THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

20th Annual International Conference on
Education
21-24 May 2018, Athens, Greece

Edited by
Gregory T. Papanikos

2018

Abstracts

20th Annual International Conference on Education

21-24 May 2018

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(In Alphabetical Order by Author's Family name)

Preface

This book includes the abstracts of all the papers presented at the *20th Annual International Conference on Education (21-24 May 2018)*, organized by the Athens Institute for Education and Research (ATINER).

In total 117 papers were submitted by over 140 presenters, coming from 30 different countries (Albania, Australia, Brazil, Canada, China, Colombia, Finland, Germany, Ghana, Hungary, Ireland, Israel, Italy, Japan, Mexico, the Netherlands, Norway, Oman, the Philippines, Poland, Portugal, Singapore, Slovenia, South Africa, Spain, Sweden, Turkey, UAE, UK and USA). The conference was organized into 30 sessions that included a variety of topic areas such as educational leadership, special education, curriculum foundations and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER 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 to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into seven research divisions and 37 research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together. Specific individuals are listed on the following page.

Gregory T. Papanikos
President

20th Annual International Conference on Education
21-24 May 2018, Athens, Greece
Organizing and Academic Committee

ATINER's conferences are small events which serve the mission of the association under the guidance of its Academic Committee which sets the policies. In addition, each conference has its own academic committee. Members of the committee include all those who have evaluated the abstract-paper submissions and have chaired the sessions of the conference. The members of the **academic committee** of the 20th Annual International Conference on Education were the following:

1. Gregory T. Papanikos, President, ATINER.
2. Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of History, Sam Houston University, USA.
3. Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
4. Mary Ellis, Director, Human Development Division, ATINER & Senior Lecturer, National Institute of Education, Singapore.
5. Alexander Makedon, Head, Education Unit, ATINER.
6. Bart Reynolds, Associate Dean, Southern Utah University, USA.
7. Brian Beitzel, Academic Member, ATINER & Professor, State University of New York at Oneonta, USA.
8. Toni Strieker, Professor, Kennesaw State University, USA.
9. John Spiridakis, Academic Member, ATINER & Professor, St. John's University, USA.
10. Susie Townsend, Professor, Northern Arizona University, USA.
11. Ralph Gardner, Professor, The Ohio State University, USA.
12. Tony Burner, Professor, University of Southeast Norway, Norway.
13. Ron Tzur, Professor, University of Colorado Denver, USA.
14. Tunde Szecsi, Professor, Florida Gulf Coast University, USA.
15. Teresa Wasonga, Professor, Northern Illinois University, USA.
16. Qing Li, Professor, Towson University, USA.
17. Daniel Jarvis, Professor, Nipissing University, Canada.
18. Jose Angel Zuniga-Vicente, Professor, Rey Juan Carlos University, Spain.
19. Mervyn J. Wighting, Professor & Program Chair, Regent University, USA.
20. Hilda Patino, Academic Member, ATINER & Director, Department of Education, Iberoamericana University, Mexico.
21. Sotirios Skevoulis, Academic Member, ATINER & Professor & Chair of Software Engineering, Pace University, USA.
22. Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
23. Tunde Szecsi, Academic Member, ATINER & Professor, Florida Gulf Coast University, USA.

24. Janka Szilagyi, Associate Professor and Chair, Department of Education and Human Development, The College at Brockport, SUNY State University of New York, USA.
25. Pamela Walsh, Associate Professor, Athabasca University, Canada.
26. Ann Dashwood, Associate Professor, University of Southern Queensland, Australia.
27. Daniel Robinson, Associate Professor, St. Francis Xavier University, Canada.
28. Alistair Martin Smith, Mentor, University of Toronto, Canada.
29. Ma Elena Gomez Parra, Academic Member, ATINER & Associate Professor, University of Cordoba, Spain.
30. Maria Rosaria D'Acierno, Academic Member, ATINER & Associate Professor, Università degli Studi di Napoli "Parthenope", Italy.
31. Zoi Philippakos, Assistant Professor, University of North Carolina at Charlotte, USA.
32. Clara Morgan, Assistant Professor, UAE University, UAE.
33. Elif Bengu, Academic Member, ATINER & Assistant Professor, Faculty of Educational Science, Abdullah Gül University, Turkey.
34. Denver J. Fowler, Assistant Professor, Educational Leadership and Policy Studies, California State University, Sacramento, USA.
35. Stephen D Benigno, Assistant Professor, Texas A&M International University, USA.
36. Clara Morgan, Assistant Professor of Political Science & Chair, Social Sciences Research Ethics Committee, UAE University, UAE.
37. Nicoleta Gaciu, Senior Lecturer, Oxford Brookes University, UK.
38. Jo Batey, Academic Member, ATINER & Senior Lecturer, The University of Winchester, UK.
39. John Batten, Academic Member, ATINER & Senior Lecturer, The University of Winchester, UK.
40. Elizabeth Diaz, Senior Lecturer, University of Texas at Arlington, USA.
41. Annabell Sahr, Lecturer, The University of Texas at El Paso, USA.
42. Eti de Vries, Lecturer / Researcher, Hanze University of Applied Sciences, The Netherlands.
43. Daphne Vidanec, Academic Member, ATINER & Senior Lecturer, Baltazar University of Applied Sciences, Croatia.
44. Cristina Huertas-Abril, Assistant Lecturer, University of Córdoba, Spain.
45. Francisco Alves de Souza, Academic Member, ATINER & Teacher and Researcher, University Center FIEO – UNIFIEO, Brazil.
46. Leslie S. Woodcock, Academic Member, ATINER.

Keli Pontikos, Academic Member, ATINER & PhD Student, Cleveland State University, USA.

The **organizing committee** of the conference included the following:

1. Fani Balaska, Research Assistant, ATINER.
2. Olga Gkounta, Researcher, ATINER.
3. Hannah Howard, Research Assistant, ATINER.

4. Despina Katzoli, Researcher, ATINER.
5. Eirini Lentzou, Administrative Assistant, ATINER.
6. Konstantinos Manolidis, Administrator, ATINER.
7. Vassilis Skianis, Research Associate, ATINER.
8. Kostas Spyropoulos, Administrator, ATINER.

FINAL CONFERENCE PROGRAM
20th Annual International Conference on Education,
21-24 May 2018, Athens, Greece
PROGRAM
Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 21 May 2018

08:00-09:00 Registration and Refreshments

09:00-09:45 Welcome and Opening Address (Room E - Mezzanine Floor)

Gregory T. Papanikos, President, ATINER.
Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of History, Sam Houston University, USA.

09:45-11:30 Session I (Room A - 10th Floor): Educational Foundations I	09:45-11:30 Session II (Room B - 10th Floor): Higher Education I	09:45-11:30 Session III (Room C - 10th Floor): Educational Leadership	09:45-11:30 Session IV (Room E - Mezzanine Floor): Computer Science and Information Systems Education*
Chair: Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of History, Sam Houston University, USA.	**Chair:** Leslie S. Woodcock, Academic Member, ATINER.	**Chair:** Alexander Makedon, Head, Education Unit, ATINER.	**Chair:** Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
1. Sylvia Mendez, Associate Professor, University of Colorado Colorado Springs, USA, Catherine Grandorff, Instructor; PhD Student, University of Colorado Colorado Springs, USA & Phillip Heasley, Instructor; PhD Student, University of Colorado Colorado Springs, USA. Academic (In)equalities in Knowledge Exchange: Why Students from Around the Globe Study Abroad. 2. *Alistair Martin Smith, Mentor, University of Toronto, Canada. Thinking Outside of the Frame: Using Drama and the Arts to Promote Metacognition.	1. *Tony Burner, Professor, University of Southeast Norway, Norway & Bodil Svendsen, Head of the Gifted Children Center, Trondheim Science Center, Norway. A Vygotskian Perspective on Teacher Professional Development. 2. Deborah Keller, Clinical Associate Professor, Indiana University – Purdue University Indianapolis, USA. Requisite Community Engagement for Teacher Education: A Different Take on Service Learning. 3. *Yongmei Bentley, Principal Lecturer, University of Bedfordshire, UK, *Alexander K. Kofinas, Principal Lecturer, University	1. Jay Liebowitz, Distinguished Chair of Applied Business and Finance, Harrisburg University of Science and Technology, USA. Intuition, Trust, and Analytics. 2. *Bart Reynolds, Associate Dean, Southern Utah University, USA. Promoting Effective School Leadership through Competency Based Internships. 3. Gloria Gresham, Professor, Stephen F. Austin State University, USA & Pauline Sampson, Professor, Stephen F. Austin State University, USA. Women Superintendent Research: 2014-2016 Dissertation Literature Review Content Analysis. 4. *Jose Angel Zuniga-Vicente, Professor,	1. *Qing Li, Professor, Towson University, USA. Teacher Game Building: A Focus on Computational Thinking and Pedagogy. 2. Regina Heidrich, Professor and Researcher, Feevale University, Brazil. Virtual Reality Technology in the Teaching of History. 3. *Bailey Braaten, PhD Graduate Student, The Ohio State University, USA, *Robert MacConnell, Mathematics Teacher, South-Western City Schools, USA & Arnulfo Perez, Assistant Professor, The Ohio State University, USA. Computational Thinking, Computer Science, and Mathematics: Mathematics Students Engage in

3. *Jo Batey, Senior Lecturer, The University of Winchester, UK & John Batten, Senior Lecturer, The University of Winchester, UK. The Influence of Perceived Student Ethnicity on the Feedback awarded to Undergraduate Student Work. 4. Henri Pesonen, Lecturer, University of Helsinki, Finland & Mari Nislin, Assistant Professor, The Education University of Hong Kong, Hong Kong. Associations between Student Teachers' Sense of Belonging, well-Being and Competence in Encountering Children with Diverse Learning Needs and Backgrounds.	of Bedfordshire, UK, Cathy Minett-Smit, Associate Dean, University of Bedfordshire, UK & Guangming Cao, Principal Lecturer, University of Bedfordshire, UK. Findings from the Investigation of the Block Teaching of MSc Programmes at a UK Business School. 4. Daniel Bosmans, Academic Development Lecturer, University Campus Oldham, UK, Rachael McLoughlin, Research Assistant and Graduate Intern, University Campus Oldham, UK & Emma Young, Academic Development Lecturer, University Campus Oldham, UK. Does PAL Work? An Exploration of Affect amongst First-year HE in FE Students. 5. Diana Audi, Senior Instructor, American University of Sharjah, UAE. The Flipped Classroom: Effects on Students Performance in Mathematics.	Rey Juan Carlos University, Spain & Irene Campos-Garcia, Professor, Rey Juan Carlos University, Spain. The Effect of Principal's Demographic and Professional Development Characteristics on Teacher Motivation in Spanish Secondary Schools. 5. Jo Badenhorst, Associate Professor, Central University of Technology, South Africa. A Daunting Challenge for South Africa: Conceptualising a Distributed Instructional Leadership Approach as Possible Solution for Poor throughput at TVET Colleges.	Programming.
*This session is jointly offered with the Computer Unit			

11:30-13:00 Session V (Room A - 10th Floor): Language Learning I	11:30-13:00 Session VI (Room B - 10th Floor): Science, Mathematics & Statistics Education I	11:30-13:00 Session VII (Room C - 10th Floor): Special Education I	11:30-13:00 Session VIII (Room E - Mezzanine Floor): Internet & Social Media I *
Chair: *Jose Angel Zuniga-Vicente, Professor, Rey Juan Carlos University, Spain.	Chair: *Tony Burner, Professor, University of Southeast Norway, Norway.	Chair: *Qing Li, Professor, Towson University, USA.	Chair: *Sotirios Skevoulis, Professor & Chair of Software Engineering, Pace University, USA.
1. *Rosalind Horowitz, Professor, The University of Texas at San Antonio, USA. The Use of Rhetorical Structures in the Creation of a Spoken and Written Text: An Historical and Multi-Cultural Perspective. 2. *Ann Dashwood, Associate Professor, University of Southern Queensland, Australia, Abdalrhman Alsaghier,	1. Martha Alida Jacoba (Tilla) Olivier, Emeritus Professor, Nelson Mandela University, South Africa. Linking Psychological Beliefs with School Achievement. 2. David Anderson, Professor, University of British Columbia, Canada & Samson Nashon, Professor, University of British	1. *Clara Morgan, Assistant Professor, UAE University, UAE. Transitioning Students with Disabilities into Employment in the UAE: Challenges to Inclusion. 2. Gavin Heron, Lecturer, University of Strathclyde, Scotland, UK. Conceptualising Professionals' Critical Thinking about Risk in Relation to Children	1. Susie Townsend, Professor, Northern Arizona University, USA. Strategies for Online Learning Success. 2. Christopher Weagle, Instructor, American University of Sharjah, UAE. Social Media Usage between Faculty and Students and Its Implications on Policy Design. 3. Alyssa San Jose, PhD

University of Southern Queensland, Australia & Shirley O'Neill, Professor, University of Southern Queensland, Australia. Bilingual Conceptual Development as Backward Transfer to Arabic among English-medium pre-Service Teachers in an Arabic Higher Education Environment.

