of non - formal education implements wide range of socioeducation goals.

**Sandra Miller**

Associate Professor, Grand Valley State University, USA

## **Talking the Talk: An analysis of Pre-Service and Cooperating Teacher Communication Patterns during the Student Teaching Experience**

Research supports the belief that reflective conversation by practitioners is critical to developing and improving teaching skills. For pre-service teachers (STs), this reflective conversation, or “teacher talk”, becomes crucial during the student teaching experience. Without the ability of the cooperating teacher (CT) and the university coordinator (UC) to communicate effectively regarding educational best practices, benefits of the student teaching experience are greatly reduced.

Pre-service teacher preparation programs typically delineate sets of performance standards for which STs must demonstrate competency. It is the job of both the UC and CT to assist the ST in the acquisition and refinement of these skills by utilizing reflective communication methods regarding the art and science of teaching. Past research has shown that communication within this triadic model not only depends on the aforementioned standards, but also on what each member perceives, and thus emphasizes as most important. The method and degree to which STs should be required to demonstrate competency within these standards and skill areas also varies between CT and UC point of view.

This study was designed to explore the impact of different forms of communication (written, direct, non-direct) and communication variables (frequency, content, context, consistency) on student teacher (ST) growth during the student teaching experience. Findings indicate the following:

- 1) Although “teacher talk” occurs on a daily basis, perceptions differ between the CT, UC and ST regarding degree, frequency and effectiveness.
- 2) Differing expectations between the UC and CT create problems by blurring the mentorship purpose and by fostering perceptions that specific competencies are being communicated they are actually not.
- 3) STs overwhelmingly desire more direct communication with their CTs, both in frequency and duration. CTs on the other hand, believe their ST's would benefit most by having additional communication with their university coordinators



**Dudu Mkhize**

Work Integrated Learning Advisor, University of Johannesburg, South  
Africa

**The Voice of Successful Students in the Strategies of Resolving the  
High Dropout Rate in Engineering Studies**

The promulgation of the constitutional right to choose occupation or profession freely for all South African citizens and other associated policies has opened access for African black youngsters to study engineering. The latter was among the professions under the Job Reservation Act which made it illegal for African blacks to enter engineering profession. However, research shows there is a very high dropout rate of these nontraditional students from engineering studies. Poverty and financial challenges are among the factors cited for the dropout rate. Currently, experts on psychological assessment are preoccupied with providing alternative entrance criteria into the university and in particular into engineering programs. However, efforts outside a very complex web of the apartheid legacy and its impact on its victims, have very little to offer in resolving the problem. This paper discusses the mixed method study conducted against the backdrop of some parts of the psychological web of apartheid legacy that might mitigate against academic achievement in engineering for the offspring of the victims of apartheid. The paper discusses the crucial aspect in the web and hence in all the efforts to improve failure rate, the perspectives of the affected students in the whole issue found by the study.

**Andy Mooneyhan**

Associate Professor, Arkansas State University – Jonesboro, USA

**Allyn Byars**

Professor, Angelo State University, USA

**Allen Mooneyhan**

Professor, Arkansas State University –Newport, USA

## **A Comparison of University Drug Use & Abuse Course Duration on Cognitive Achievement**

The objective of this study was to determine the effect the length of a course had on academic achievement of college students enrolled in a university upper level drug use & abuse course. Forty-seven (n=47) male and forty (n=40) female students from one university in central United States participating in the drug use & abuse course were examined. There were 51 seniors, 20 juniors and 16 sophomores in three classes. Each class included the same coursework but course duration was different. One class was a full semester course (16 weeks), one was a summer course (5 weeks) and one an interim course (3 weeks). Subjects were pretested at the beginning of the term and post-tested at the end of the same term on knowledge in an attempt to determine possible effects the number of weeks had on knowledge acquisition. Pre-test analysis indicated no significant differences in knowledge between gender ( $p = .848$ ), student classification ( $p = .359$ ), and the three classes ( $p = .978$ ). A significant main effect difference did exist between the pre and posttest indicating significant knowledge gain in all three groups ( $p < .001$ ). Posttest analysis revealed no significant differences in knowledge between gender ( $p = .684$ ), student classification ( $p = .405$ ), and the three classes ( $p = .263$ ). There were no significant interaction effects ( $p > .05$ ) between any of the independent variables and pre and posttest knowledge scores. This study demonstrated that course duration when participating in a university upper level course did not significantly impact grades.

**Anne Mungai**

Professor and Chair, Adelphi University, USA

**Dolapo Adeniji-Neill**

Assistant Professor, Adelphi University, USA

**Courtney Lee**

Assistant Professor, Adelphi University, USA

## **A Qualitative Inquiry into the Virtual Interaction of Students in Asynchronous Online Blended Courses: A Look at Perceived Students' Learning, Students' Satisfaction and Active Participation and Clarity of Course Design**

This qualitative research aims to investigate the perception of students and faculty participating in asynchronous blended courses in a school of education in the Fall 2012. The factors we seek to uncover are: students' satisfaction, students' participation, students' perceptions and course design (Swan 2001) in undergraduate and graduate Education majors classes. We hypothesize that blended courses have unique advantages as opposed to regular classroom and solely online classroom. These advantages include the social context of face-to face interactions as well as the freedom of individual to fully participate without the constraints of time and space that is evident in face-to-face classroom. Also, when students wear the "technology mask" they feel more comfortable discussing the sensitive issues on race and diversity. Moore (1989) highlighted three kinds of interactions that may not be at play on online courses; these are interaction with content, interaction with instructor, and interaction with classmates. In a blended or hybrid courses, these mitigating "negative" factors should be lessened because of the physical connection of the student at least 33percent to 66 percent of the time as in the case in the courses which are subjects of this research. Swan (2001, p. 307) noted, that if we take a deeper look at the "Community of inquiry model of online learning," by Rouke et.al 2000, there is no disconnect on online learning with the three types of interactions as suggested by Moore. See figure 1.

**Figure 1**



(Rourke et.al 2000.)

<http://communitiesofinquiry.com/model> Assessed September 24, 2012.)

**Manabu Murakami**

Associate Professor, Tokyo University of Science, Japan

**Ken Takeuchi**

Associate Professor, Tokyo University of Science, Japan

**Hiroataka Honda**

Professor, Tokyo University of Science, Japan

&

**Kiichiro Sato**

Associate professor, Tokyo University of Science, Japan

## **How to Support students' First-Year Experience at University with ICT**

Students making the transition from high school to college (university) often experience difficulty in adjusting to both academic and social life demands.

Regrettably many students never manage to overcome those difficulties, and as a result, some end up withdrawing from university.

It is clear that many of these students lack basic studying skills, possess little or no incentive for learning, and in addition, seem unsure as to even why they are attending university. In Japan, many universities are attempting to address this situation.

This study proposes a method of support for these students through the use of ICT in conjunction with other pedagogic systems. Because, the nature of the students' difficulties varies widely, this assistance encompasses both in-class and extracurricular activities.

At Tokyo University of Science (TUS), Oshamambe campus the entire student body resides in on-campus dormitories. This unique environment provides an excellent setting for extracurricular support. Assistance in studying methods can be achieved with students' use of the ICT system.

This presentation will focus on two methods. First is the ICT system for composition. Second, via ICT which records the data of in-class and extracurricular activity. It calls 'learning portfolio' and includes quizzes, submission of papers, grades, and experiences at extracurricular activities.

The first method is designed to help students improve upon their writing skills, skills which are essential in order for students to succeed at this level. This will enable students to communicate clearly in written format what he/she has learned in class.

The second method provides students with the means to manage their knowledge, plan and prepare their curriculum, future, i.e. job. Additionally, students will have the opportunity to write reports, by referring to learning portfolio detailing their experiences of student life, in addition to, preparing them for the Japanese job hunting system.

**Niva Oren**

Head of the Special Education Department, Kibbutzim College of  
Education, Israel

## **Teacher Training in the Special Education Department, Kibbutzim College of Education, Technology and the arts**

The presentation will begin with a brief description of the curriculum of the training program. We will show how the main topics, goals and values of the program together dictate the professional, humanistic and holistic framework of the training of our students. In order to demonstrate how these things are translated to educational and social activities, we will focus on two things:

1. Language and mathematics workshops that take place in the College. Once a week throughout the year, pupils with difficulties, from two elementary schools, get an individual lesson from a student who in turn gets individual assistance from an expert in the subject of the workshop.
2. An art gallery that was opened in the Faculty of Education to serve as a respected place where artists with special needs may present their work. In addition, at every exhibition a meeting between the artist and the students of the department takes place.