3. *Janka Szilagyi, Associate Professor and Chair, Department of Education and Human Development, The College at Brockport, SUNY State University of New York, USA & Tunde Szecsi, Professor, Florida Gulf Coast University, USA. Immigrant Families' Heritage Language Practices: Hungarian-American Families.

4. Byron O'Neill, Associate Professor, Ritsumeikan University, Japan. Sheltered Native-Speaker Contact in Short-Term ESL Study Abroad Programs.

5. *Maria Rosaria D'Acierno, Associate Professor, Università degli Studi di Napoli "Parthenope", Italy. Summary Writing as a Means to Improve both Second Language Learning and Mental Organization.

Columbia, Canada. Kenyan Teacher Transformations Explored through Attributes of Students' Learning.

3. Marcela Godoy, Professor, State University of Ponta Grossa, Brazil & Carlos Eduardo Laburu, Professor, State University of Londrina, Brazil. Animal Experimentation in Scientific Education: A Semiological Investigation based on Circumstantial Indications.

4. Antonia Ketsetzi, PhD Student, Texas A&M University, USA, Yalvac, B., Peng, X., Eseryel, D., Yuan, T. Eyupoglu, T. F., Li, L., Cui, S., Zhang, Y., Texas A&M University, USA. STEM Professors' Approaches to Teaching and Understanding of Learning.

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who Present a Serious Threat to other People.

3. Ulrika Gidlund, PhD in Pedagogy, Mid Sweden University, Sweden. What Shapes Teachers' Attitudes towards Including Students with Emotional and Behavioural Difficulties in Mainstream School: A Systematic Research Synthesis.

4. *Thea Marie Tabalingcos Melocoton, Registered Nurse, Master of Arts in Special Education, College of the Holy Spirit Manila, Philippines & Maria Pamela Magpily, Coordinator, College of the Holy Spirit Manila, Philippines. The Effects of Tablets on the Receptive and Expressive Communication of Children with Speech Delays at St. Raphael Speech Therapy Services, Sta. Mesa, Manila.

Candidate, The Pennsylvania State University, USA. How Pinteresting: Investigating the Internalizing Disorders Content on Social Media.

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*This session is jointly offered with the Computer Unit

13:00-14:30 Session IX (Room A - 10th Floor): Educational Foundations II	13:00-14:30 Session X (Room B - 10th Floor): Primary and Secondary Education	13:00-14:30 Session XI (Room C - 10th Floor): Curriculum and Instruction I	13:00-14:30 Session XII (Room D - 10th Floor): Language Learning II
Chair: *Alistair Martin Smith, Mentor, University of Toronto, Canada.	**Chair:** *Ron Tzur, Professor, University of Colorado Denver, USA.	**Chair:** *Clara Morgan, Assistant Professor, UAE University, UAE.	**Chair:** *Ann Dashwood, Associate Professor, University of Southern Queensland, Australia.
1. Cuiping Kang, Professor, Dean, School of Education, South-Central University for Nationalities, China. The Three Patterns	1. Irene Campos-Garcia, Professor, Rey Juan Carlos University, Spain, Jose Ignacio Galan, Professor, University of Salamanca, Spain &	1. Vassiliki (Vicky) Zygouris-Coe, Professor, University of Central Florida, USA. The Role of Literacy in 21st Century Teaching and	1. Callie Mady, Associate Dean, Schulich School of Education, Nipissing University, Canada & Laura McKenzie, Research Assistant,

and the Policy Construction of Discipline Development in Universities.

2. Luigina Mortari, Professor, University of Verona, Italy & Federica Valbusa, Research Fellow, University of Verona, Italy. Children's Affective Self-Understanding: An Educative Research in Primary School.

3. *Zoi Philippakos, Assistant Professor, University of North Carolina at Charlotte, USA. The Effects of a Professional Development (PD) Model on Collaborative Reasoning with Strategy Instruction on Second Grade Students' Opinion Writing and Teachers' Writing Confidence.

4. Randa Abbas, Lecturer and Dean of Academic Affairs, Western Galilee College and The Arab Academic College for Education in Haifa, Israel, Amy Camardese, Chair, School of Education, Westminster College, USA & Tina Keller, Assistant Professor, Messiah College, USA. "We don't talk about that here": Teachers, Religion, Public Elementary Schools and the Embodiment of Silence, a Binational United States and Israel Study.

Jose Angel Zuniga-Vicente, Professor, Rey Juan Carlos University, Spain. The Effect of Teacher Demographic, Professional and Labor Characteristics on Students' Academic Performance: Evidence in Spanish Secondary Schools. *(Monday)*

2. Kitt Margaret Lyngsnes, Professor, Nord University, Norway. Classroom Practice in Schools Achieving high Results at National Tests in Norway.

3. *Teresa Wasonga, Professor, Northern Illinois University, USA & Paul Schrik, Executive Director of Human Resources, Troy Community Consolidated School District 30C, USA. The Relationship between Elementary School Principals' Self-Efficacy and Expected and Actual Academic Outcomes based on PARCC.

4. *Eti de Vries, Lecturer / Researcher, Hanze University of Applied Sciences, The Netherlands & Paul Delnooz, Director of Innovation Academy, The Netherlands. Measuring Teachers' Effectiveness.

5. Roger Abogzuah Ayinselya, PhD Student, Canterbury Christ Church University, UK. Teachers' Perceptions of Their Professional Identity in Relation to Their Experiences in two Deprived Rural Districts of Northern Ghana.

Learning: Themes, Issues, and New Directions.

2. John Batten, Senior Lecturer, The University of Winchester, UK & Jo Batey, Senior Lecturer, The University of Winchester, UK. Using Feedback on Assessment to Inform Curriculum Design on a Sport and Exercise Science Programme.

3. Teresa Connolly, PhD Student, Johannes Gutenberg University Mainz, Germany. Pluriliteracies – Opportunities and Challenges for Deep Learning Progressions in CLIL STEM Learning.

4. Ziad Dabaja, PhD Student, University of Windsor, Canada & Dragana Martinovic, Professor, University of Windsor, Canada. Returning to Nature: Reviewing the Forest School Impact on Children.

Nipissing University, Canada. Teachers Having French as a Second Language Seek Opportunities to Use French in a French milieu comes with Challenges.

2. *Tunde Szecsi, Professor, Florida Gulf Coast University, USA & Janka Szilagyi, Associate Professor and Chair, Department of Education and Human Development, The College at Brockport, SUNY State University of New York, USA. Language Assessment and Effective Strategies for English Language Learners: Teachers' Views and Practices in Florida.

3. Russell Hubert, Associate Professor, Kyoto Sangyo University, Japan. Study Abroad Fieldwork: Changes in Intercultural Communication Behaviors and Beliefs.

14:30-15:30 Lunch

15:30-17:00 Session XIII (Room A - 10th Floor): Educational Foundations III	15:30-17:00 Session XIV (Room B - 10th Floor): Science, Mathematics & Statistics Education II	15:30-17:00 Session XV (Room C - 10th Floor): Educational Psychology
Chair: *Janka Szilagyi, Associate Professor and Chair, Department of Education and Human	**Chair:** *Teresa Wasonga, Professor, Northern Illinois University, USA.	**Chair:** *Tunde Szecsi, Professor, Florida Gulf Coast University, USA.

Development, The College at Brockport, SUNY State University of New York, USA.		
1. *Brian Beitzel, Professor, State University of New York at Oneonta, USA. Metacognitive Awareness (or Lack Thereof) during Problem Solving. 2. Jinping Mao, Professor, Hunan Normal University, China & Jiahui Chen, Student, Hunan Normal University, China. The Impacts of Teachers' Transformational Leadership on the Creative Tendency of Junior School Students: The Mediating Role of Goal-Orientation. 3. Shigeo Uematsu, Professor, Doshisha University, Japan. Why Don't Students Speak Up in Class? *(Monday)* 4. Eleni Coukos-Elder, Associate Professor, Tennessee State University, USA, Lucian Yates, Dean of Graduate Programs, Tennessee State University, USA, Stashia Emanuel, Director of Graduate Programs, Tennessee State University, USA & Alex Sekwat, Associate Dean of Graduate Programs, Tennessee State University, USA. Does Perseverance and Passion in Graduate Students in Tennessee Contribute to the Degree of Impostor Phenomenon? 5. Keli Pontikos, PhD Student, Cleveland State University, USA. Cultural Transmission in an Education Setting.	1. *Ron Tzur, Professor, University of Colorado Denver, USA. Base-10, Place-Value Difficulties? Multiplicative Reasoning is Likely Missing. 2. Miriam Sarid, Head of Learning Disabilities Program, Education Department, Western Galilee College, Israel, Vered Vaknin-Nusbaum, Head of the Education Department, Western Galilee College, Gordon College and Haifa University, Israel, William Dardick, Senior Lecturer, George Washington University, USA & Jennifer Frey, Senior Lecturer, George Washington University, USA. Reading and Cognitive Functions as Predictors of Statistical Literacy among College Students. 3. Thomas Wright, Assistant Professor, University of New Orleans, USA. Lesson Study: A Sustainable, In-house Professional Development Model for all Teachers. 4. Wilton Lodge, PhD Student, UCL, University of London, UK. The Accessibility of Science Instructions in Creole Speaking Environment.	1. Roman Dorczak, Adjunct Professor, Jagiellonian University, Poland. Development as Central Value in Educational Organizations – The Role of Educational Psychologist in Development at School Level. 2. Frances Finn, Lecturer, Waterford Institute of Technology, Ireland. Investigating Learner Trajectories through Work-Based Learning: Methodological Reflections and Models. 3. *Nicoleta Gaciu, Senior Lecturer, Oxford Brookes University, UK. Using Online Software to Enhance Feedback, Interactivity and Greater Student Participation.

17:00-18:30 Session XVI (Room A - 10th Floor): Educational Foundations IV	17:00-18:30 Session XVII (Room C - 10th Floor): Identity and Education
Chair: *Bart Reynolds, Associate Dean, Southern Utah University, USA.	**Chair:** *Brian Beitzel, Professor, State University of New York at Oneonta, USA.
1. Miantao Sun, Professor, Director, Research Institute of Educational Economics and Administration, Shenyang Normal University, China & Cuiping Kang, Professor, Dean, School of Education, South-Central University for Nationalities, China. How to Promote University Governance Effectiveness - An Experience from China's Universities. 2. Erik Jon Byker, Assistant Professor, UNC Charlotte, USA. Developing Teachers as Global Citizens: Examining the Impact of a Middle East Focused Professional Development. 3. Roberta Silva, Assistant Professor, University of Verona, Italy, Claudio Girelli, Assistant Professor, University of Verona, Italy & Giuseppina Messetti, Assistant Professor, University of Verona, Italy. Service Learning: A Way to Transform Teachers' Role through the Civic Engagement. 4. Anne Spear, PhD Candidate, University of Maryland, USA. Religious Influence in Schooling:	1. Francisco Alves de Souza, Teacher and Researcher, University Center FIEO – UNIFIEO, Brazil. Social Representations that Students Entering Higher Education Elaborate on Their Former Mathematics Teachers. 2. Jamila Guerrero-Cantor, Counselor, California State University East Bay, USA & Lettie Ramirez, Professor, California State University East Bay, USA. Strategies that Support First Generation Students to Achieve Their Educational Identities at the University.

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How is Education Contributing to Conflicts in West Africa?
5. <u>Luke Macaulay</u>, PhD Candidate, Monash University, Australia & Anthony H. Normore, Professor and Department Chair of Graduate Education, California State University Dominguez Hills, USA. What happens if the Perpetrator in a Restorative Approach to Social Justice is the 'Circle'?

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21:00-23:00 Greek Night and Dinner

Tuesday 22 May 2018

07:45-11:00 Session XVIII: An Educational Urban Walk in Modern and Ancient Athens

Chair: Gregory A. Katsas, Vice President of Academic Affairs, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.

Group Discussion on Ancient and Modern Athens.
Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

11:15-13:00 Session XIX (Room A - 10th Floor): Language Learning III	11:15-13:00 Session XX (Room B - 10th Floor): Science, Mathematics & Statistics Education III	11:15-13:00 Session XXI (Room C - 10th Floor): Collaborative Approaches to Teacher Development: Co-teaching, Coaching & Mentoring	11:15-13:00 Session XXII (Room D - 10th Floor): Information and Communication Technology in Education*
Chair: *Ralph Gardner, Professor, The Ohio State University, USA.	**Chair:** *Nicoleta Gaciu, Senior Lecturer, Oxford Brookes University, UK.	**Chair:** Toni Strieker, Professor, Kennesaw State University, USA.	**Chair:** *Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
1. Denise Lussier, Emeritus Professor and Researcher, McGill University, Canada. The Construct and Modelling of Inter/Transcultural Competence in Language Education: Theory and Practices. 2. *<u>Eileen Ariza</u>, Professor, Florida Atlantic University, USA & Susanne Lapp, Associate Professor, Florida Atlantic University, USA. Teaching Migrant Students with Limited or Interrupted Education (SLIFE). 3. <u>Warren Liew</u>, Assistant Professor, Nanyang Technological University, Singapore & <u>Yin Ling Cheung</u>, Assistant Professor, Nanyang Technological	1. *Daniel Robinson, Associate Professor, St. Francis Xavier University, Canada. Physical Literacy and Flourishing (within) Canadian School Communities. 2. <u>Antonio Almeida</u>, Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de Educação de Lisboa, Portugal, Maria João Silva, Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de Educação de Lisboa, Portugal, Bianor Valente, Adjunct Professor, Instituto Politécnico de Lisboa – Escola Superior de Educação de Lisboa, Portugal, Margarida Rodrigues, Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de Educação	1. <u>David Rosengrant</u>, Associate Professor, University of South Florida St. Petersburg, USA & Brendan Callahan, Associate Professor, Kennesaw State University, USA. Promising Practices in Teacher Induction by Means of Structured Coaching & Mentoring Conducted Face to Face or Virtually. 2. John Meisner, Assistant Professor, Southern Utah University, USA. Improving Teacher Preparation: Moving from Direct Instruction to Coaching. 3. William Walters, Assistant Professor, St. Francis Xavier University, Canada. Influence of Mentoring on Mentors' Teaching	1. <u>Jennifer Richardson</u>, Professor, Purdue University, USA, Karen Swan, Professor, University of Illinois Springfield, USA, Patrick Lowenthal, Associate Professor, Boise State University, USA & Marcia Gentry, Professor, Purdue University, USA. Social Presence in Online Learning: Historical Perspectives with an Eye to the Future. 2. <u>Helen Massfeller</u>, Associate Professor, University of New Brunswick, Canada & Rita Kop, Associate Dean, Faculty of Education, Yorkville University, Canada, Peter Hall, Dean, Faculty of Behavioural Sciences, Yorkville University, Canada. The Ethics of Care: Online Counsellor Support in Higher Education Using Advanced Technology. 3. Eyvind Elstad,

University, Singapore. A Mixed Methods Study of the Effectiveness of Language Awareness Approaches to English Language Teaching in Singapore Secondary Schools. 4. *Annabell Sahr, Lecturer, The University of Texas at El Paso, USA. Translanguaging Practices of Multilingual Learners of German.	de Lisboa, Portugal & Vitor Manteigas, Adjunct Professor, Instituto Politécnico de Lisboa – Escola Superior de Educação de Lisboa, Portugal. The Project "Knowing the Global Environment to Act Locally: From Learning in Natural Areas to Urban Intervention (GLOCAL-act)". 3. Hector A. Munera, Member & Senior Scientific Investigator, International Center for Physics (CIF), National University of Colombia, Colombia. A Realization of Einstein's Dream: Some Implications for Teaching of Physics.	Identity and Teaching Practice. 4. Sakyiwaa Danso, PhD Candidate, University of the Witwatersrand, South Africa & Emmanuel Mushayikwa, Senior Lecturer, University of the Witwatersrand, South Africa. Crossing the Border: Linking Learners Cultural Background Influence on Learning Styles into Physical Sciences Classroom Instructions.	Professor, University of Oslo, Norway. Antecedents of Teachers' Organizational Citizenship Behavior for ICT in Teaching and Their Improvement Efforts. 4. Ari Poutiainen, Associate Professor, University of Helsinki, Finland. Higher Music Education and Learning with Video Tutorials. 5. *Elizabeth Diaz, Senior Lecturer, University of Texas at Arlington, USA. The Importance of Pronouncing Student's Name Right: SayitRight or SayMyNameRight using Smartphone APPS.

This session is jointly offered with the Computer Unit

13:00-14:00 Lunch

14:00-15:30 Session XXIII (Room A - 10th Floor): Educational Foundations V	14:00-15:30 Session XXIV (Room B - 10th Floor): Higher Education II	14:00-15:30 Session XXV (Room C - 10th Floor): Curriculum and Instruction II
Chair: *Zoi Philippakos, Assistant Professor, University of North Carolina at Charlotte, USA.	**Chair:** *Daniel Robinson, Associate Professor, St. Francis Xavier University, Canada.	**Chair:** *Eti de Vries, Lecturer / Researcher, Hanze University of Applied Sciences, The Netherlands.
1. Vered Vaknin-Nusbaum, Head of the Education Department, Western Galilee College, Gordon College and Haifa University, Israel & Einat Nevo, Head of Literacy, Language and Mathematics Program, Education Department, Western Galilee College, Israel. A Joint Interactive Storybook Intervention Program for Preschool and Kindergarten Children. 2. *Ralph Gardner, Professor, The Ohio State University, USA & Christopher Brady, Principal, Columbus City Schools, USA. Preparing Pre-Service Teachers to Effectively Teach Literacy Skills to Children with Reading Risk. 3. Olga Denac, Professor, University of Maribor, Slovenia. & Barbara Sicherl Kafol, Professor, University of Ljubljana, Slovenia The Effects of Preschool Music Education on the Level of Melodic and Rhythmic Abilities Development.	1. Toni Strieker, Professor, Kennesaw State University, USA. Promising Practices in Coaching Co-Taught Preservice Clinical Experiences. 2. Gokuladas Vallikattu Kakoothparambil, Head - Operations, Board of Directors - Indian Schools in Oman, Oman. Leadership and Management Development Concerns of New Era Academia Leadership. 3. Sebastian Lerch, Professor, Johannes Gutenberg University of Mainz, Germany. Competence? Personal Competence! 4. *Charles Andoh, Senior Lecturer, University of Ghana, Ghana & Margaret Laryea, Graduate Teaching Assistant, Lancaster University, Ghana. First Week of Lectures at the University of Ghana.	1. Daniel Jarvis, Professor, Nipissing University, Canada, Maria Cantalini-Williams, Professor, Nipissing University, Canada & Glenda Black, Associate Professor, Nipissing University, Canada. Education for Innovation (E4I): A Canadian Initiative Promoting Innovation in K-12 Schools. 2. Phyllis Snipes, Professor, University of West Georgia, USA. Student Achievement Soars with the Perfect Team for Success: Teacher and School Librarian. 3. Yelkin Diker Coskun, Associate Professor, Yeditepe University, Turkey. An Analytical Overview of the Curricular Reform Issues in Terms of European Qualifications Framework. 4. Edni Naifeld, Lecturer, Ohalo Academic College, Israel & Yonit Nissim, Head, Faculty of Education, Ohalo Academic College, Israel. Class Academy – Co-Teaching: From Theory to Personal Experience.

4. Rudina Guleker, Lecturer, University of New York Tirana, Albania. Using Oral Presentations as Part of the Writing Process to Reduce Instances of Plagiarism in Composition Courses.

15:30-17:00 Session XXVI (Room A - 10th Floor): Educational Foundations VI	15:30-17:00 Session XXVII (Room B - 10th Floor): Higher Education III	15:30-17:00 Session XXVIII (Room C - 10th Floor): Bilingual Education: Opportunities and Challenges
Chair: Susie Townsend, Professor, Northern Arizona University, USA.	**Chair:** *Elizabeth Diaz, Senior Lecturer, University of Texas at Arlington, USA.	**Chair:** Daniel Jarvis, Professor, Nipissing University, Canada.
1. Teresa Fisher, Professor, Northern Illinois University, USA & Teresa Wasonga, Professor, Northern Illinois University, USA. Using Indigenous Knowledge to Build Leadership Capacity for success in a School for Girls in Kenya. 2. Alain Gholam, Assistant Professor, American University in Dubai, UAE. A Mentoring Experience: From the Perspective of a Novice Teacher. 3. *Anuleena Kimanen, Postdoctoral Researcher, University of Helsinki, Finland. Discourses of Diversity and Similarity in Finnish Multicultural Schools. 4. *Hilda Patino, Director, Department of Education, Iberoamericana University, Mexico. Social-Emotional Education in Primary and Secondary Levels: A Key Innovation in Mexico´s Public Educational Model.	1. Matthew Haug, Principal, Prairie Knolls Middle School, USA & Teresa Wasonga, Professor, Northern Illinois University, USA. Examining the Relationships among the 5 Efficacy Factors in Colleges and Students' Achievement. 2. *Pamela Walsh, Associate Professor, Athabasca University, Canada. Aspirations, Rationales, and Challenges: State of Qatar – North American Branch Campus Model. 3. Erik Hedlund, Associate Professor, Swedish Defence University, Sweden. A Generic Pedagogic Model for Academically based Professional Officer Education. 4. Alessia Bevilacqua, Postdoc Fellow, University of Verona, Italy. The Relevance of the Authentic Tasks Approach in Higher Education. A quan-QUAL Research. 5. Ines Maria Almeida, Contributing Researcher, Universidade de Brasília, Brazil & Cleonice Pereira do Nascimento Bittencourt, PhD Student, Universidade de Brasília, Brazil. Writing of Educational Memories: A Significant Research Device.	1. Brett Elizabeth Blake, Professor, St. John's University, USA & John Spiridakis, Professor, St. John's University, USA. Translanguaging: A New Model for Teaching Bilingual/Refugee Students in a Global Society. 2. Matthew Rodda, Independent Researcher, Germany & Nikolina Blanusa, Independent Researcher, Germany. Intellectual Equality and Teacher's thought as Preoperational CLIL Components. 3. Ivett Judit Kovacs, PhD Student, Eötvös Loránd University, Hungary. Bilingual Early Years Education Programmes in Hungary through the Lens of the Parents' Opinion.

17:00-18:30 Session XXIX(Room A - 10th Floor): Educational Foundations VII	17:00-18:30 Session XXX (Room C - 10th Floor): Special Education II
Chair: *Pamela Walsh, Associate Professor, Athabasca University, Canada.	**Chair:** *Annabell Sahr, Lecturer, The University of Texas at El Paso, USA.
1. Liza Cerroni-Long, Professor, Eastern Michigan University, USA. Integrative Studies: Heeding the Lessons of Multicultural Education's Rise and Fall. 2. Lars Samuelsson, Associate Professor / Senior Lecturer, Umeå University, Sweden & Niclas Lindstrom, Associate Professor / Senior Lecturer Umeå University, Sweden. Reason and Emotion – How Teachers Respond to Ethical Problems. 3. J. Gregory Keller, Senior Lecturer, Indiana University – Purdue University Indianapolis, USA.	1. Arlene Kanter, Professor, Syracuse University College of Law, USA. The Right to Inclusive Education as a Human Rights Issue under International Law. 2. David Young, Associate Professor and Chair, St. Francis Xavier University, Canada & Daniel Robinson, Associate Professor and Chair, St. Francis Xavier University, Canada. Teachers' Inclusion-related Knowledge, Skills, and Attitudes and Student Outcomes: A Scoping Review of

Education for Democracy.

4. Marco Ubbiali, Research Fellow, University of Verona, Italy & Luigina Mortari, Professor, University of Verona, Italy. An Educative Inquiry on Children's Ethical Thinking: The "Melarete" Project.

5. Jerneja Znidarsic, Teaching Assistant, University of Ljubljana, Slovenia. Impact of an Interdisciplinary Approach and the Implementation of Objectives of Arts and Cultural Education on Pupils' Performance in Music Education and History, and Importance of Selected Values.

Recent Literature.

3. Emanuela Zappala, PhD Student, University of Salerno, Italy, Paola Aiello, Professor, University of Salerno, Italy, Filomena Agrillo, PhD Student, University of Salerno, Italy & Maurizio Sibilio, Professor, University of Salerno, Italy. Neuroscience and Autism Spectrum Disorder: Educational Suggestions.

4. *Ester Goldblat, Manager, Department of Rehabilitation, Ministry of Labor, Social Affairs and Social Services, Israel & Ofir Y. Pinto, Manager of Special Projects Unit, National Insurance Institute, Israel. Academic Outcomes of Adolescents and Young Adults with Hearing Loss who Received Auditory-Verbal Therapy.

20:00- 21:30 Dinner

**Wednesday 23 May 2018
Mycenae and Island of Poros Visit
Educational Island Tour**

**Thursday 24 May 2018
Delphi Visit**

**Friday 25 May 2018
Ancient Corinth and Cape Sounion**

Randa Abbas
Lecturer and Dean of Academic Affairs, Western Galilee College and The
Arab Academic College for Education in Haifa, Israel
Amy Camardese
Chair, School of Education, Westminster College, USA
&
Tina Keller
Assistant Professor, Messiah College, USA

"We don't talk about that here": Teachers, Religion, Public Elementary Schools and the Embodiment of Silence, a Binational United States and Israel Study

Globally religious diversity is on the rise yet the place of religion in public schools is often heatedly debated. This study examined the experiences of fifth graders in regards to religion in public schools in the United States and Israel. The juxtaposition of diverse countries and school settings opens the dialogue to examine how children and their teachers perceive the impact of religion while in school. The findings suggest that the impact of minority status, school

Curriculum, as well as the political and geographical contexts of schools, impact the ways that religion is conceptualized in public elementary schools. In addition, the uniqueness's between religions and teacher views concerning the place of religion in public schools should be explored further.