**Michael Orly**

Lecturer, Head of New Teachers Unit, Bar Ilan University, Israel

**Novices Teachers Mentors – What do they contribute to the Intern's Professional Development in the Bedouin and in the Jewish sectors?**

This study analyzed 109 responses of novice teachers ("interns") to the mentor's role, during their year of internship period in the Jewish and Bedouin sectors, in Israel. Study tools were open questionnaires, metaphor, and interviews with the interns. The mentor's contribution was found to be significant to the interns' success. However, we observed differences between the two sectors as the mentor-intern relationship is widely influenced by the cultural context. Topics as emotional-support and inter-personal communication skills should be taught. The findings should be implemented in: teacher training programs, novice teacher's induction programs and mentor training courses. The findings might reduce novice teacher dropout rates and promote their professional development.

**Marcia Beth Orr**

Associate Professor, University of Arkansas, USA  
&

**Vinson Carter**

Professor, University of Arkansas, USA

## **Perceptions Concerning Classroom Management Skills Needed by Career and Technical Education Student Teachers/Interns**

The purpose of the study was to identify the classroom management skills most needed by student teachers/interns as perceived by career and technical education cooperating/mentor teachers, supervising teachers, and student teacher/interns. Novice teachers experience anxiety when the loss of classroom management and procedures is evident (Danielson, 2007). The dynamics of a career and technical education classroom can sometimes be very similar to those of any secondary classroom. Participants of the study completed an online survey responding to questions in the following categories: (1) Establishing the Environment to Enhance Student Learning and (2) Maintaining the Classroom Environment.

Participants of the study were either student teaching at the time or were a mentor teacher or supervising teacher to a student teacher. All participants were in the career and technical education program area. The highest scores received were in the areas of creating an inviting learning environment and determining teacher expectations for student participation and behavior in the classroom.



**Sheryl O'Sullivan**  
Professor, Gordon State College, USA

## **Becoming a Teacher: Are Attitudes of Incoming Candidates Malleable?**

*"Often expertise is thought of as a state of being, when it is  
more a matter of becoming."  
(R. V. Bullough, p. 131)*

Those of us in teacher education understand the truth of this opening quotation. Would-be teachers come to us with established skills and dispositions, and we work to hone these attributes, knowing these beginners will need to continue to develop if they are to become experts. We often feel somewhat discouraged, though, by the relatively small gains we are able to make in the short time we have with our students. And if the skills of prospective teachers are difficult to change quickly, how much more difficult it must be to change attitudes in a short time. With the current emphasis in the United States on teaching dispositions, though, it seems wise to ask the question of whether teacher education has any possibility of changing the attitudes about teaching already held by students entering teacher education programs.

This session will discuss a study which compared the attitudes of teacher candidates at entry into a traditional undergraduate teacher education program in the United States with attitudes about teaching of those students at graduation. The study recorded the attitudes of students using a semantic differential instrument that demonstrates differences in perceptions of words. The instrument and results of the current study will be presented, along with a comparison of these results to an earlier study. Implications of the study will be discussed.

**Shioyong Peng**

Professor, Abu Dhabi University, United Arab Emirates

## **Analysis of Perceived Difficulty Rank of English Skills of College Students in China**

A widely known fact in English education in China is that after years of learning, most Chinese students still can not speak English or understand spoken English. This phenomenon is named as “mute English” in China’s academic community, a phenomenon that has been frustrating both English instructors and learners ever since English was listed a compulsory subject in high schools and mandatory course in universities in China. “Mute English” or “English mute” is due to many factors, which would require more than one study and constant research efforts to arrive at a full understanding. This study analyzed the perceived difficulty rank of five English skills, namely, listening, speaking, reading, writing and translating in the hope of discovering the relationships among these skills to find out how these skills interact with each other, thus improving China’s current English teaching approaches and reducing the mute English phenomenon.

Data analysis of listening, speaking, reading, writing and translating skills indicate that translating and speaking are perceived the most difficult skills, whereas reading is perceived the least difficult one. However, no significant difference is found between translating and speaking between English majors and none majors. The perception differences in these English skills provide clues for us to design more effective teaching approaches, especially, approach to teach oral English in China.

**Helen Peterson**

Assistant Professor, Linköping University, Sweden

## **An Academic 'Glass Cliff'? Feminization of Senior Management Positions in Swedish Higher Education**

Sweden has a renowned and well-deserved reputation for being at the forefront of supporting equality of opportunity between women and men in the labour market. It is a country characteristically imprinted by an official and well-established gender equality ideology. Sweden and the other Nordic countries have been labelled 'global gender equality leaders' because of their efforts to promote gender equality in research and science from the late 1970s and onwards. Today, Sweden is among the countries with the highest per cent of female university Vice Chancellors in Europe. In *She Figures 2009* the average proportion of female Vice Chancellors in the 27 EU countries was estimated to be 13 per cent. In comparison, the proportion of women in senior academic management in Sweden is much higher. Swedish higher education management has witnessed a demographic feminization during the last 20 years. In 1990 only 14 per cent of Vice Chancellors were women but by 2010 this had increased dramatically to 43 per cent. In real numbers this translates into an increase in the number of women Vice Chancellors from mere 5 in 1990 to 16 in autumn 2010 (out of a total of 37). The proportion of women in Pro Vice Chancellor position in Swedish academia also increased between 1990 and 2010 - from 19 to 60 per cent. Which factors can explain that women have been so successful in gaining access to these senior management positions in Swedish academia? This paper reviews some of the success factors that have promoted women's representation in senior management in academia such as political pressure in the form of goals and policies, quantitative target agreements concerning women's representation in academia and top level commitment to gender equality goals. However, the paper also highlights some of the challenges that face senior academic managers today due to the transformation of higher education and the restructuring of universities. This allows for a discussion that links demographic feminization to social and cultural feminization, thus asking: What is there in current higher education management that requires new skills, and why are women attracted to and/or recruited to these management positions if the skills requirements are redefined? The paper suggests that women's position in the restructured higher education management system can be analyzed in relation to the concept 'glass cliff'. This means that women have been allowed to enter into management positions at the same time as these positions have declined in status, merit and prestige and become more time-consuming and harder to combine with a successful scholarly career. The results have implications for policies approaching gender equality in academia in a mere quantitative manner, pointing out the weakness of this approach. Hence, a quantitative approach to gender equality, focusing

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exclusively on demographic feminization, is inadequate because it fails to contribute to real change and falls short to genuinely empower women. Structural and cultural barriers do not automatically change with the increasing number of women.

**Maarika Piispanen**

Professor, Kokkola University Consortium Chydenius, Finland

&

**Maarika Piispanen**

University Teacher, Finland

## **Phenomenon Called Learning! -Turning Learning from Traditional to Transformational**

The world is changing -will learning change as well? How do we see this change from child's point of view? Are schools still working in the past -like "we have always done"? Are there any possibilities to foreshadow students' needs in the future?

We have raised these questions In Finnish Primary school teacher Education in Kokkola University Consortium Chydenius as well as in in-service teacher training all around Finland from the beginning of year 2011. During these two years we have created a model, which will give us tools to move learning and teaching from traditional to transformational. This model is called Contextual pedagogical approach to learning, which will be presented in this article.

The basic idea in Contextual pedagogical model is to highlight 21<sup>st</sup> century skills and the role of surrounding society in learning process. Curriculum will be examined from society's point of views, which will turn school's operation culture to remain real life operation cultures outside the school. The curriculum contents will be in a totally new position; emphasize will lie on 21<sup>st</sup> century skills. These skills will be learned through exploring curriculum contents in authentic contexts in real life roles.

**The main research questions are:**

- How is teacher's role changing in transformational learning process?
- What is student's role in transformational learning process?
- What are the needs for learning that authentic learning contexts will bring to learning process?
- How is student's know-how considered in transformational learning process?

These research questions will be answered during the six ECTS credits study program in Primary School Teacher Education studies and put into convention during the final practicum period.

The contextual pedagogical approach to learning pays attention to child's unique ways to learn and offers tools for every teacher to move from traditional to transformational education with step by step guidelines.