Antonio Almeida
Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de
Educação de Lisboa, Portugal
Maria João Silva
Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de
Educação de Lisboa, Portugal
Bianor Valente
Adjunct Professor, Instituto Politécnico de Lisboa – Escola Superior de
Educação de Lisboa, Portugal
Margarida Rodrigues
Coordinator Professor, Instituto Politécnico de Lisboa – Escola Superior de
Educação de Lisboa, Portugal
&
Vitor Manteigas
Adjunct Professor, Instituto Politécnico de Lisboa – Escola Superior de
Educação de Lisboa, Portugal

The Project "Knowing the Global Environment to Act Locally: From Learning in Natural Areas to Urban Intervention (GLOCAL-act)"

The project "Knowing the global environment to act locally: from learning in natural areas to urban intervention (GLOCAL-act)" began in January 2017. The project integrates five teachers from the Polytechnic Institute of Lisbon (IPL), 4 from the Lisbon School of Education (ESELx) and one from the Higher School of Health Technologies and it involves pre-service teachers and schoolchildren from basic schools, where these pre-service teachers have teaching practice. It obtained funding from the Environmental Fund, under the responsibility of the Portuguese Ministry of the Environment.

The project aims to meet the Sustainable Development Objectives of Agenda 2030 and the National Strategy for Environmental Education 2020 in the following strands: to decarbonize society by promoting the development of a resilient and low carbon society; to value the Territory by promoting a territorial civic culture that considers land planning and the conservation and valorization of landscape, natural and cultural heritage.

Thus, the project aims to achieve the following objectives: i) the valorization of areas of natural interest, promoting their visitation and a greater knowledge of the biodiversity and geodiversity that characterizes them; ii) the promotion of sustainable mobility and iii) local action with the aim of improving the environmental quality of the surrounding places.

Consequently, several trips to areas of natural interest in the Lisbon region have been and will be carried out in order to know the territory

and to help the recognition of these areas in the ecological balance and, consequently, in human well-being.

The mobility between the IPL Campus and the Monsanto Forest Park, an immense green area near the campus but separated from it by a highway, is being intensified, enhancing the educational value of this area within the scope of several activities of different curricular units.

In fact, after de administration of a questionnaire, it was found that the Monsanto Forest Park is unknown to many pre-service teachers, a reason to promote its visitation in a sustainable way, going by bike, which is one of the main acquisitions by the fund of the project.

An intervention in IPL Campus is also being prepared with the planting of at least 100 trees of different species of the Mediterranean flora, and students have been studying the characteristics of some of these species and the ecological advantages associated with them.

The sites for this plantation are being selected by ESELx students, after the evaluation of the characteristics of each species and the identification of the Campus sites that need an increase in plant density.

A range of activities has been carried out using sensors to analyze noise levels, carbon dioxide levels and temperature measurements. Thus, plantation sites are being chosen as the results of these measurements and also from the need to improve the aesthetics of the place, leading to its greater fruition for leisure and learning purposes.

The project seeks to have a multiplying effect of other actions in other educational institutions, evidencing the need for all of us to act to build a more sustainable society.

Ines Maria Almeida
Contributing Researcher, Universidade de Brasília, Brazil
&
Cleonice Pereira do Nascimento Bittencourt
PhD Student, Universidade de Brasília, Brazil

Writing of Educational Memories:
A Significant Research Device

The aim of this paper is to present the writing of Educational Memories as a significant research device which has been used for over fifteen years in the production of Master Degree dissertations and PhD theses under the supervision of this researcher. These studies, drawing on the theoretical framework of psychoanalysis in its connection with education, are part of the line of research referred to as School, Learning, Pedagogical Action and Subjectivity in Education. Many papers and academic publications in this field indicate that within teacher practice there exist mnemic traces that pervade teacher subjectivity and identity at all levels of teaching, with possible repercussions in the classroom. The studies have given the subjects an opportunity for reflection and a return to the past, particularly to school experiences concerning teacher-student relationships, in such a way that, by "updating" their past experiences, they encountered the present and the vicissitudes from "knowing that one does not know". Thus, it was possible to infer, among other things, that the classroom relationships are permeated by the Freudian concept of transference, understood by teachers as a concept that holds the key to the educational operation as well as the identification process. Moreover, they feature as probable causes of teacher uneasiness, pervaded by the "quantum" of affect that impinges upon the personal/professional subjects. Symbolic and unconscious marks, coming from the inscriptions that constitute them, are understood as vestiges, signs that also continue to produce effects in educational action. Recognizing the importance of the unconscious in the process of their training, as they ascend to the position of teachers, they re-edit meaningful encounters. Finally, it is possible to think of the writing of educational memories as the word contained in the minimal enunciation of the teacher, with the power to construct a historical truth and to produce a new relationship from their experiences, (re)constructing their identity as educators, with repercussions in teaching and learning and a (re)signification of their practice, regardless of the pedagogical setting in which they operate. In writing, the being-subject subscribes.

David Anderson
Professor, University of British Columbia, Canada
&
Samson Nashon
Professor, University of British Columbia, Canada

Kenyan Teacher Transformations Explored through Attributes of Students' Learning

This study explored the attributes of students' learning that subsequently transformed teachers' beliefs, attitudes and pedagogy through a contextualised science curriculum unit that integrated classroom and out-of-school real-world learning experiences. Using a teacher change framework that ascribes change agency to student learning, an interpretive, descriptive case study was carried out with 12 high school teachers drawn from five schools in Western Kenya. Teachers were interviewed in-depth for an analysis of the attributes in student learning that transformed their science teaching one year after implementing a contextualised science curriculum connected with the local small-scale manufacturing sector nearby the schools. Thematic analysis of interview transcripts were employed to explore varying and similar perspectives as well as to identify relevant themes around the transformative attributes in students' learning on teachers' transformations. The study revealed attributes in students learning critical to teachers transformation and which were rooted in their relationships with the experience of learning, participation and ownership as well as effectiveness of heterogeneous ability groups, intra-class networking and out-of-school science. The key attributes catalytic to science teachers' transformed teaching included students': 1) ownership of learning and self-teaching; 2) group work and co-learning; 3) intra-class group work and collaboration; 4) relating science concepts to real world; and 5) change in attitudes about science and collaborative engagement. Each of the catalytic attributes were manestations of the students becoming emancipated learners throughout the teachers' implementation of contextualised science curriculum. The study provides critical insights useful to understanding how students' own transformations have the capacity to reciprocally transform teachers' attitudes and practices.

Charles Andoh
Senior Lecturer, University of Ghana, Ghana
&
Margaret Laryea
Graduate Teaching Assistant, Lancaster University, Ghana

Absence in the First Week of Lectures at the University of Ghana

The study identifies the reasons underlying the abysmal attendance of lectures in the first week of lectures among undergraduate students of the University of Ghana, assesses its impact on academic performance and prescribes coping mechanisms. Over 100 undergraduate students of the main and city campuses of the University were deployed for the collection of primary data from fifteen residential halls by means of stratified sampling technique. Using a version of type I generalized logistic distribution, we determine the likelihood of a student absenting himself or herself from first week lectures given some explanatory variables. In addition, we employ a cross-section regression to determine the impact of first week absenteeism on student cumulative weighted average, a measure of student academic performance.

The results suggest that student performance is not significant in determining student absenteeism in the first week. However, first week absenteeism was highly present among students who are not bothered and do not see the need to attend first week lectures due to influence from friends, family members or personal decisions. Older students are 1.2 times more likely to miss first week lectures and students who are occupied with other activities are 3.9 times more likely to miss first week lectures. Also, first week absenteeism negatively impact significantly on student performance but become insignificant in the phase of other explanatory variables. Among the mechanisms to discourage first week absenteeism is the institution of a mandatory refresher course at least a day prior to re-opening on core courses for which students are awarded marks for attendance. Our findings should be useful to educators and managers of educational institutions in their quest to find measures to combat absenteeism.

Eileen Ariza
Professor, Florida Atlantic University, USA
&
Susanne Lapp
Associate Professor, Florida Atlantic University, USA

Teaching Migrant Students with Limited or Interrupted Education (SLIFE)

Young migrants in Malta are refugees from Sub-Saharan Africa and Middle Eastern countries and have little or no ability to speak English, with limited or interrupted formal education (SLIFE). Despite this, they are placed in mainstream classrooms taught in English and Maltese. This study looks at teacher perceptions about their own cultures and languages spoken in this context, and what they need for effective instruction.

Diana Audi

Senior Instructor, American University of Sharjah, UAE

The Flipped Classroom:
Effects on Students Performance in Mathematics

The introduction of advanced multimedia technologies in higher education have resulted in mixed responses both from the students and teachers. The flipped classroom is a pedagogical teaching technique that was introduced during the last five years. Flipped Classrooms make use of pre-planned video lectures for students to watch and practice at home while group-based in depth problem solving activities are conducted in class with the supervision of the class teacher allowing for more focused individualized learning in class. Previous research studies investigate student perceptions regarding flipped classrooms without investigating the effect of such teaching methodologies on student performance in more technical subjects including Mathematics. Combining several learning theories including active, in-class problem-based learning activities using clickers with dedicated mobile Apps and instructional video lectures, this research paper presents an in-depth analysis of the flipped classroom in teaching Mathematics at the American University of Sharjah, a leading American based Curriculum University in the United Arab Emirates. Using statistical analysis, the results of this study show that there is an evident improvement on student performance using flipped classrooms with clickers compared to traditional techniques.

Roger Abogzuah Ayinselya
PhD Student, Canterbury Christ Church University, UK

Teachers' Perceptions of Their Professional Identity in Relation to Their Experiences in two Deprived Rural Districts of Northern Ghana

This paper presents some of the findings in my PhD study. The study explores public basic school teachers' perceptions of their professional identity in two deprived rural districts of Northern Ghana. Adapting the framework proposed by Day and Kington (2008), the study explores teachers' perceptions from three interrelated dimensions; the contextual, professional and personal dimensions. To explore these dimensions in detail, the case study approach located within the interpretive paradigm was adopted. In line with this approach, data was gathered through semi-structured interviews and participant observations of seven focus teachers across the Bongo and Nabdam Districts.

Findings show that teachers were working under challenging circumstances, yet their efforts were not recognised and their expertise and knowledge were not respected as well as their commitment and care for children. Teachers were not necessarily looking for financial or material incentives but also recognition in kind through attitude, praise and concern for their daily struggles. The issue of teacher voice also emerged strongly. Teachers felt a sense of distance from policy as they were seen as 'just implementers' of policies. They did not necessarily want control of policy, but they wanted to be heard.

It is hoped that the findings would contribute to policy and practice in the Ghana Education Service by providing an understanding of teachers' perceptions of their identity and how best to improve the situation of teachers and teaching in these deprived areas in order to release the positive energy of teachers as a 'creative, essential and indispensable resource' in education (VSO 2003, p. 9). These impoverished districts are the ones most in need of improvement. Therefore, improving teachers' situations is a crucial step to enhancing the quality of education; which has a direct impact on the education system's ability to be a driver of transformation for the rural poor.

Jo Badenhorst
Associate Professor, Central University of Technology, South Africa

A Daunting Challenge for South Africa: Conceptualising a Distributed Instructional Leadership Approach as Possible Solution for Poor throughput at TVET Colleges

In South Africa the challenges facing the post-school vocational education system are daunting. There is a lack of coherence, resulting in fragmentation of the system. A Training Needs Assessment Study commissioned in 2017 revealed several major academic challenges facing college leadership. The most pressing issues were poor leadership and management skills and challenges facing lecturers in various aspects of teaching and learning, amongst which were blatant shortcomings in their capabilities to meet the competencies required for effective lecturing. This realisation led the researcher to hypothesise that ineffective and fragmented leadership and management practices may be to blame for this state of affairs. The researcher questioned whether an integrated and focused leadership model aimed at distributing ownership for student achievement and throughput should be implemented to produce better results. The overarching research question was: What are the main stumbling blocks in improving National Certificate: Vocational (NC(V)) students' performance at technical and vocational education and training (TVET) colleges; and how can a distributed instructional leadership approach be conceptualised to address the problems at institutional level? A qualitative research approach was used, which was mainly inductive, providing a clear understanding of the participants' views and capturing their perceptions in their own words. A phenomenological design was used as strategy of inquiry. The findings create awareness for considering collaboration and the distribution of powers and capabilities to bring about a shared leadership vision in the quest for challenging poor performance and throughput at institutional level in a sector that is in dire need of positive outcomes.

Jo Batey
Senior Lecturer, The University of Winchester, UK

The Influence of Perceived Student Ethnicity on the Feedback awarded to Undergraduate Student Work

Numerous meta-analyses and reviews of feedback have underlined its centrality to student learning and achievement. It is also considered an important indicator of the quality of the student experience at university. However, in 2008 a paper published by the National Union of Students (NUS) stated that University marking was biased on the basis of student gender and ethnicity. The aim of this study was to investigate those claims specifically in relation to student ethnicity.

The data reported here is drawn from thirty lecturers (n males = 15, n females = 15) recruited from Universities across England, Scotland, and Wales. The participants had a range of teaching experience with the majority (n = 23) having taught for five years or more. Participants were required to mark two undergraduate student essays. The first essay participants marked was the control essay. The second essay was the experimental essay. Although the content of the second essay was the same for all participants a third (n = 10) were informed the essay was written by a student with an Asian name (Jadgit Sidhu), a third (n =10) were informed the essay was written by a student with a Chinese name (Zhi Rong Liu), and a third (n = 10) were informed it was written by a student with a White British name (James Smith). In-text feedback was analysed in line with an existing feedback framework and end-of-text feedback was thematically analysed. Results demonstrated few differences between the control and experimental essays on the basis of ethnicity thus challenging existing research within the domain of social psychology on intergroup evaluation and the NUS claims of biased marking practices on the basis of ethnicity.

John Batten
Senior Lecturer, The University of Winchester, UK
&
Jo Batey
Senior Lecturer, The University of Winchester, UK

Using Feedback on Assessment to Inform Curriculum Design on a Sport and Exercise Science Programme

The BSc (Hons) Sport and Exercise Science programme at The University of Winchester recently took part in the TESTA (Transforming the Experience of Students Through Assessment) process, a method used to map programme-wide assessment as part of a National Teaching Fellowship (NTFS) project (www.testa.ac.uk) funded by the Higher Education Academy (HEA). The three main methods of data collection used in the TESTA process include: a programme audit (which maps features of assessment using documentary materials and a workshop with the Programme Leader, as well as key members of the team), the Assessment Experience Questionnaire (a 28-item questionnaire based on various assessment and study behaviour scales), and focus group interviews (with final year students, exploring their perceptions of assessment and feedback). Findings from these methods are then presented to the programme team, creating space for contextualised discussion about evidence related to the pedagogy of assessment on the programme. This session will outline the key findings from the TESTA process and provide an overview of the changes made to the Sport and Exercise Science programme in lieu of these findings, while simultaneously discussing how research literature on conditions of assessment that support student learning and engagement has underpinned the identified changes.

Brian Beitzel
Professor, State University of New York at Oneonta, USA

Metacognitive Awareness (or Lack Thereof) during Problem Solving

Human learners are often notably imprecise in estimating their own skills in a variety of performance domains. The present study examines undergraduate students' judgments of the mental demand they have experienced during a problem-solving task in the domain of mathematics. After receiving instruction on how to solve total-probability problems and being presented with a series of worked examples, participants were asked to solve a series of the same type of problems unassisted. Throughout the experiment, eye-tracking equipment was used to calculate estimates of mental workload using a United States-patented algorithm called the Index of Cognitive Activity (ICA). The ICA metric has been validated in a variety of performance domains and has been shown to be a reliable indicator of mental effort. After each posttest problem, participants were (a) presented with the ICA estimate for the mental workload they had just experienced while solving that problem and (b) asked whether they agreed with the estimate. For each problem, only half of the participants indicated that the ICA estimate was "about right"; the other half split between the estimate being too high or too low. Arguably, the ICA estimates are a more objective measure of the mental demand that participants experienced than their own subjective self-reflections. These findings corroborate the work of other researchers demonstrating that adult learners are not always proficient in evaluating their own performance. In addition to showing discrepancies between actual performance and self-judgments of it, this study provides evidence that the metacognitive aspects of learning are also subject to errors in self-estimation.

Yongmei Bentley
Principal Lecturer, University of Bedfordshire, UK
Alexander K. Kofinas
Principal Lecturer, University of Bedfordshire, UK
Cathy Minett-Smit
Associate Dean, University of Bedfordshire, UK
&
Guangming Cao
Principal Lecturer, University of Bedfordshire, UK

Findings from the Investigation of the Block Teaching of MSc Programmes at a UK Business School

This paper reports the findings of two rounds of survey evaluation of a UK Business School's innovative block teaching model of its Masters Programmes, aimed at delivering academic rigor and employability requirements while providing a rich student learning experience. The new delivery model rationalises the previous offerings by providing a smaller range of standardized large units which are more tightly integrated to each other, and are part of courses with a four-tier induction system (with inductions being progressively more employability-focused as students' progress from one unit to the next), and a final capstone unit (project) where students have a choice of a traditional dissertation, a businiess live project, or a professional project. This common architecture is coupled with a 'flipped delivery' approach, utilization of blended learning, and peer-to-peer learning opportunities with multiple entry points providing additional students into the cohorts for each unit. Two rounds of survey have been conducted with students enrolled on these programmes in the academic year of 2016/17, and data is analysed using both quantitative and qualitative methods. One of the key findings is that student performance (especially for A and B grades) and satisfaction have improved even though the assessments, according to the external examiners, have got more challenging. Initial analysis also indicates that certain areas are worth exploring further, such as the levels of engagement the students should exhibit to perform well, and the strategic development of the four-tier induction process to further improve student engagement and subsequent performance. Detailed findings will be reported in the full paper on the evaluation of the approach's effectiveness and efficiency in terms of the delivery experience, the assessment strategies, levels of student engagement and performance, as well as the experience of staff and students.

Alessia Bevilacqua
Postdoc Fellow, University of Verona, Italy

The Relevance of the Authentic Tasks Approach in Higher Education: A quan-QUAL Research

It is now almost consolidated that the worlds of work and training move around the term competence. Several European policy papers, guidelines and implementing provisions [European Commission 2011; 2012; 2013] stress the need for students to acquire professionals, transversal and entrepreneurial skills in their courses of study. From the Bologna process (1999) onwards, universities are strongly encouraged to formulate and evaluate the training programs' outcomes in terms of skills, but the main challenge is played on the level of didactic activities that lecturers plan and implement in their classroom.

Flipped learning (Flipped Learning Network, 2014) could be considered an effective pedagogical and teaching approach that can help to answer. It leads students to approach the lower levels of cognitive work outside of class and to focus on the higher-level learning goals – those skills which allow gaining skills – during in-class activities with the support of lecturers and tutors (Anderson, Krathwohl, 2001).

In the course named "Methodology of the pedagogical research", within the Bachelor's Degree in Organizational Training at the University of Verona (Italy), in the 2017-2018 academic year, a flipped learning experience has been implemented to give students the possibility to acquire not only knowledge, but also skills concerning the pedagogical research. To understand the value that students have attributed to the authentic tasks that the teacher has proposed them, researchers implemented a mix-method quan-QUAL research. In the first phase, 82 (77,4%) students fill in a questionnaire aimed at evaluating the authenticity of the tasks (Herrington, Reeves & Oliver, 2010); in the second phase; two focus groups were organised with 12 students to deepen and explain data obtained in the first phase of the research.

The survey's results highlight how the tasks performed by students have obtained general positive feedbacks concerning all the elements that determine their authenticity. The elements of authenticity that obtained the most positive feedback were the non-linear design, to preserve the complexity of the real-life setting; the groupings of students, to enable articulation and reflection with aware attention; a coaching and scaffolding assistance by the lecturer for a significant portion of the activity; the opportunity for students to be effective performers with acquired knowledge, and to craft polished performances. The elements of authenticity that need improvement were the real-world relevance, the multi-disciplinary perspectives, the partner coaching and the overall evaluation system.

The focus group results stress firstly the multiple gains obtained by students: a more active and conscious participation, a more efficient use of teaching materials, the ability to face difficulties more effectively, to gain greater awareness of themselves, their own ability and their own path of study, an improvement of their performance, as well as being able to contribute concretely in itinere to an improvement of the course. Students stressed they experienced an initial feeling of disorientation - determined by the adoption of a new pedagogical-didactic approach – flipped learning, with the relevant component of the authentic tasks. They also perceived, during the whole course, a significant cognitive discomfort and sense of fatigue - determined by frequent recourse to reflective activities that required students to engage and participate actively constantly. Nevertheless, they clearly explained how the results of the course proved to be extremely positive, both in terms of perception and cognitive gains.

It is, therefore, possible to state how the adoption of authentic tasks, in the university context, is not only possible, thanks to a well-balanced planning of activities, but also desirable. It is a teacher's task to make students understand how the fatigue experienced allows activating a beneficial maieutic process that can lead, if students consciously and responsibly choose to "take part in the game", to transformative results.

Brett Elizabeth Blake
Professor, St. John's University, USA
&
John Spiridakis
Professor, St. John's University, USA

Translanguaging: A New Model for Teaching Bilingual/Refugee Students in a Global Society

The introduction of the concept, "translanguaging" has not been without controversy. Alternately confused and/or mistaken for "bilingualism" (in its original definition) and "code-switching," for example, translanguaging represents a bonafide set of literacy practices that when accepted and utilized in bilingual/ELL and other classrooms (where a mainstream discourse is not necessarily the norm) it has the potential to offer *all* students better opportunities for equal access to the power and prestige only equitable language learning can offer.

Daniel Bosmans
Academic Development Lecturer, University Campus Oldham, UK
Rachael McLoughlin
Research Assistant and Graduate Intern, University Campus Oldham, UK
&
Emma Young
Academic Development Lecturer, University Campus Oldham, UK

Does PAL Work?
An Exploration of Affect amongst First-year HE in FE Students

In recent years, students' mental health and well-being have been the object of several studies which have highlighted the alarmingly increasing rates of depression, stress and anxiety amongst university students all over the world (Adewuya, Ola, Olutayo, Mapayi and Oginni, 2006; Nerdrum, Rustøen, and Rønnestad, 2006; Aktekin, Karaman, Senol, Erdem, Erengin, Akaydin, 2001; Stewart-Brown, Evans, Patterson, Petersen, Doll, Balding, Regis, 2000). First-year students may potentially be more likely to drop out because of anxiety and other emotions related to affect than subsequent years. The first weeks in an HE institution are possibly the most stressful and anxiety may drop after this settling-in period. This study explores affect in first-year students in an FE in HE environment, with a particular focus on anxiety and related emotions. The aim is also to evaluate a peer-assisted learning (PAL) scheme as an effective strategy in alleviating levels of negative emotions. Various types of anxieties are defined in the context of a student's experience in an HE environment, followed by an explanation of the present interventional study in an FE in HE institution. The main findings are that overall anxiety and worry increased for most faculties with time, regardless of participation in the PAL scheme, but that tenseness decreased with students in faculties participating in PAL.

Bailey Braaten
PhD Graduate Student, The Ohio State University, USA
Robert MacConnell
Mathematics Teacher, South-Western City Schools, USA
&
Arnulfo Perez
Assistant Professor, The Ohio State University, USA

Computational Thinking, Computer Science, and Mathematics: Mathematics Students Engage in Programming

Our world has entered into an age in which technological skills are becoming essential to all careers. In order to prepare students to enter into this world, it is necessary to provide students with experiences to build technical skills within the classroom setting. Defined as a creative way to approach tasks or problems using concepts, practices, and perspectives from computer science, computational thinking holds promise for all levels of education, especially K-12 classrooms (Wing, 2008). Efforts to advance computational thinking (CT) in education include increased attention to the dispositions and practices commonly employed by computer scientists and how these same practices and dispositions can be introduced to students in K-12 classrooms (Weintrop et al., 2015).

This study investigated a lesson on computer programming and circuitry conducted in a middle school mathematics classroom. In the lesson students built a circuit with resistors and LEDs and connected the circuit to a microcontroller, which they programmed to turn the LEDs on and off in a sequence that mimics a traffic light. The lesson allowed students to engage in computational thinking strategies and extend their mathematics classroom experience into the realm of computer science.

Two mathematics students were the focus of this study, as they engaged in productive struggle to simulate a traffic light by programming a microcontroller connected to a circuit. These two students reflect two possibilities for how engaging in computational thinking practices and dispositions can provide important growth opportunities for students in mathematics. This study was conducted in a middle school mathematics classroom in the United States and focused on three days of instruction. The results that providing students with opportunities to engage in computation thinking can lead to growth in students' engagement with mathematics and can shape how they may approach STEM tasks in the future.

Tony Burner
Professor, University of Southeast Norway, Norway
&
Bodil Svendsen
Head of the Gifted Children Center, Trondheim Science Center, Norway

A Vygotskian Perspective on Teacher Professional Development

Teachers are in a continuous pressure to perform. Similar to practitioners in other professions, teachers need to deepen their knowledge and improve their skills over the course of their careers. Today, more than ever, teachers are expected to demonstrate effectiveness in the classroom. Successful teacher professional development (TPD) programs involve teachers in learning activities which are similar to the ones teachers will use with their students. If professional development is considered as a learning process that teachers have to carry out, then their attempts to fulfill their professional needs through improving their performances can be considered as a *developmental process*. Teacher professional development is both contextual and historical, and we apply three concepts from cultural-historical theory (CHT) to contribute to the development of the literature on TPD and TPD programs: historicity, mediation and internalization. We draw on two larger longitudinal studies, one in English language teaching and one in natural science teaching, to illustrate subject-oriented TPD.

The origins of the authors' interest stem from working with school development and classroom research, and conducting interventions within the framework of Cultural-Historical Theory (CHT). The authors were inspired to delve deeper into the theoretical relations between TPD and CHT during a scholarly visit at Vygotsky's Faculty of Pscyhology at Moscow State University. In the presentation, the theoretical aspects of TPD within a CHT framework will be considered, with examples from the two larger studies the authors have been involved in where the unit of analysis was TPD. Implications for TPD and research on TPD will be discussed.

Erik Jon Byker
Assistant Professor, UNC Charlotte, USA

Developing Teachers as Global Citizens: Examining the Impact of a Middle East Focused Professional Development

Identifying as a global citizen does not come naturally for many teacher candidates in the United States. Rather, US teacher candidates are more likely to identify with their state, region, or nation. Preparing teachers as global citizens means addressing stereotypes and challenging ignorance about the world's regions and religions. The Middle East is an example of a region in which many teacher candidates in the United States—especially in the Southeast region of the United States—tend to have strong stereotypes about, but actually know very little of the region's history (Bakalian, & Bozorgmehr, 2009, Kurzman, 1999).