**Katherine Powell**

Fulltime Instructor, Florida Atlantic University, USA

## **Adolescent Identity Issues in Education**

Adolescent identity formation is influenced by the cognitive, emotional and physical development of self which ultimately produces an integrated individual who is open to learning. The topics covered are: (1) adolescent identity conflicts and resolution; (2) a strong sense of self (self-esteem, self-concept and self-confidence); and, (3) an integrated adolescent self (physical, emotional and mental parts of self). An original educator, Socrates, during the fourth century B.C., devised the inquiry method to develop individual thinking where questions were asked of students to solicit answers from their experiences and knowledge. Constructivist educators use this method today, acting as facilitators for students to develop critical thinking and individuation. Adolescent identity and integration is influenced by the cognitive, emotional and physical development of the self. This includes how adolescents feel about themselves (self-esteem), what they think about themselves (self-concept) and their competency in accomplishing tasks (self-confidence). These aspects interact to develop a strong sense of self when resolving conflict identity issues. Adolescents feel conflicted between childhood feelings of belonging to and separating from parental belief systems. A strong sense of self is dependent on early parental relationships, school interactions, and peer relationships. A supportive and constructive environment, especially in school settings, can affect their ability to learn. The goal of every teenager is to develop a unique and integrated self that can resolve conflicts when building personality attributes. Jean Piaget (1950) and Erik Erikson (1968), cognitive theorists, have set the stage for this production of individuation and integration. Adolescents experience mental and emotional growth conflicts as they mature and are influenced by their surroundings such as, parents, school, work, and friendships. The adolescent self cannot survive without input from supportive individuals, social interactions and an academic environment where creative activities allow the opportunity for individuation and growth to succeed.

**Paulo Edison Queiroz**

Mestre, UNIFIEO, Brazil

**Maria Laura Puglisi Barbosa Franco**

UNIFIEO, Brazil

**Marilda Godoy**

UNIFIEO, Brazil & Solange Paz Alves, UNIFIEO, Brazil

**Social Representation about the Environment and  
the Social Justice of Teachers from the Public  
School Network of the State of São Paulo-Brazil**

**Michael Romanowski**  
Professor, Qatar University, Qatar  
&  
**Fatma Saeed Al-Hassan**  
PhD Student, Qatar University, Qatar

## **Arab Middle Eastern Women's Perspectives on the Barriers to Leadership: Incorporating Transformative Learning Theory into Graduate Educational Leadership Programs**

As educators, it is important to not only know your students' background and experiences but also be able to utilize this prior knowledge in your classroom. Regarding the teaching of educational leadership in an Arab context, it is vital to prepare Arab women for not only the leadership positions that they might assume, but also provide opportunities for Arab women to develop complex understandings about why things are the way they are. This insight will enable these women to not only understand these barriers that might influence their securing leadership positions but also the influences on leadership styles and experiences. The central focus of this research project is to explore the perspectives of Arab Middle Eastern Women regarding the barriers to leadership and develop recommendations utilizing Transformative Learning Theory that can be incorporated into an Educational Leadership program to better meet the needs of these women.

In this study, leadership is broadly defined as having obtained a formal leadership position. Thus, the sample for this study was randomly drawn from Arab Middle Eastern Women in leadership positions. Participants are asked to complete a ten question open-ended survey posted on Survey Monkey (Available in both English and Arabic) regarding their perspectives on the barriers facing them as Arab women. Upon completion of the data analysis, semi-structured interviews are conducted based on the emergent survey themes. Data gained from survey responses and interviews are used to develop recommendations for graduate Educational Leadership programs in the Middle East.



**Eliane Rubinstein-Avila**

Associate Professor, University of Arizona, USA

&

**Ognjen Smiljanic**

PhD Student, University of Arizona, USA

## **Education & Immigration: Problematizing Secondary School Immigrant Students' Education Globally**

The Census Bureau has estimated that 46% of all youth aged 15-19 years of age in the US will be a member of a minority group by 2025 (U.S. Census Bureau 2000). However, immigration is a growing global phenomena; first- and second-generation immigrant students are enrolled in schools across the globe. Therefore, a critical review of the schooling experiences and educational attainment of immigrant students—especially secondary students—across the world in the 21<sup>st</sup> century is a topic of major importance for a variety of disciplines. In addition to examining current theories that attempt to explain and account for both the challenges faced by school systems and educators, our paper explores differences and the similarities experienced by immigrant secondary students across receiving countries such as: Australia, USA, Canada, and several European nations (e.g., Finland, UK, Netherland, France, Spain and Germany). The paper also explores group differences, tracking, high school completion, and transitions of students into higher education. Although there are signs of optimism, immigrant students who differ in their racial and ethnic backgrounds from mainstream student population of their “adoptive” countries experience grave social as well as academic challenges.

**Burcu Sezginsoy Seker**  
Assistant Professor, Balikesir University, Turkey  
**Emine Ozdemir**  
Researcher, Balikesir University, Turkey

## **Investigation of Prospective Primary School Teachers' Views about the Pre-School Education**

Preparing children for primary education is among the most important objectives of pre-school education. Thus, in pre-school education preparation for primary education is one of the most important areas to be emphasized. Preparation for primary education is easy and adequate learning of the child without experiencing emotional confusion. The child reaches this preparation by completing the things it has learnt in the pre-school period. This study aimed to investigate the opinions of prospective primary school teachers about pre-school education. In this regard, prospective primary school teachers developed original instructional designs and performed instruction at aged group of 6. The qualitative research method was used in this research. Study group consists of prospective teachers selected randomly from the 4<sup>th</sup> grades of Departments of Primary School Education (40 prospective teachers) of Balikesir University, Necatibey Faculty of Education. Pre-post opinions were collected and analyzed with descriptive methods. Qualitative data were categorized in three main issues: contribution to development areas, general views, quality of teaching service. 192 pre and 238 post views were reported by prospective teachers. As the cause of this increase is to be understood the importance of the quality of teaching service should be considered. By performing at pre-school institutions, prospective teachers gained insight about how teaching can be. Teaching process and analysis of the findings will be included in full in the text.

**Miri Shachaf**

Lecturer, Givat Washington College of Education, Israel

**Yaacov J Katz**

Professor, Bar-Ilan University, Israel

## **The Relationship between High School Students' Personality Variables and their Participation in Sporting Activity**

Research studies have indicated that participation in sporting activity can empower and enrich personality. The aim of the present study was to examine the relationship between participation of male and female high school students in sporting activity and personality variables. The research hypothesis assumed that the level of participation in sporting activity of high school students will be related to differential levels of self-efficacy, self control, attribution style and need for achievement.

491 students from 10<sup>th</sup>-12<sup>th</sup> grades served as the research sample in present study and were divided into three comparison groups: 170 students participated in competitive sport in basketball and volleyball teams in the Israeli high school premier leagues; 185 students participated in two weekly sessions of non-competitive sporting activity; and 136 students did not participate in any sporting activity at all. The students were administered a questionnaire about their background and they also responded to an additional questionnaire designed to ascertain their levels of self-efficacy, self control, attribution style and need for achievement.

The research findings indicate differences between the three research groups for self-efficacy, self-control and attribution style. The students in the competitive sport group attained higher levels of self efficacy and self-control and were characterized by a more internal and controlled attribution style than students in the two other groups. Gender differences were also significant within the competitive sport group with female students exhibiting higher levels of self-efficacy and self control than male students.

The results of this study indicate that male and female students who participate in competitive sport at the high school level are characterized by more positive personality characteristics than students who are not involved in that level of sporting activity, with female athletes generally more positive than male athletes on the personality variables. These results confirm previous research studies that have indicated the advantage of participation in intensive sporting activity for both males and females at the high school level.

**William Sharpton**  
Professor, University of New Orleans, USA

## **Supporting Students with Disabilities via Distance Education Options**

The past ten years has seen a dramatic increase in the use of distance education models to deliver teacher preparation programs at both the initial and advanced levels of study. The University of New Orleans received funding to convert teacher education programs related to the needs of personnel serving students with low incidence disabilities to a distance model using both synchronous and asynchronous options. These teacher education programs include five focus areas in terms of the students who are taught by program participants. These population areas include: autism, blind/visual impairments, deaf/hard of hearing, deafblindness, and significant cognitive disabilities.

One challenge faced by university faculty using internet video conferencing and other distance education models is the accommodation of adult learners with disabilities enrolled in distance education coursework. To date, our program has served a variety of teacher candidates with disabilities including visual impairments, hearing impairments, and learning disabilities. Meeting the needs of these candidates has required the faculty to develop a number of support strategies that can be provided to remote settings via the internet or telephone.

This session will include three parts:

Part one will describe the changing nature of distance education as it shifts from an asynchronous model to synchronous modes of delivery.

Part two will describe accessibility and participation issues specific to adult learners with disabilities who are enrolled in distance education programs. Specific strategies will be discussed as each issue is described to assist audience members in gaining skills related to the design of effective instruction for adult learners with disabilities.

Part three will describe implications for implementing principles of universal design for learning when developing programs of study that are internet based.

The session will include opportunities for participants to engage in discussion regarding the design of instructional accommodations using a case approach.

**Victoria Showunmi**

Lecturer, University of London, UK

## **Leadership and Identity**

This paper contributes to the literature on leadership and identity by examining how race, gender and class identities may bestow privilege or confer disadvantage in accessing leadership positions and enacting the role of leader. We interviewed white and BME women leaders in public and private sector organisations to gather their reflections on how they defined leadership, how their identities as leaders had developed and how their personal identities had influenced their professional work. In addition to the women's accounts, we reflected on our own identities and the nature of the privileges we brought to this project. We find privilege amongst our interviewees expressed in relation to their leadership positions in terms of traditional concepts of leadership, i.e. formulating strategy, managing teams, etc. Aspects of identity were reflected upon, but for the white women 'whiteness' per se was not regarded as bestowing privilege. In contrast, class and gender were expressed as axes of potential privilege/disadvantage. When it came to white women's perceptions of BME leaders, struggle was evident amongst the participants in articulating and understanding the issues BME leaders face in organisations. Ethnic minority women's construction of leadership indicated a heightened awareness of identity...(use content from quotation on this). We conclude that privilege in these leaders' accounts may be hidden and largely unarticulated, particularly with regard to race. These findings, though based on a small sample, have implications for recent thinking that places the spotlight on 'the privileged' rather than those positioned subordinately. This change in emphasis disrupts traditional narratives on leadership, emphasising reflexivity and self-knowledge rather than instrumentality and process.

**Maia Shukhoshvili**

Chief Specialist of Quality Assurance of Ivane Javakhoshvili Tbilisi  
State University, Georgia

## **Interrelation between Internal Quality Assurance (IQA) and External Quality Assurance (EQA)**

Emerging new possibilities and means of learning, internationalization of education and labor market, and other factors determine the demand for the quality assurance systems in HEI. In the regulations of the European educational and occupational policy, which are stated in the documents of the Bologna process (Bologna declaration, 1999; Prague communiqué, 2001; Berlin communiqué, 2003; Bergen communiqué, 2005; London communiqué, 2007; Leuven communiqué, 2009; Budapest-Vienna declaration, 2010), and in other strategic documents the significance of quality assurance systems of HEI is emphasized.

Since Bologna started quality assurance systems established in European Higher Education Institutions. However the implementation of these systems occur many problems because of its complexity. Moreover, quality assurance system is usually defined as a basic structure in educational system sectors. Its development always begins with certain conditions, the implementation process is constantly changing and implementation results show up only after a certain amount of time.

The link between IQA and EQA is very crucial for HEI. Internal QA means that the actor in this activity is the Higher Education Institution. External QA means that the actor in this activity is a body or organization outside the Higher Education Institution. The activities for IQA and EQA are inextricable interrelated: you can not have the one without the other.

When we are looking at the way the Higher Education system tries to assure its quality, we see all over the world that the QA system has 2 elements: the internal Quality assurance and the external Quality assurance. Or to make it more concrete: based self assessment followed by external assessment.

The paper discusses QA mechanisms in Georgia after the education reform.

The process of implementation of QA mechanisms has methodological, political, financial and other problems, and results usually fail to correspond to the raised objectives. However, Georgia as a developed country decided to meet Bologna and external and internal mechanisms of Quality assurance were developed. The Implementation of Bologna Process in Georgia started in 2005. In December 21, 2004 New Law of

Georgia on HE was adopted. So we had good basis for implementation of all action lines of Bologna Process. Main changes in HE were done: 3-cycle degree system; modular curricula, ECTS at BA, MA and PhD levels; Diploma Supplement; Unified National Admission Exams; internal and external quality assurance/accreditation. Other changes are: the system of financing, enhancing student self-governance, life-long learning, development of international relations, accessibility, synergy between research and education etc.

The main challenges related to the implementation of the Bologna Process in Georgia will be presented in the paper.

**Barbara Sicherl-Kafol**

Associate Professor, University of Ljubljana, Slovenia

## **Holistic Approach in Musical Objectives Planning**

According to the process-objective curriculum guidelines for music education, fulfilment of complex music objectives in cognitive, emotional, social, kinaesthetic and aesthetic learning domain is very important (Hallam 2001; Hallam 2010; Spsychiger 2001; Elliott 2003). In planning music education we therefore follow holistic approach which is based on neurologic research findings (Levitin and Tirovolas 2009) and conclusions that dealing with music and other artistic areas significantly stimulates holistic learning. Within this framework we present the results of a study in which we analysed planning of the learning objectives for music education. The research involved 372 Slovenian primary education teachers and students-teachers, who, working in pairs, prepared 186 lesson plans for music education. The research results showed that the majority of the musical objectives planned by teachers, pertained to the psychomotor domain, which presents a positive switch to active approaches to music teaching: given the high share of objectives pertaining to the psychomotor domain we can conclude that teachers are aware of how important active acquisition of learning experience through motor response to sound is, so they consciously plan direct musical experience for children, thus enabling them to develop their musical thinking as well as a positive attitude to music. Comparing to psychomotor and cognitive musical objectives, the objectives of the affective domain were represented the least. Comparison of how objectives are planned by current teachers and by student teachers also showed that current teachers dedicate more attention to the musical objectives of the cognitive and affective domains than student teachers, but as far as the psychomotor domain is concerned, there are no significant differences between these two groups. The above facts indicate that current teachers respect the principles of a balanced objective planning, especially in the psychomotor and cognitive domains, to a greater extent than student teachers. In this sense they follow the principles of holistic approach which, through musical activities of performing, creating and listening, support a child's holistic musical development. The findings of this study represent important guidelines for further formal and informal musical training of primary education teachers especially in terms of developing their awareness of the importance of a balanced musical objectives planning in interaction among the cognitive, affective and psychomotor learning domains.



**Heikki Silvennoinen**

Professor, University of Turku, Finland

**Heikki Silvennoinen**

Professor, University of Turku, Finland

&

**Mira Kalalahti**

Professor, University of Turku, Finland

## **Why Fix Something That Is Not Broken? The Implementation of School Choice Policy and Its Consequences on Equality and Homogeneity of Primary School System in Finland**

Within the last two decades we have witnessed changes in education, educational policy, and in society at large that can be expected to increase inequalities between social groups and strengthen the importance of class origin at the expense of education. The paper will present key findings from research focusing on relationships between education, social class and inequality in Finland. The overall aim of research is to explore the varying significance of education in assigning people in different positions of a social class structure. Our results based on the analysis of the Finnish Census Data 2000 show the following regularities between education and social class: (1) the class position of childhood family affects the length and the level of the education a child obtains, (2) the class position of childhood family affects the employment and the career possibilities of a child after finishing her/his education, and furthermore, (3) there is a clearly detectable connection between the class position of childhood family and the class position obtained as an adult when the educational attainment level is controlled. The paper will discuss the ongoing changes in societal and educational policies that may contribute to a strengthening of inequalities in education and widening differences between social groups. If this is the case, the empirical results we present here, may represent a culmination point on the way to a more equal society, and at the moment we are heading towards opposite direction. In the paper we present a large number of research findings that indicate the change of direction. The aim is to discuss how to explain this turn of the tide in the context of 'The Learning Society' Finland.

**Aspasia Simpsi**  
Researcher, Warwick University, UK

## **Theatre in Education, Democracy and Greek National Celebration Performances**

In this paper I explore Theatre in Education in relation to democracy and National Celebrations. My focus is on theatre national celebrations as performed within the Greek educational system. My discussion proceeds in three parts. In the first section, I conceptualise Greek national celebrations as historical and socio-political events. In section two, I turn the focus on implicit and explicit dynamics of power, ideology and hegemony that are embedded in national celebration theatre performances. Lastly, in section three, I associate these performances with the current socio-political and economical conditions in Greece. Greek National celebrations performances often commemorate a successful ethnic struggle over recognition and distribution of power and wealth. These celebrations are employed as symbolic representations that are produced, reproduced and thus legitimised as hegemonic ideologies through the State's educational institutions. I would argue that National Celebrations have an embedded element of resistance that stems from collective struggles over recognition and redistribution of power/wealth. When democracy is in jeopardy, this embedded element may inspire new struggles of resistance and it may lead to affirmative or transformative remedies for change. Habermas in his latest work raises our attention to the system that Merkel and Sarkozy have established during the crisis as a "post-democracy". He argues that the essence of our democracy has changed and power has slipped from the hands of the people and shifted to bodies of questionable democratic legitimacy. Greek people through a range of actions constantly reclaim this power. During the last two years, they employed the occasions of national celebration as mediums to publicly express and challenge the asymmetries in power and wealth. In this view, the national commemoration of resistance has been transformed into a contemporary act of resistance against the inequities of power and wealth; against misrecognition and socio-economic injustice in a post-democratic European Greece.