The purpose of this paper is to examine a case study of how teacher candidates at a large research university in the Southeast region of the United States are encountering the Middle East and Muslim civilization. The paper has four objectives. First, the paper provides contextual details related to the development of a professional development module about the Middle East and Muslim civilization. Second, the paper reports on a case study of the uses and perceptions of the module among 74 teacher candidates from the United States (n=74), who are all preparing to become elementary school educators. Third, the paper analyzes the case study to examine ways that the teacher candidates perceive of the Middle East region and Muslim civilizations before and after the professional development module.

Fourth and finally, the paper closes with connections to the stream on Identity and Education by discussing the identity development of a global citizenship educator. The paper's conceptual framework is informed by Critical Cosmopolitan Theory (Byker, 2013). Critical Cosmopolitan Theory integrates Paulo Freire's notion of conscientization or critical consciousness with the Asia Society's Global Competency Matrix (Mansilla & Jackson, 2011). Critical Cosmopolitan Theory posits that global citizenship education is maturation toward becoming critically conscious of the globe. The theory defines cosmopolitan by its Greek root word *kosmopolitês* meaning citizen of the world. Appiah (2010) states that cosmopolitan captures how people "take value in human lives and humanity" (p. xv). Critical Cosmopolitan Theory seeks to develop global citizens who are humane vis-a-vis conscientization of the wider world. The movement toward critical consciousness is characterized by several acts including: (1) investigating or reading the world, (2) having their eyes opened to new perspectives, (3) communicating new ideas and discoveries situated in reflections, and (4) taking action to re-write the world.

The study uses the Critical Cosmopolitan Theory lens to examine the following research questions: 1) What are teacher candidates' knowledge and perceptions of the Middle East region and Muslim civilization? 2) To what degree, if any, do the teacher candidates' knowledge and perceptions change after completing a professional development simulation about Middle East region and Muslim civilization? 3) How, if in any way, do the teacher candidates' change their identity about what it means to be an educator and a global citizen? The paper reports on the findings of these research questions as teacher candidates participated in the professional development series about the Middle East. The paper concludes with an examination of the relationship between teacher identity development and the need to value and protect right of education of children—regardless of their culture, creed, race, or religious belief. The first step in developing an identity of global citizen educator is to be aware of how most public school, United States' classrooms—especially in urban areas—reflects the culture and religion around the globe.

Irene Campos-Garcia
Professor, Rey Juan Carlos University, Spain
Jose Ignacio Galan
Professor, University of Salamanca, Spain
&
Jose Angel Zuniga-Vicente
Professor, Rey Juan Carlos University, Spain

The Effect of Teacher Demographic, Professional and Labor Characteristics on Students' Academic Performance: Evidence in Spanish Secondary Schools

The main purpose of this study is to explore the main effect that certain demographic, professional and labor characteristics related to teachers can have on students' academic performance. We focus our attention on the scores achieved by students in a specific test that is compulsory in Spain: the university admission test. The empirical analysis is based on data from a survey of Spanish educational organizations. Our final sample consisted of 105 secondary schools. The total number of teachers and students included in this study is 4,385 and 13,599, respectively. A hierarchical regression model is specified to test the relationships between the main variables of interest considered in the study. Our results consistently reveal that there is a positive relationship between the scores achieved by students in the university admission test and the following characteristics of a teacher: gender, specialization, continuous training, type of contract and motivation. On the contrary, the effect of teacher's age is not significant. These findings may be of use to theory and practice in understanding and advancing different determinants on students' academic outcomes.

Liza Cerroni-Long
Professor, Eastern Michigan University, USA

Integrative Studies: Heeding the Lessons of Multicultural Education's Rise and Fall

This paper analyzes how the worldwide rise and fall of multicultural education has highlighted the shortcomings of educational systems largely built around Western pedagogical assumptions that have become seriously challenged by three phenomena defining the world since the 1950s: decolonization, economic globalization, and transnational migration.

As an Italian cultural anthropologist academically trained in Italy, Japan, and the United States, where I have been researching the nexus between culture and ethnicity since the 1980s, I have long held a major professional interest in comparative pedagogy. Thus, I welcomed the opportunity, stimulated both by my institutional affiliation (EMU enjoys a national reputation for teacher training) and by support from UNESCO and other international organizations, to cross-culturally examine developments in multicultural education. Consequently, over the last twenty years I have regularly taught, presented, and published about this topic, predicting early on the "crisis of multiculturalism"-- and the concomitant fall of multicultural education--that are now so widely acknowledged.

The factors leading to the rise and fall of multicultural education are interesting in themselves, and will be summarized in the paper, but what I consider most valuable about this phenomenon is the light it throws on the clear disconnection between contemporary educational structures, particularly at the college/university level, and the actual pedagogical needs of post-secondary students worldwide. This dissonance is particularly serious in the United States, where education has so long been at the mercy of the interplay between market forces and ideologies of exclusion that may be beyond redress without a radical process of "re-visioning"!

An important element of this process has to do with developing a curriculum that encourages integration, especially at the cognitive and social levels. The role of education, defined as the capacity to transform information into knowledge, and knowledge into wisdom, can only be fully realized by offering college students the opportunity to understand the place of our species in the fabric of planetary life, and the place of individuals in the cultural fabric of the societies in which they live. The paper will describe how this can best be achieved through the interdisciplinary approach of Integrative Studies--the new "Liberal Arts" the contemporary world so urgently needs.

Teresa Connolly

PhD Student, Johannes Gutenberg University Mainz, Germany

Pluriliteracies – Opportunities and Challenges for Deep Learning Progressions in CLIL STEM Learning

Pluriliteracies Teaching for Learning (PTL) constitutes a relatively recent development in *Content and Language Integrated Learning* (CLIL). This approach has been developed by a group of international experts (The Graz Group) in order to model and provide pathways for deep learning across languages, disciplines and cultures by focusing on the development of disciplinary or subject specific literacies. Accordingly, as knowledge and skills develop through experience and practice, learners will be able to process content at an increasingly complex level and communicate their understanding through increasingly sophisticated text types or genres. Sophistication of genres results from a better command of cognitive discourse functions and the ability to language increasingly complex patterns as they move, for example, from a simple explanation pattern to a more advanced/complex one.

Deep learning - by which we understand the successful internalization of conceptual content knowledge and the automatization of subject specific procedures, skills and strategies – rests on learners' acquisition of disciplinary literacies which in turn only develops when learners actively engage in subject specific ways of constructing knowledge and when they are taught how to language their understanding appropriately and in an increasingly complex and subject adequate manner.

In this presentation we will introduce the Pluriliteracies Model by the Graz Group along with chemistry materials for lower and upper secondary education which have been developed to showcase ways of designing deep learning progressions in STEM education.

In a current Ph.D. research project, the materials have been used as a means of assessing the effect of Pluriliteracies Teaching for Learning on the development of conceptual complexity, functional adequacy and transferable skills in CLIL learners. On the basis of those results, PTL's benefits and remaining challenges as well as the applicability to further teaching across different subject cultures, languages and age groups will be discussed.

Eleni Coukos-Elder
Associate Professor, Tennessee State University, USA
Lucian Yates
Dean of Graduate Programs, Tennessee State University, USA
Stashia Emanuel
Director of Graduate Programs, Tennessee State University, USA
&
Alex Sekwat
Associate Dean of Graduate Programs, Tennessee State University, USA

Does Perseverance and Passion in Graduate Students in Tennessee Contribute to the Degree of Impostor Phenomenon?

The concept of the Impostor Phenomenon (IP) refers to individuals who are successful by external standards but have an illusion of personal incompetence (Clance & Emes, 1978).They attribute their success in an area to luck and interpersonal skill rather than to their intelligence and ability. Although the IP was originally hypothesized to exist primarily in women, it is now known that it with similar frequency in men as well (Beard, 1990; Cozzarelli & Major, 1990). The *Clance Impostor Phenomenon Scale* (CIPS) was developed to help individual determine whether or not they have the characteristics on three dimensions (fake, luck, discount), and, if so, to what extent they are suffering. The higher the score, the more frequently and seriously the Impostor Phenomenon may be interfering in a person's life.

Perseverance is more often studied as an outcome rather than as a predictor. Duckworth and Quinn (2009) introduced the concept of GRIT, defined on two subscales—*perseverance of effort* and *passion for long-term goals*—and showed that GRIT predicted achievement in challenging domains over and beyond measures of talent. Two pre-existing instruments: *The Short Grit Scale (GRIT-S)* (Duckman and Quinn, 2009) and the *Clance Impostor Phenomenon Scale (CIPS)* (Clance, 1978) were administered online to approximately 70 graduate students at one historically black college/university (HBCU) in middle Tennessee during the summer 2017. This study addresses several questions:

(1) To what extent do graduate students at an HBCU in middle Tennessee experience Impostor Phenomenon?
(2) What is the degree of perseverance of effort and passion for long-term goals experienced by graduate students at an HBCU in middle Tennessee?
(3) What are the associations among IP, perseverance of effort, and passion for long term goals?
(4) Does race or gender impact these associations?

Ziad Dabaja
PhD Student, University of Windsor, Canada
&
Dragana Martinovic
Professor, University of Windsor, Canada

Returning to Nature:
Reviewing the Forest School Impact on Children

It seems that, nowadays, parents' safety concerns in addition to the widespread use of various technological devices (e.g., computers and video games) have driven children, especially in developed countries, to adopt a sedentary indoor lifestyle. This inactive behavior can lead to both mental and physical health problems. In contrast, outdoor education appears to improve the well-being of children by engaging them in a plethora of dynamic activities. Building on these confronting approaches, the purpose of this paper is to systematically locate, select, and then analyze the literature on Forest School; a particular branch of the outdoor educational approach. More specifically, it aims to identify the impact of this program on the involved children. Findings suggested that engaging in Forest School has the potential to improve the children's (a) social and cooperative skills, (b) self-confidence and self-esteem, (c) learning performance and cognitive skills, (d) emotional and mental health, (e) environmental awareness and sense of belonging, (f) physical, gross and fine motor skills, and (g) risk-taking behaviors.

Two major discussion points emerged from the analysis of the literature: the need to (a) clearly distinguish between and accurately evaluate the two different yet related concepts of self-esteem and self-confidence/efficacy; and (b) reconsider the prevalent pattern of excluding older children from engaging in Forest School programs. This review might be of interest to different stakeholders, such as school boards, educators, and parents. It could also represent a steppingstone for further research studies aiming to throroughly investigate the diverse aspects of Forest School and help depict a clearer picture of this relatively under-explored and disctinctive outdoor educational approach.

Maria Rosaria D'Acierno

Associate Professor, Università degli Studi di Napoli "Parthenope", Italy

Summary Writing as a Means to Improve both Second Language Learning and Mental Organization

Writing has always been a problem either in the foreign language or in the mother tongue. Besides linguistic lack, the main problem concerns how to mentally organize a formal text. Of course, from the linguistic point of view, nowadays students are not enough familiar with formal language, since reading is considered a boring activity (Algorzata Marzec Stawiarska 2016). Cellular phones are not entirely to be blamed, rather laziness. In fact, it is really demanding to cover even a conversation if the theme requires well-structured sentences in order to build a coherent as well as a cohesive discourse (Frey and Fisher 2003). In my own opinion the teacher of a foreign language should work hand in hand with the teacher of the mother tongue, because in either cases they have to build up a richer language from both the grammatical and semantic point of view. Most of our students show linguistic deficiency in their mother tongue first of all, and until they do not achieve a satisfactory linguistic level in their first language, any effort in the foreign language will be vain (Corbeil 2000). Our experiment, in fact, tried to follow a precise schedule. In both classes (Italian and English), the teachers stimulated their students (IV High School) to read passages (mostly taken from well-known novelists) with the precise intent to ask their students to summarize them (Hood 2008). In this way, this activity associates two important skills – reading and writing – while offering a variety of cultural data. These skills are essential during our students' academic development, especially when they are asked to interact with their teachers about the subjects studied. By giving them precise steps to follow before writing a summary, teachers enable their students to face orally formal discourse, too and not only a simple conversation with occasional friends.

Reading with the purpose of summarizing the passage gives this skill a precise goal, so that the learner has to focus on different steps from two points: 1) the value of the meaning (the whole meaning of the passage, the message included, the various ways to spread the message, the details which highlight the main message), and 2) the linguistic side (vocabulary, grammatical-syntactical structures, the use of tenses, connectives, punctuation, etc.). While pursuing this aim, the student not only improves his/her language, but also learns how to capture the essence of the passage, to memorize the whole plot, and to organize it in his/her own words. In our experiment we decided to ask a group of students (9) to work individually, while others (9) were assigned to triads (Sajedi 2014). Our premise was that working individually offers students a better concentration as well as a deeper effort on personal resources. In doing so, the student also acquires

much more confidence in his/her own capacities (Shehadeh 2011). The results obtained at the end of the course, (moving time by time the groups and the single students) gave reasons to our expectations.