**Susan Soliman**

Lecturer, Middlesex University Dubai Campus, United Arab Emirates

## **Critical Thinking and it's Consequences in an offshore Campus**

This research study examines the extent to which the critical thinking skills of undergraduate students studying Business at Middlesex University Dubai (MDX) are developed, that is their ability to think and question as well as write analytically. Additionally, the study examines the consequences resulting from lack of those skills within the academic context, recognizing influences that have great impact on developing such abilities including culture and former educational experience particularly for those students who completed their primary and/or secondary education in the United Arab Emirates (U.A.E.). The study identifies the key factors that lead individuals to effectively develop the ability to think critically, exploring theories and frameworks concerned with Cognitive abilities development from an early age within the research context, highlighting the existing Education System in the U.A.E. schools which recently led to curriculum reforms. Action research is used as the research paradigm to investigate that issue with the purpose of producing a positive change through improving the student's current critical thinking skills. Primary data was collected from over 150 Undergraduate students in the form of diagnostic questionnaires, focus groups and interviews to legitimize the problem and an attempt was made to address that problem in the form of proposed class activities that help students to develop their critical thinking ability and improve their performance particularly in their level one modules. This was a participatory research where student and faculty input was a valuable contribution towards achieving the research's aims and objectives. Upon completing the implementation of the intervention, the outcome was assessed and evaluated in the form of feedback and responses of those who were involved in the study. Finally a critical reflection on the researcher's experience was carried out to augment identification of the correct way forward in facilitating further development of students' critical thinking abilities in academia.

**Francisco Alves de Souza**

Professor, Flamingo University/UNIFIEO, Brazil

**Maria Laura Puglisi Barbosa Franco**

Professor, UNIFIEO, Brazil

**Marina Malta Farina**

Professor, UNIFIEO, Brazil

## **Social Representation about the Choice and the Stability of the Profession of Teachers from the Public School Network of the State of São Paulo- Brazil**

Identify and analyze the social representations that the preschool professors elaborate about the choice and the stability in the profession, the curricular contents, the socialization with the students, the environment and the social justice. The decision to valorize the study of the social representations, while the analytic category, is based in our faith that this valorization represents one step forward, once that it means to create a cut epistemological that contributes to the grow of the old and yet used subjects of the psychosocial science. The social representations are symbolic elements that people express through the use of words, images and gesticulations. In the case of the use of the word, being it oral or written, people show what they think, how they see this or that situation, what is their opinion about certain facts or objects, what expectations are developed about this or that, and so on. To collect the data 250 professors are going to be selected, they'll answer a series of questions, some closed to characterize the individuals and some open that will be answered freely to understand the social representations. There's also going to be a free association activity. After a pre-analysis of the answers will be made debates and discussions in groups of ten professors to a better view of the pending questions. To analyze the data will be used a content analysis, which is a technique defined by the capacity of making a theoretical deduction based on the messages.

**Richard Speaker**

Associate Professor, University of New Orleans, USA

**Elizabeth Willis**

Associate Professor, University of New Orleans, USA

&

**Penelope Speaker**

Associate Professor, University of New Orleans, USA.

## **Louisiana Schools in Shock: Critical Analyses of the Dismemberment of Schools through Disasters and Political Jeopardy**

Since 2005, many Louisiana schools have suffered major disasters: Hurricanes Katrina, Gustav, Ike, and Isaac; the Gulf Oil Spill, and the economic collapse; which have shocked people, schools, and systems. Traumas from policies and consequences of the federal and state administrations include a plethora of regulations with unintended consequences. Teachers, students, and administrators continue to develop stress syndromes as they encounter disasters and are assessed using rigid systems designed with a one-size-fits-all mentality. We look further, using a critical lens, to analyze the purposes of such regulations, their hidden agendas, and the production of poverty. The issues creating stress and resilience include increased high-stakes standardized testing, data-driven instruction, displacement, budget cuts, school reorganization, firing of whole school teaching staffs and administrators, privatization of public schools, incompetence of administrators and policy makers, promoting inaccurate educational materials, and voucher programs. Policies were promulgated under positive-sounding names (like "improving education," "scientifically-based approaches," "no child left behind," and "race to the top") and have produced misrecognition (Bourdieu & Passeron, 1977), especially of a fabricated education crisis, diminishing the effectiveness schools and teachers. Usually, the only choice for children of poverty has become applying to free charter schools or attending failing public schools. The views from those living with these policies are the policies have failed to bring about improvement in children's education and are leading to more failing schools. The global economic collapse has exacerbated effects on many schools, including funding, teacher unemployment, union busting, increased class size, newer standards, additional assessments, and cumbersome teacher evaluation systems. We examine the schools in two locations for our comparative critical case study: New Orleans and Baton Rouge. Finally, we turn to the national quantitative data and ask for the measured evidence supporting these policies and the stresses they place on learners and teachers.

**Avgousta Stavrou**  
Researcher, University of Nottingham, UK

## **The Teaching of Mathematics in Cypriot Primary Schools- Teachers' Perception of Students' Errors and Misconceptions about Fractions**

‘Τα λάθη είναι ανθρώπινα. Η αντίδραση σε αυτά έχει σημασία’ (Mistakes are part of the human nature. The reaction to those is what matters) and ‘Μαθαίνουμε από τα λάθη μας’ (We learn from mistakes) are typical axioms that exist in the Greek Language. Though it seems that errors and mistakes are generally accepted as part of the learning process students find it unpleasant to make mistakes or to be caught making errors.

‘Children construct their own knowledge and understanding and as such we should not see mathematics as something that is taught, but rather something that us learned’ (Hansen et al., 2005:3). As students learn mathematics, the sense they make of what they are presented with can differ from what teachers might expect (National Centre for Excellence in the Teaching of Mathematics, 2007) and as students tend to construct their own meanings and theories of what they are being taught, errors and misconceptions are possible to arise. As in all other subjects, students make errors and have misconceptions in mathematics as well. Those errors and misconceptions may be the result of students’ prior knowledge, limited learning as well as life experiences, lack of exposure to proper vocabulary and misinformation from adults. Addressing mathematical errors and misconceptions is a difficult task for teachers; however, they need to make sure that they provide tangible experiences to correct those errors and address misconceptions. Therefore the aim of this research is to explore Cypriot primary school teachers’ knowledge and responses to students’ misconceptions and identify different ways in which those can be addressed. In order to obtain answers to the research questions questionnaires will be sent to 150 primary schools in Cyprus, interviews, observations of Cypriot teachers teaching fractions and a focus group discussion will be carried out.

**Ilona Suojanen**

Independent Researcher, Finland

## **Happiness Education - The Role of Education in Boosting Happiness**

Happiness has become a popular topic during the recent decades. Self-help books are published and widely sold, universities teach happiness studies, vast happiness databases are created, thousands of articles are published, global happiness conferences are held and new “sciences” are established around the topic. Happiness studies often concentrate on health, money, work and age. Even though education and happiness are clearly connected, the educated having greater possibilities for happy lives, there are only fine guidelines on what happiness in education should and could be. We need to have more information to establish baseline levels for happiness education and to proceed to more solid research.

My recent study on happiness shows that the more educated the person is, the more likely s/he is happy. Scientists and research around the globe support these findings. Happiness increases with education, especially when comparing the responses of people with only primary school studies to others. People with primary school education or less, are more likely to be unhappy than people with university studies. Also, when we compare the percentages among the very happy responses, the results also suggest that people are more likely very happy when they have continued their studies after primary school. The study focusing on Finland (N=1014) and the global data, including all 54 countries (N=66,566) included in the 5th wave (during the years 2005 -2008) collected by the World Value Survey.

The goal of this paper is to define the role of education in enhancing happiness, and also to justify the importance on concentrating on pupils' happiness not only in primary school, but also on the university level and in workplace education as well. The paper suggests that happiness should be recognized as an educational objective. Since many studies across the happiness research have found out that education increases happiness, those studies and findings should be acknowledged and taken into use. Happiness education could very well be a mixture of different scientific approaches, such as philosophy, psychology, sociology and economics.

**Gary Swanson**

Hansen Endowed Chair in Journalism & Distinguished Journalist-in-  
Residence, University of Northern Colorado, USA

## **Our Obligation as Educators to Teach and Reinforce Critical Social Core Values**

Plagiarism is rampant. It has more than likely touched every one of us – in our private lives and as educators. Chances are, we have been misled or lied to or we, ourselves, have done the lying or misleading.

It's all part of a larger issue - a breakdown of the most critical "core" values within our socio-economic and cultural fabric.

In his book "Why We Lie" David Livingstone Smith tells us that:

"Deceit is the Cinderella of human nature; essential to our humanity but disowned by its perpetrators at every turn. It is normal, natural, and pervasive. He says from the fairy tales our parents told us to the propaganda our governments feed us, human beings spend their lives surrounded by pretense."

In education, we are confronted with the dilemma of how to teach the essential values of ethics including honesty, citizenship and hard work in a world perpetrated by dishonesty and deceit. Regardless of who is to blame - parents, the media, society in general - it's our responsibility to teach and reinforce strong values that will help our students handle higher education, relationships, work and the social order to become better citizens and human beings.

What should we be teaching? What are the values society considers the most important to instill in our youth? Where do we "draw the line" on what is acceptable in the form of plagiarism of the written word, use or misuse of photos and visuals, and in our communication in cyberspace? How can we best serve our students, parents and the larger society to address this serious dilemma?



**Carol Todd**

Assistant Professor, Saint Leo University, USA

**Patricia Tobin**

Professor, Saint Leo University, USA

**Nancy Wood**

Professor, Saint Leo University, USA

**Nancy Ryan**

Professor, Saint Leo University, USA

&

**Victoria Anyikwa**

Professor, Saint Leo University, USA

## **Using Technology to Engage Students and Build Learning Communities to Inform Instructional Decisions**

Saint Leo University is a liberal arts university located in southwest Florida. University campus is a residential campus that teaches the traditional aged student. The campus population is 1,800 students who are mostly Florida residents, with international students representing 18 different countries. Twenty-one centers located in seven states support non-traditional student populations that may be civilian or military. The Center for Online Learning (COL) enrolls over 3,000 students who earn bachelor and masters' degrees. The School of Education and Social Services offers undergraduate and graduate programs on campus, in centers and online in criminal justice, education, human services and social work.

This diversity enriches the University's commitment to teaching and learning across all disciplines and in all locations. The University's Benedictine foundation of Core Values (Respect, Integrity, Personal Development, Community, Responsible Stewardship, and Excellence) holds the university community accountable to students no matter where they are located.

Throughout the university and the School of Education and Social Services core values are infused in all classes. In this session faculty who teach undergraduate and graduate classes in education, social services and human services will present how they infuse emerging technologies to design and implement instruction. Panel members will discuss effective strategies in technology, utilized across disciplines, to facilitate learning and build successful community, whether the class

setting be an online platform, face-to-face or blended class. The panel will share how they quantitatively and qualitatively assess the effectiveness of the diverse technologies to support student learning modalities, critical thinking and application of course content. The panel's discussion will convey the ways in which they promote dynamic student interactions and collaborations with instructors and peers. Speakers will provide a summary of how they use this information to inform instructional decisions within their specific disciplines which results in deeper understanding of course content.

**Karen Trimmer**

Associate Professor, University of Southern Queensland, Australia

## **Decision-Making by School Principals and Education Researchers: The Dilemma of Reverse Coding In Structural Equation Modeling and its Resolution in a Study of Risk-Taking in Decision-Making for School Principals**

This paper explores a theoretical dilemma that arose during a study of risk-taking in decision-making for public school principals in Western Australia. Western Australia is one of six Australian States. It is geographically diverse, including extremely remote schools serving Indigenous communities. The governance mechanism for public schools in Western Australia mandates policy and procedures for decision-making by principals. Principals take risks when they make decisions that are not compliant with established policy, as they may be exposed to criticism should negative outcomes arise. This creates a dilemma for principals who need to be able to respond to locally identified school and community needs, and simultaneously comply with all State and Commonwealth departmental requirements.

A theoretical model of factors impacting on reasoned risk-taking in decision-making was developed and data collected through survey of a stratified random sample of principals in 253 Western Australian public schools. The analysis used methodology that combined sequential use of psychometric and traditional measurement techniques. Combined techniques provide a rigorous approach that is being used more frequently in educational contexts. Rasch modeling was used to construct a measurement scale and each construct in the model explored with factor analysis. Finally the model was analysed using Partial Least Square (PLS) based structural equation modeling. The analysis provided evidence supporting concepts included in the model and consequently insight into governance structures, characteristics of schools and principals that influence decision-making in schools.

This paper focuses on the cause and solution of a reverse coding problem that arose in the structural equation modeling. The dilemma posed to the researcher by this methodological issue that had not been previously considered in the literature, is reflected in the dilemmas posed to principals who are making decisions in their schools based on universal policy that does not necessarily account for the unique circumstances of their communities, schools and locations.

**Prashant Tripathi**

Associate Professor, VSSD College, CSJM University, India

**Tarinee A**

Student, St. Stephen's College, University of Delhi, India

## **Credential-based Meritocracy and Failure of System in Controlling Organized Crime**

The idea of 'meritocracy' originated in Michael Young's book, 'The Rise of the Meritocracy'. He, of course, doesn't speak of meritocracy in glowing terms as it is sometimes spoken of in contemporary discourse, but rather tries to demonstrate the dangers it may lead to. In a meritocracy, social positions in the occupational structure would be filled on the basis of merit in terms of supposedly 'universal criteria of achievement'. Closely related to the idea of meritocracy is the idea of 'credentialism', which refers to the modern tendency in society to allocate positions, particularly occupational positions, on the basis of educational qualifications or credentials (Penguin Dictionary of Sociology). What ultimately emerges, then, is a merit which is defined by credentials, or a credential-based meritocracy. We may often find this credential-based meritocracy functioning in opposition to performance-based meritocracy.

As a result of the twin ideals of 'meritocracy' and 'credentialism related to the education system', what has emerged is a system wherein each occupation calls for a specific educational qualification. This means that real performers may be prevented from practicing that occupation. Due to this, the real performers look for avenues where performance-based meritocracy prevails. This leads them to anti-system occupations. Thus, more than often the best minds of society, the real performers, tend to end up in organised crime and on the other hand correctional agencies lack sufficient supply of real performers.

The rising rates of organised crime are then closely linked to the prevalence credential-based meritocracy, which is not in sync with performance-based meritocracy at all.

**Jaroslav Vala**

Assistant Professor, Palacky University Olomouc, Czech Republic

## **Poetry for Young Readers in their Reception**

### Problem Statement:

Especially difficult position in literary education has got the poetry which many teachers and students are afraid of due to its ambiguity, seeming incomprehensibility and possibly considerable interpretative latitude. Some teachers approach the interpretation of poems in a too directive manner and expect from students the same opinion as they have.

### Purpose of Study:

The goal of the study is to find out how students are able to interpret poetic text without significant help of their teacher. A subject of their interest was a poem *Puberty* focused on teenagers readers.

### Research Methods:

We used the semantic differential and focus group method. Through semantic differential the differences at 256 respondents (12 - 15 years old) were observed in terms of various categories (age, gender, educational focus, reading competence, etc.). The focus group method was used at 12 selected respondents (15 - 16 years old) to determine the extent of their insight into the poem.

### Findings:

When comparing the results of the poem "Puberty" with other poems monitored by semantic differential we can see that it represents only the average among other poems. Respondents were not captivated by it as much as it had been expected with a text directly aimed at children. It lacks real and painful experience having universal outreach. On the contrary, these attributes are sensitively perceived by respondents in some difficult texts for adults.

### Conclusions:

Sufficiently motivated students are capable of sufficient interpretative insight without any guidance of a teacher. Poem directly aimed to young readers can be accepted less positive than difficult poem for adults.