Sakyiwaa Danso
PhD Candidate, University of the Witwatersrand, South Africa
&
Emmanuel Mushayikwa
Senior Lecturer, University of the Witwatersrand, South Africa

Crossing the Border:
Linking the Influence of Learners' Cultural Background on Learning Styles to Physical Sciences Classroom Instructions

Several studies have showed that members of a society function according to culturally determined inherent models in the minds of their members. In addition, researchers argue that learning styles may vary from culture to culture, but few studies have addressed the question of which culture is linked to which learning style preference. This article concerns this inquiry and therefore sets out to explore the possibility of the influence of cultural background of learners on learning styles of Felder-Silverman's learning style model and show how this could be incorporated into physical sciences classroom instructions as a common instructional strategy in the teaching of the topic "electricity and magnetism". Therefore, to achieve this objective, a mixed methods design was adopted for the study. The study worked with four high schools in Mthatha which were purposefully selected. 205 science learners and 4 science teachers were selected to take part in the study which lasted over a six week period. Four physical science teachers, each from one of the sampled schools were trained on the design and implementation of cultural learning style-based instructions as an instructional strategy by embedding science activities into the culture and learning style preference of physical science learners to improve their level of understanding in sciences. Questionnaires and interviews were the main instruments used to collect data. Quantitative data was analysed descriptively and thematic analysis was employed to analyse qualitative data. The results indicate that the dominant learning style preferences among the grade 11 learners were active (62%), sensing (83.9%), visual (68.3%) and sequential (70.2%). Responses from learners' test scores shows statistically those learners improved upon their performance in the subject after exposure to cultural learning style-based instructions. Teachers' responses shows that hands-on activity was seen as a positive strategy for engaging learners in the teaching learning process, since it also motivates them to learn hard in sciences. This article further discusses salient implications for pre-service teacher professional development and learner learning in the high school science curriculum.

Ann Dashwood
Associate Professor, University of Southern Queensland, Australia
Abdalrhman Alsaghier
University of Southern Queensland, Australia
&
Shirley O'Neill
Professor, University of Southern Queensland, Australia

Bilingual Conceptual Development as Backward Transfer to Arabic among English-medium pre-Service Teachers in an Arabic Higher Education Environment

Transfer between languages is no longer considered predominantly a negative phenomenon. Rather the positive impact of language acquisition and cross-language transfer to L1 is known to extend benefits in the home language for young school-aged children (Siu & Ho, 2015; Barac & Bialystok, 2012). However, less is known of the effects on the quality of writing in English and in Arabic and the backward transfer in writing from English to Arabic for bilingual higher education student users.

This study reports a contrastive analysis of the Arabic scripts and the English scripts, on eight measures of writing proficiency, of an unrehearsed persuasive essay writing task undertaken by 40 pre-service language teachers aged 20-24. The topic and performance indicators were adopted from the Australian National Assessment Program - Literacy and Numeracy (NAPLAN) test. The cognitive impact of English-medium higher education on the categories of persuasive writing proficiency was supported by questionnaire which identified aspects of essay writing learning that the students had been exposed to in their teacher-training courses in both languages. A stimulated-recall methodology by interview prompted their deconstruction of the purpose of specified categories of writing revealed in a detailed analysis of their individual scripts. Positive transfer to L1 writing was evident on organisation and cohesion and extended text features.

Eti De Vries
Lecturer/Researcher, Hanze University of Applied Sciences, The
Netherlands
&
Paul Delnooz
Director of Innovation Academy, The Netherlands

Measuring Teachers' Effectiveness

In education, a need for teaching 21st century skills has been identified. Global developments in energy transition, digitalization, population growth and food supply ask for other knowledge and skills than is traditionally taught in education. The Creative Action methodology is a didactical method aiming at increasing the creative potential of students and pupils, and, as such, will contribute to the development of these 21st century skills. The Creative Action methodology combines insights from evolution theory with educational theory. It starts with the proposition that from an evolutionary point of view, our brains have been adapted to be able to survive, in interaction with the environment. Our brains are focused on solving possible problems we encounter every day. Because our educational system is more focused on sitting still and learning by heart, the Creative Action methodology predicts that our brains will revolt: pupils will be less motivated to learn and will start showing oppositional behavior. This happens because their brains are not doing what they are trained for, namely looking for creative solutions for everyday problems. The didactical method Creative Action methodology focuses on discourse – the translation of interaction with the environment- and discourse should, therefore, play an important role in classrooms. Teachers are invited to interact with their pupils by asking questions, giving advices and challenging them to come up with alternative solutions while the pupils work on practical problems. We consider an effective teacher a person who knows how to prevent oppositional behavior in classrooms, who is able to motivate the pupils to learn and who achieves the learning objectives set for the pupils. We would like to share the validation of an instrument developed to measure teachers' effectiveness.

Elizabeth Diaz
Senior Lecturer, University of Texas at Arlington, USA

The Importance of Pronouncing Student's Name Right: SayitRight or SayMyNameRight using Smartphone APPS

A lot of research has been done about the importance of pronouncing students' names correctly – during attendance, a classroom activity, or any other time of the school day – should always be a priority for any classroom teacher. However, most of the research is about what we should do without providing a solution. Failure to pronounce a name correctly impacts the world view and social emotional well-being of students, which, of course, is linked to learning. This issue is considered one of those "micro-aggressions", defined by researchers at Columbia University's Teachers College as "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color" (Sue et al., 2007), that can emerge in a classroom and seriously undermine learning. Whether you intend to or not, what you're communicating is this: Your name is different. Foreign. Weird. It's not worth my time to get it right. Although most of your students may not know the word *micro-aggression*, they're probably familiar with that vague feeling of marginalization, the message that everyone else is "normal," and they are not.

"Names have incredible significance to families, with so much thought, meaning and culture woven into them," Kohli says. "When the child enters school and teachers – consciously or not – mispronounce, disregard or change the name, they are in a sense disregarding the family and culture of the students as well." "To fully accept and respect a student, you must at a minimum know how to pronounce their name. *When a teacher – consciously or not – mispronounces, disregards or changes the name, they are in a sense disregarding the family and culture of the students as well*"

"Students often felt shame, embarrassment and that their name was a burden," Kohli says. "They often began to shy away from their language, culture and families."

Kohli points out that most educators are not doing so out of disrespect, but tend to be confined by a monoculture viewpoint that makes it "more challenging to center cultures outside of their own." Consequently, certain names sound unfamiliar and fall far outside their comfort zone.

Showing respect, however, doesn't necessarily require that an educator nails the pronunciation on the first attempt. "We can't say every sound or name in the world, but it is how we respond that matters," says Kohli.

"Mutilating someone's name is a tiny act of bigotry." And Adam Levine-Peres, a teacher who created the online series "Project Bronx," suggests that mispronouncing a student's name fails to establish an environment of trust,

sends the message that perseverance is not important, and communicates disrespect.

To make things worse is not just the pronunciation of the name but not knowing about your student's gender when you are looking at a roster and having to write an email.

In this paper, we present a tool to solve the issue with the name's pronunciation as well as the gender problem. This tool, SayitRight, shows you how to pronounce the student's name, how your student looks like. The tool helps teachers/instructors to pronounce names correctly. It also help students to identify who is sitting next to me.

Yelkin Diker Coskun

Associate Professor, Yeditepe University, Turkey

An Analytical Overview of the Curricular Reform Issues in Terms of European Qualifications Framework

A comprehensive program reform was carried out in Turkey during the 2016-2017 academic year and the curriculum of the 51 courses was renewed. The new curricular reform, which is a comprehensive background, needs to be evaluated through an analytical study in terms of European Qualifications Framework (EQF). The EQF is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable.

EQF is a topic that is important for all educators in many respects. For instance EQF will help learners and workers wishing to move between countries or change jobs or move between educational institutions. Turkeys' new national curricula is structured around "value education" focus. In addition, 9 basic skills, called 21st century skills, were included in the curriculum of all courses. These are "communication in mothertongue, communication in foreign languages, , mathematics competence, science and technology competence, digital competence, learning to learn, taking initiative and entrepreneurship, social and public competences, cultural awareness and expression". These qualifications and skills have been prepared according to the EQF. These competencies and skills are directly or indirectly related to the acquisitions and explanations of the disciplinary fields in the curriculum. In addition, personal, interpersonal and cognitive skills such as 21st century literacy (health literacy, scientific literacy, environmental literacy, financial literacy, technology literacy, information literacy, media literacy etc.) and socio-cultural awareness were also associated with these competences and the program was placed.

The purpose of this research is to examine the applicability of of the new programs that have been piloted this year in terms of EQF. For this purpose, interviews were carried out with the teachers (N = 15) who were analyzed and documents analayzed about the renewed programs. This study aims to provide an in-depth understanding of the curriculum philosophy and qualifications framework as seen through the eyes of the teachers. Therefore research was conducted with qualitative study methods. The results of the research showed that teachers did not have enough knowledge about the EQF. It was concluded that there was a deep need for more guidance on teaching the skills and competences in which identified in the framework of basic competencies to the acquisitions. EQF should be seen as a useful tool to enhance the quality of life-long learning.

Roman Dorczak
Adjunct Professor, Jagielonian University, Poland

Development as a Central Value in Educational Organizations: The Role of Educational Psychologists in Development at the School Level

There are different ways of defining specificity of educational management and leadership present in educational theory and school practice. Most authors accept simple transfer of general management theories to education without taking into account specificity of schools as organizations. At the same time there is growing need of building educationally adequate understanding of management in education that can help in development of schools and raise the level of their work quality.

The author argues that such educationally adequate understanding of management in education has to be built on basic educational values. The central one is development. Firstly it is individual human development of students, teachers and other professionals working in schools. Secondly it is development of teams and groups as well as the whole school as organization. Thirdly it is development of the whole school community and society in general that can be supported or stimulated by schools.

In order to build the theory and practice of educational management focused on such value one has to ask the question about professional thinking of those who decide about school everyday life.

Paper presents research that is a part of broader research on thinking of different professionals working in school context such as teachers, headteachers, students, parents, school inspectors and others involved in school life. Among such professionals there are school psychologists that according to educational law in Poland are employed in most Polish schools of different type.

A group of more than 120 students that prepare themselves to such role taking part in university course that gives them certificate of school psychologist giving possibility to be employed in schools took part in a small study. They were asked about their thinking about their future role as school psychologists and type of activities they will be involved playing the role of such school psychologist. Their answers were analysed through the focus of development and its different aspects (individual, group and organizational, social) to identify if their thinking about future role and work takes into account development as value that can be supported.

Results of such analysis are presented and some recommendations concerning preparation of school psychologists but also school heads and managers are given.

Eyvind Elstad
Professor, University of Oslo, Norway

Antecedents of Teachers' Organizational Citizenship Behavior for ICT in Teaching and Their Improvement Efforts

This study investigates organizational factors related to teachers' organizational citizenship behavior for ICT in teaching and their improvement efforts. The analysis is based on a sample of high school teachers working at schools characterized by near average intake points and value added measures. The method used is a cross-sectional analysis and structural equation modelling. We find that clear leadership is associated with teachers' organizational citizenship behavior for ICT in teaching. We find a weaker association between clear leadership and teachers' improvement efforts and a development-oriented school culture. Another finding is a weak, but negative association between development-oriented school culture and teachers' individual improvement efforts. We discuss this finding which clearly should be an avenue for further research. Relational trust among teachers is weakly associated with both organizational citizenship behavior and individual improvement efforts. But to a certain extent, there is a strong and a moderately strong association between clear leadership and development-oriented school culture on the one hand and clear leadership and organizational citizenship behavior on the other hand. These associations indicate that clear leadership is related to school development projects, relational trust among school professionals and organizational citizenship behavior, their improvement efforts, and development-oriented school culture. We find a very weak association between development-oriented school culture and organizational citizenship behavior. Implications for further research are discussed.

Frances Finn

Lecturer, Waterford Institute of Technology, Ireland

Investigating Learner Trajectories through Work-Based Learning: Methodological Reflections and Models

This paper critically reviews an approach to studying the influences and outcomes of work-based learning in postgraduate nurse education and the ensuing development of a conceptual model. Situated within an interpretivist paradigm, this doctoral research aimed to explore trajectories of change (in participants and practice) during and following work-based learning by asking: (1) how do context, culture and community influence work-based learning in postgraduate nurse education?; and (2) what kinds of initial and sustained outcomes on practitioner and practice follow work-based learning in postgraduate nursing education? Details of the case study methodology are provided with a justification for its use in addition to the application of process tracing methods to investigate trajectories of individual learners. Although case study methodology is not uncommon, process tracing methods are usually associated with policy studies, thereby an original methodological contribution to studying work-based learning is provided. The theoretical framework, based on sociocultural theory and communities/ landscapes of practice, used to guide data collection and analysis is presented. Research findings indicate that practitioners experienced work-based learning as a trajectory across a landscape of practice. Workplace affordances, versus constraints, in addition to the role of cultural tools and other people in scaffolding learning within the programme framework, combined with learner agency and intentionality revealed the duality of personal and social contributions required for successful work-based learning outcomes. Practitioner outcomes of knowledgeability, relational agency and reflexivity, were linked with sustained practice development outcomes, in the remaking of cultural practices. Learning at, for and through work was found to be a combined endeavour of individual intentionality, agency and engagement with work-based learning opportunities, tools and processes, in addition to the degree of social support and workplace affordances. As an outcome of the research, a conceptual model is presented and its use to orientate research on work-based learning across a variety of contexts and differing areas of inquiry discussed.