**Claudio Pellini Vargas**

PhD Student, Federal University of Juiz de Fora, Brazil

&

**Antonio Flavio Barbosa Boreira**

Coordinator, Petrópolis Catholic University and Federal University  
of Rio de Janeiro, Brazil

## **The Identity Crisis of Epistemology in Physical Education: Implications for Teacher`S Work**

This paper analyzes the crisis in Physical Education (a.k.a. PE), considering it historically in relation to the crisis in Modernity itself. First, we introduce the object of conflict between mind and body (reason and sensitivity) to point this dichotomy as the first cause for this crisis. Secondly, we distinguish the “oblatu” and the “transfuga”, based on considerations of Ricardo Vieira, applying this distinction to the mind/body dichotomy. In a third step, we emphasize the importance of teaching getting deeper into the process of teaching formation. Finally, we present, based on our academic and professional experiences, examples of real teaching situations and relate them to the lack of epistemological identity affecting the teaching profession, as well as the outlook for the “oblatu” and the “transfuga”. We conclude highlighting challenges to be overcome by PE teachers in the continual process of (self-)training, insisting on the view that greater understanding of teaching can encourage this process.

**Mefharet Veziroglu**

Research Assistant, Hacettepe University, Turkey

## **Early Years' Policies in Different Disciplines: The Importance of the Acquisitions of Skills in Early Childhood Education**

Experiences in early years have a critical importance in human life. Because we born with the *potential to develop* our *cognitive and non-cognitive capacities* depending on our experiences during infancy, childhood, and adolescence. But inequality among individuals is also originated and grown in these years. Not only the neurobiological researches, but also economic, psychological and educational researches emphasize the critical importance of early years for healthy and productive human life in other words, future workforce. In the lights of these scientific findings, interventions in preschool period have higher returns than later interventions and have long lasting effects. These interventions should support both cognitive and non cognitive skills conversely. Both of these skills have big impacts on children's wellbeing, social and academic life.

But non-cognitive skills such as personality development, individual characteristics, self control and motivation are generally off the agenda whereas they are more critical qualifications in terms of having a successful and healthy life. Effectiveness of early childhood interventions also comes from encouraged non cognitive skills and motivation (Karoly et al., 1998; Currie and Blau, 2005; Heckman, 2000). Because more motivated children are more likely to stay in school and become more successful in achievement tests. Thus, early childhood policies should consider these scientific findings. The goal of this paper is to examine the early childhood education policies and their implementations in different countries in terms of the scientific findings of the studies on the importance and the long term benefits of cognitive and non-cognitive skills in human life. Different examples of early childhood implementations from different countries will be discussed with the evidence of the studies from related field. As it stated before, learning and mastering both cognitive and non-cognitive skills starts at birth with the exploration of environment and it's pace is highest in very early periods. Education policies should be more effective to encourage these skills. It is also aimed that the results will provide a model for the policies which don't really consider the whole child approach and mainly focus on cognition, academic achievement and achievement tests.

**Ye Diana Wang**

Assistant Professor, George Mason University, USA

## **Building Trust in E-Learning**

As Web-based course delivery continues to emerge and thrive as a legitimate alternative to classroom instruction, educational institutions and online instructors face the challenge of building and sustaining student trust in e-learning. The present study represents an attempt to address the challenge by identifying the social and technical factors that can likely induce or influence students' perception about the trustworthiness of an e-learning course and integrating the factors into a socio-technical framework that can be empirically validated. The methodology used and the data obtained from a university-wide survey conducted in an American university are reported in this paper.

The results indicate that two underlying dimensions, Course Instruction and Privacy and Security, exist among the 12 trust-inducing factors.

Although all 12 factors were found to contribute to the respondents' perception of the trustworthiness of an e-learning course, the Course Instruction dimension was rated about 10% higher than the Privacy and Security dimension. This suggests that the social and course design factors (e.g., reputation, design quality, instructor socio-communicative style), when used effectively, can help overcome students' privacy and security concerns for an e-learning course. The study makes at least two important contributions to the field by proposing a framework of 12 trust-inducing factors for e-learning and by extending the confirmatory factor analysis (CFA) to a new application area of trust evaluation in e-learning.



**Loucrecia Watson-Collins**

Associate Professor Educational Leadership,  
The University of Alabama at Birmingham, USA

## **Cyber Bullying: A Global Perspective**

During the 1990's, the world was introduced to cyber space and a new way of communicating was ignited. In 1995 two million children were using the Internet. Ten years later, that number had surpassed 77 million. Youth born after the advent of the internet are often referred to as Digital Natives for they have never known a world without cyber communication. Texting, email, and skype provide youth with rapid and often intense communication. The use of cyberspace has forever changed how we communicate as a society. Emerging trends reveal that young people are texting more and talking less. As communication patterns evolve in cyberspace, so does socialization norms. Unfortunately, bullying has found its way to cyber space and is seriously impacting youth all over the world. Cyber bullying is the act of sending or posting harmful or cruel text or images using the internet or other communication devices. Internet chat rooms, online polling sites, social networks, text messages, and sexting provide youth with a 24hour venue to harass peers. Cyber bullying has catapulted youth all over the world into fear, loneliness, and a sense of isolation. The purpose of this presentation is to explore the global impact of cyber bullying and assess various strategies to support digital natives in a new reality. An in-depth analysis of current trends in cyber bullying will highlight this presentation. The researchers will share what the trends are with cyber bullying in various countries and what are national laws to protect youth.

**Tadeusz Wibig**  
Professor, University of Lodz, Poland

## **Using Modern Informatics Tools for Smart Decision-Making in Education Process**

Contemporary smartphones and tablets with respective applications could make the educational process attractive, but the networking of the system of mobile devices on the small scale, e.g., on the size of a class, can move the teaching and learning process on quite different, higher level. We would like to present the example of data analysis tool working in a common 'intellectual environment' of the class. We will show that it gives to the students not only a simple feedback, but also acting unconsciously on their decision making level.

**Jerald Wolfgang**  
Adjunct Professor, Niagara University, USA  
&  
**Walter Polka**  
Professor, Niagara University, USA

## **Effectively Motivating Digital-Age Learners by Addressing their Organizational, Social, and Personal High-Touch Needs as Well as Their High- Tech Interests**

The objectives of this thematic paper presentation are to present data-rich contemporary information about the “high-tech” learning interests of digital-age students at all levels of the instructional spectrum as well as to accommodate their “high-touch” learning needs.

This session will explore the effective relationship between addressing the “high-touch” organizational, social, and personal needs of students and providing for their “high-tech” interests in order to successfully motivate them. A brief Internet video titled: “Did You Know” will provide insight about the technological interests of contemporary digital-age learners. This information will be synthesized with the social psychology research of the past 40 years that has demonstrated the significance of the organizational, social, and personal needs of individuals coping with the behavioral changes associated with learning. The organizational needs include: cooperation, sense of continuousness, comprehensive perspectives, and concrete references (Fullan, 1999; Freire, 1973; Harnack, 1968; Miller, 1981; Yuhasz, 1974). The social needs for behavior change (learning) include: communication, empowerment, assistance, leadership, opportunity for growth, and time (Beane, Toepfer & Alessi, 1986; Brandt, 2000; Hall & Hord, 2006). The personal needs include: commitment, sense of challenge, control, creativity, and a sense of caring (Collins, 2001; Csikszentmihalyi, 1990; DePree, 1989; Glasser, 1990; Kobasa, Maddi & Kahn, 1982). These learning needs have been referenced as “high-touch” needs and collectively have been articulated as “effective change zone” components that facilitate individual and group cognitive learning, reinforce resiliency and promote change coping strategies (Author, 2007).

The presenters will reflect about their combined over 90 years of experiences as classroom teachers and administrators at all levels of the instructional spectrum: elementary, secondary, undergraduate, and graduate school. They will employ their research findings, experiential

knowledge, and practical examples to illustrate how addressing these “high-touch” needs of students and providing for their “high-tech” interests facilitates effective classroom management and increases student motivation.

**CC Wolhuter**

Professor, North West University, South Africa

**The South African Academic Profession in the  
Maelstrom of Change**

**Barlow Wright**

Senior Lecturer, Brunel University of London, UK

## **Identifying Learning Difficulties: Stroop Tasks as a Potential Diagnostic aid in Primary Education**

The Stroop task (Stroop, 1935), is an attentional task where participants respond to stimuli having 2-dimensions, selectively attending to one of them (e.g., a colour patch) whilst ignoring the other (e.g., a colour word). An example task is writing the word "Red" but writing it using different coloured inks (like red or blue). When "Red" is written in blue ink, people take longer to say the colour of the ink than when "Red" is written in red ink. Stroop tasks have been used for many years to investigate aspects of attention; but to date, findings have not led to a clear understanding of how they can be used in an educational context. The present study compared 8 and 10 year-olds' on a standard Colour-Word Stroop task and also a Picture-Word task. Each group was further divided into 2 on the basis of high or low performance on a standard non-verbal reasoning task that can assess learning difficulties in children. Two indexes of Stroop performance were taken, one based on the individual conditions of each task (absolute) and the other based on contrasting between pairs of conditions (relative interference and facilitation, respectively). Results showed a clear effect for the absolute measures, indicating that less good reasoners respond more slowly. However, in line with newly reported findings elsewhere, no differences were found for interference, but facilitation and the balance between it and interference did alter with age and reasoning. These findings, plus contrasts between the conditions of the picture-word and colour-word tasks, suggest potentially fruitful applications of Stroop tasks in helping teachers quickly and reliably identify children who might have special educational needs.

**Giovanna Zanolla**

Senior Researcher, University of Applied Sciences and Arts of Southern  
Switzerland, Switzerland

## **Private Tutoring and Educational Inequalities in Canton Ticino - Switzerland**

In recent times in Western Europe private tutoring has grown considerably and has become increasingly evident. Social competition, school performance rankings, examination-based learning, the pressures transmitted to families and children along with the cuts in public funding for education have been strong driving forces for the expansion of private tutoring.

The first purpose of this study is to gain an understanding of the nature of private tutoring among students in the secondary school in Canton Ticino, the Italian speaking region of Switzerland, on the basis of the analysis of PISA 2009 data. With 37.5% of students who during their 3rd-4th year at lower secondary school have taken at least occasionally private tutoring, Ticino ranks 4th in Switzerland and this position seems to be positively correlated with the level of inequality measured by the Gini Index: where there is a high level of inequality, access to resources becomes of crucial importance and a sort of rush towards private tutoring is registered.

The second purpose is to test, using logistic regression models, the hypothesis that, other things being equal, private tutoring is not a peculiarity of those families who do not own the intellectual resources to help their children at school, but on the contrary, is typical of the higher socio-economic and better educated groups, who do their utmost to maintain their competitive advantages and to prevent the risk of downward mobility of their children. This hypothesis derives from the theory of credentialism according to which the upper classes try to facilitate their children to achieve educational credentials necessary for monopolizing access to lucrative positions. The role of the relation between the student and of his/her teachers and his/her satisfaction with school seem rather marginal and a more in-depth investigation on class climate and on parents' attitudes towards school is required.

**Deborah Zuercher**

Associate Professor, University of Hawaii at Manoa, USA

**Jon Yoshioka**

Associate Professor, University of Hawaii at Manoa, USA

**Joseph Zilliox**

Professor, University of Hawaii at Manoa, USA

## **A Moving Target: The Problem of Defining Teacher Quality**

With No Child Left Behind Legislation, the United States Department of Education defined a *Highly Qualified Teacher* as a teacher who has earned a bachelor degree, full state certification, and demonstrated competency as defined by the state in each core academic subject he or she teaches (USDOE, 2002). The Obama Blueprint for Education (USDOE, 2010) introduces the term *Teacher Effectiveness*, a measure that places emphasis on the assessment of student outcomes, but the Blueprint maintains the requirements for *Highly Qualified Teacher*. There is a problem of shifting and indistinct definitions of teacher quality. As educators, we are accustomed to the creation and use of rubrics to assess knowledge, skills, and dispositions of learners, yet a consistent U.S. Federal rubric to assess *Teacher Quality* or *Teacher Effectiveness* is lacking. It is a challenge for teacher educators to create on target professional development for pre-serve or in-service teachers when the target keeps moving. Defining *Teacher Effectiveness* is particularly challenging in diverse multicultural teaching contexts with compounding issues such as English Language Learner (ELL) adaptations and culturally relevant pedagogy. This exploratory case study describes teachers' perceptions of *Highly Qualified Teacher* criteria and interventions that are being pilot tested to define and support *Highly Effective* teacher professional development in the Pacific.



**Mojca Zveglic**

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## **Teachers' Perspectives on Assessment Accommodations for Foreign Pupils in Slovenian Primary School**

In the Slovenian educational system, educational assessment and consequently grading of knowledge of foreign pupils (i.e. pupils without Slovenian citizenship) may be practised with some accommodations. According to the Rules on assessment and grading of knowledge and progress of pupils in elementary school (2008), schools are free to adjust assessment of foreign pupils. These adjustments may comprise different methods or dates of assessment, different numbers of grades, etc. Knowledge of a foreign pupil may be assessed according to the pupil's individual progress in achieving learning goals and predefined knowledge standards. Foreign pupils are entitled to be assessed according to various adjustments for no more than two years after having been enrolled in Slovenian school. This is the reason why after this period, assessment accommodations for foreign pupils should not be any different than the accommodations otherwise permitted in certain groups or grades of pupils. In this paper, results of a research carried out in June 2012 among Slovenian primary school teachers are presented. It is shown that differences in opinions regarding different assessment accommodations of foreign students between teachers who taught at least one foreign pupil in the school year of 2011/2012 and teachers who taught only Slovenian pupils are statistically important. The results indicate that the teachers of foreign pupils are not sure whether the period of normatively allowed adjustments in assessment should be longer, although the majority of them adjust different elements of assessment and grading of foreign pupils' knowledge even after that period. The main aim of the paper is to accentuate the importance of a fair treatment of all pupils by considering their individual differences and different starting points in educational process.

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## **Factors Affecting Teachers' Attitudes to Help-Seeking or Help Avoidance in Coping with Behavioural Problems**

The need to cope with behavioral problems in schools is a major teachers' burnout factor, stress and dissatisfaction. Studies around the world indicate that most of lesson time is devoted to dealing with "soft" behavioral problems, such as chatting and disturbing. There is an extensive instructional literature and a broad range of training courses, whose aim is to develop approaches and strategies for dealing with behavioral problems. Nevertheless, there is a gap between the existing supply of tools and teachers' willingness or ability to make use of them.

### **Research Aim**

The study's aim was to identify deep motivational aspects, which may explain help-seeking attitudes of teachers, while coping with behavioral problems.

### **Method**

A multiple theory model was developed based on independent variables (achievement goals, implicit theories, self-efficacy) in concurrence with dependent variables (teachers' attitudes and reported frequency of requests for help).

392 anonymous questionnaires were received from national elementary school teachers in greater Jerusalem.

### **Results**

A multiple regression analysis with enforced steps by the enter method identified the predictors characterizing each of the attitudes to help seeking or its avoidance. Analysis by means of structural equations (SEM) identified how each of the multiple theory model variables influences teachers' attitudes. Based on these statistical analyses, two help-seeking attitudes and two avoidance attitudes were identified and the deep motivational aspects for those attitudes were found to be diverse.

## **Conclusions and Implications**

There are effective and ineffective attitudes towards help seeking or avoidance, while not every help seeking is effective and not every avoidance is ineffective, and vice versa. It was found that in the hierarchical forced steps regression analyses by the enter method the motivational goals were identified as explaining the variance in a significant and distinct way. However, in a SEM analysis, implicit theories were found as strong predictors. The research suggests tools for spotting the cognitive "weak points" of teachers in their coping with problems, and makes possible increased predictive ability with regard to the degree of usefulness which they will derive from guidance, advice or training courses for coping with behavioral problems.

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**Assessment in Teacher Education:  
North & South [ATENS]**

Central to successful learning and teaching is assessment. Therefore, this small-scale, Irish, cross-border research project investigates the assessment of and satisfaction with school-based placements as experienced by a sample of primary and post-primary students and their college tutors. The resultant connections between such professional practices and subsequent planning, teaching and learning are also examined.

Reflective of current practices in formative modes of assessment and being particularly relevant to the experience of pre-service teachers, Rogoff's (1995) socio-cultural theory has been chosen to underpin this project. It explores the balance between personal, interpersonal and cultural factors in learning as student teachers journey toward newly-qualified status. Due to the 'lived' nature of this research project, an interpretative approach is taken in the form of descriptive, thematic analysis.

The project illuminates the reduced time and space students have to explore, integrate and reflect upon theory-pedagogy links and to conduct professional, collegial conversations. Completing extraneous and repetitive college paperwork, often excluded many from their schools' communities of practice. Current assessment methods are deemed subjective and somewhat non-representative of teaching practice placement especially in terms of relationships forged and learning completed. A disconnect exists between the reality of practice within individual, engrained school cultures and procedures and college provision. Despite both tutors and students largely endorsing assessment for learning as a journey, students tended to formalize the process to achieve high grades. Sadly, few if any linkages were made between the students' own experiences of being assessed and their subsequent planning, teaching and assessment of their pupils.