Teresa Fisher
Professor, Northern Illinois University, USA
&
Teresa Wasonga
Professor, Northern Illinois University, USA

Using Indigenous Knowledge to Build Leadership Capacity for success in a School for Girls in Kenya

This paper demonstrates how African indigenous knowledge, research findings, and experimentation have been applied in building and managing success at an all-girls boarding secondary school educating girls from poverty. In many countries around the world, there is a growing chasm between educational outcomes of children from wealth and children from poverty. And whereas schools do more than teach academic subjects, success is mostly defined by academic outcomes in disregard for traditional purposes of education, organizational capacity to meet children's needs, and research findings. In Kenya, good ideas have been embedded in non-traditional strategies with weak collective will, limited capacity to execute, and without organized systems that would capture learning, refine it, and transform it into a collective force for accelerating wider-scale improvement. On the contrary, this girls' school was purposely designed with amalgamation of global leadership paradigm of Ubuntu and western leadership model of systems theory. Ubuntu is an African centric approach to leadership by which educators utilize African cultural paradigm grounded in indigenous knowledge. As a system of values, Ubuntu has shaped how teachers, students and staff relate and carry out their responsibilities to provide a well-balanced education to all children. Systems theory has been used to set up effective organizational behaviors, positive organizational outcomes, and reliable relevant organizational feedback. The core indigenous concepts applied in building the school for success are: vision, community, accountability to others, social responsibility, mutual interdependence, advocacy, and subordinating individual ambitions to achieving welfare and well-being of the group.

Nicoleta Gaciu
Senior Lecturer, Oxford Brookes University, UK

Using Online Software to Enhance Feedback, Interactivity and Greater Student Participation

The landscape of teaching and learning in higher education has been radically changed in the last 20 years by the appearance of learning technology systems. Moodle, is one of these systems which is used across a broad range of organisations worldwide and across all educational levels for managing course materials and to support a number of pedagogical and andragogical approaches towards more student centered paradigm. In general, these systems fit well with this paradigm and they are used primarily to engage instantly students with learning resources and course materials. In response to enhanced active learning, cooperation, and feedback, numerous online educational technologies have been incorporated successfully by lectures and tutors into the university learning management system. Web 2.0 applications, such as wikis, podcast, blogs and social networking sites, offer new communication spaces for students that encourage participation and collaboration. Each of these digital technologies has distinct advantages and disadvantages. For example, Twitter has been used as a collaborative, instant feedback and learning tool, however, it constrains the critical thinking and self-reflection due to its character limit.

The oral presentation will centre on the following aspects: the rationale of selection and integration of two online software, Linoit and Padlet, on Moodle; their features and benefits across different disciplines; how they work with small and large groups of undergraduate and postgraduate students, while enabling interactivity, questioning, sharing information and keeping anonymity and how they were used to improve communication and feedback between students and their lecturers and supervisors, and foster greater students participation to create, share and assess knowledge.

Ralph Gardner
Professor, The Ohio State University, USA
&
Christopher Brady
Principal, Columbus City Schools, USA

Preparing Pre-Service Teachers to Effectively Teach Literacy Skills to Children with Reading Risk

This presentation will provide information about a service learning literacy clinic located in an urban elementary school with a high percentage of children from low-income families. Participants will learn strategies for training teachers to instruct diverse children with severe reading problems including dyslexia. The clinic is a collaborative initiative between an urban school and The Ohio State University (OSU). Pre-service teachers gain expertise in implementing literacy strategies while providing tier 2 intervention for culturally diverse students who have reading risk. OSU students gain experiences in a structured culturally diverse environment. OSU students and children build relationship bonds in addition to literacy achievement.

Alain Gholam
Assistant Professor, American University in Dubai, UAE

A Mentoring Experience:
From the Perspective of a Novice Teacher

Beginning teachers experience a variety of challenges and difficulties as they struggle to develop and improve their teaching career. The following qualitative case study focused on a novice teacher's perceptions concerning the mentoring experience she received in her practicum course at the American University in Dubai. The study was guided by the following three research questions:

1) What difficulties and challenges did the novice teacher face during her first teaching year?
2) What elements contributed to the successful mentor-mentee relationship?
3) What were the novice teacher's perceptions of the mentoring strategies implemented in her practicum course?

A questionnaire was sent to the participant during the summer break, and she was asked to answer demographic questions regarding the school and classroom she was teaching in. She was also required to answer in-depth questions regarding the difficulties and challenges she faced as a beginning teacher, the follow up sessions with her mentor, and her perceptions of the mentoring experience.

Analysis of the data revealed three themes: difficulties and challenges of a new teacher, characteristics of an effective mentor, and lessons from a mentoring experience. The findings associated with this study are crucial in raising the awareness of school leaders to the needs of beginning teachers. This is an essential step towards working on designing and implementing effective mentoring programs that meet the needs and concerns of beginning teachers.

Ulrika Gidlund

PhD in Pedagogy, Mid Sweden University, Sweden

What Shapes Teachers' Attitudes towards Including Students with Emotional and Behavioural Difficulties in Mainstream School: A Systematic Research Synthesis

Several countries have implemented policies for promoting integration and, more recently, the inclusion since (UNESCO) put forth the idea of 'Education for All' in 1990. Previous research reviews on teachers' attitudes towards inclusion have revealed that the types of SEN influence teachers' attitudes and have indicated that teachers are most negative about the inclusion of students with behavioural problems. This article is a systematic synthesis of the research on teachers' attitudes towards inclusion with regard to students with SEN, and it aims to identify specifically what is found regarding what shapes teachers' attitudes towards the inclusion of students with emotional and behavioural difficulties (EBD). Fifteen studies met the inclusion criteria of this synthesis, featuring teachers' attitudes from 15 different countries. These were: Dubai, England, Finland, Germany, Ghana, Greece, Haiti, Lebanon, the Republic of Ireland, Russia, Scotland, Slovenia, South Africa, Turkey and the United States. Most of the studies were conducted from 2005 through 2016. The methodologies of the studies also varied, for example, qualitative and quantitative studies; questionnaires, observations and semi-structured interviews. The number of participating teachers in the studies also varied, ranging from 1,360 teachers to just 14 teachers.

The results show that some themes on teachers' perceived barriers to the inclusion of students with EBD, run recurrently across the included studies. They were thematically encoded and labelled by the described barriers, namely their effects on; (a) the classroom climate, (b) students' learning outcomes, (c) teachers' frustration and, because of (d) the school organization, (e) the attitudes of others. The themes were identified inductively; they were strongly linked to the data, and the steps of constructionist thematic analysis were followed to identify these themes. The results indicated that teachers found it difficult to include students, whose behaviours entailed physically endangering, threatening and disturbing the other students in the class, as well as disrupting the learning situation. Disruptions, reprimands and behavioural discussions take time and negatively influence the classroom atmosphere causing the class to become unfocused. The teachers mentioned myriad supports that they need to ensure a successful, or at least a manageable, inclusion of EBD students, such as sufficient skilful classroom personnel, adaptable classrooms, fewer students in each class, more time for planning and reflection, more time for collaboration with resource personnel, and suitable in-service training or

skills for working with these students. However, these supports were not provided. The results of this synthesis confirmed that most teachers had negative attitudes towards the inclusion of students with EBD and that their attitudes were shaped by similar reasons.

Marcela Godoy
Professor, State University of Ponta Grossa, Brazil
&
Carlos Eduardo Laburu
Professor, State University of Londrina, Brazil

Animal Experimentation in Scientific Education: A Semiological Investigation based on Circumstantial Indications

The work presents the results of a doctoral research based on the Semiology of Messages and Signs of Luis Jorge Prieto (1973), especially in a semiological element called circumstantial indication. The main objective of the research was to identify the role of circumstantial indications in the construction of concepts related to animal experimentation in the initial formation of science teachers. We have shown that the circumstantial indications can be signs used by the teacher with the purpose not only to clarify the discourse and reduce ambiguities, but also to provoke the students' reflective thinking.

Ester Goldblat
Manager, Department of Rehabilitation, Ministry of Labor, Social Affairs
and Social Services, Israel
&
Ofir Y. Pinto
Manager of Special Projects Unit, National Insurance Institute, Israel

Academic Outcomes of Adolescents and Young Adults with Hearing Loss who Received Auditory-Verbal Therapy

Auditory-verbal therapy (AVT) is an instructional approach for children with hearing loss (HL) that emphasizes auditory learning. Studies relating to the effectiveness of AVT usually relate to speech and language outcomes of young children receiving AVT. Little is known about outcomes of these children later on, such as academic achievements. The purpose of the present study was to fill this void by examining academic achievements of AVT graduates (study group) in comparison to individuals with HL who did not receive AVT (control group). Parents of 52 adolescents and young adults participated in a telephone survey. Information was merged with administrative data of the National Insurance Institute of Israel. Results indicate positive correlations between receiving AVT and academic variables. Significant differences were found between the study and control groups in all grades. AVT had a positive contribution to Hebrew and literature grades. These results suggest that AVT graduates outperform adolescents and young people with HL who were not rehabilitated via this rehabilitative approach.

Gloria Gresham
Professor, Stephen F. Austin State University, USA
&
Pauline Sampson
Professor, Stephen F. Austin State University, USA

Women Superintendent Research:
2014-2016 Dissertation Literature Review Content Analysis

In the United States, women are drastically underrepresented in the role of school superintendent. Women who seek the job, face overwhelming barriers and exhibit characteristics different from men causing challenges in obtaining the superintendency. In this study, a content analysis was conducted of the 43 U.S. dissertations relating to women superintendents located in the ProQuest database for the years of 2014 – 2016. Nine major themes mentioned in a range of 20 to 36 dissertations or (47 % to 84%) were discovered: low numbers of women superintendents, gender inequity, history of women superintendents, support systems, career pathways, characteristics of women superintendents, leadership styles, barriers, and school board discrimination. Common themes voiced in 10 to 19 dissertations (23% to 40%) were clustered into the categories of cultural and societal expectations, the glass ceiling, racial discrimination, age, and search procedures. Thirty-five themes were included one to nine times in dissertations (2% to 21%) and considered by the researchers as minor. Other alternative findings revealed dissertation literature reviews were often loosely organized, categories included and reflected in headings were not always necessary for support, and literature review section content was, at times, not clearly aligned to the heading. Further, dissertation literature reviews rehashed common issues and did not fill major gaps in research concerning women superintendents. Displaying issues related to women superintendents highlights concerns and encourages solutions.

Jamila Guerrero-Cantor
Counselor, California State University East Bay, USA
&
Lettie Ramirez
Professor, California State University East Bay, USA

Strategies that Support First Generation Students in Achieving Their Educational Identities at University

California State University East Bay (CSUEB) is one of twenty-three universities in the California State University (CSU) system - the largest public four year university system in the United States. CSUEB serves close to 16,000 full and part-time undergraduate and graduate students. According to the ranking of The Chronicle of Higher Education Almanac for the 2012-2013 academic year, CSUEB's student body is the most racially diverse of any four-year public university in the state of California, and the fifth most diverse in the US. The university's diverse student population consists of large numbers of traditionally marginalized students, including first generation college students and low income. These students face many obstacles to completing their education. CSUEB has established goals to increase the graduation rate for first-time freshmen from 38% to 60% by 2020 and to reduce the graduation rate disparities that exist between gender and ethnic groups.

CSUEB is a Hispanic Serving Institution (HSI) and serves close to 40% Hispanic students. CSUEB recorded that 28% of first year students do not return for their second year, and 32% second year students do not return for their third year. As a response to the low retention rate among second year students in particular, the university received a HSI grant to focus on retention for a cohort of 300 sophomore students each academic year for five years. The Sophomore Transition Enrichment Program (STEP) approaches retention of its diverse students in their second year through cultural affinity and culturally responsiveness. This means students in STEP have access to bi-lingual Peer Coaches, many who have similar cultural backgrounds and come from low income households. These Peer Coaches mentor STEP students throughout the year and provide guidance, workshops, and prevention of students dropping out. STEP believes that through culturally responsive academic counseling and strategies, students can find their innate personal and cultural strengths to be successful during their second year and beyond. The Peer Coaches and the STEP Counselor work seamlessly with STEP tutors who are trained in culturally responsive tutoring support in the subjects of Biology, Chemistry, Physics, Math, and Writing.

STEP believes in connecting students with culturally diverse faculty and community leaders to inspire students to tap into their own cultural identities and knowledge. STEP promotes a mindset among its students that

by understanding one's cultural identity and inherent strengths with a culturally responsive support system, students can thrive. The program has proven to be successful with a 91% retention rate throughout its first year.

We will share research based practices that have proven to be effective to support first generation college students in understanding and claiming their own educational identities.

Rudina Guleker
Lecturer, University of New York Tirana, Albania

Using Oral Presentations as Part of the Writing Process to Reduce Instances of Plagiarism in Composition Courses

Although the major efforts in preventing plagiarism in Albania have been focused in dissertations and articles in academia, a fundamental issue remains plagiarizing at the undergraduate level. With the gradual increase of the tuition fees in higher education (not only in private but also public institutions), students often see themselves as customers who while purchasing a college education, tread the murky waters of merit and authorship in a society where likes, shares, and anonymity are becoming pervasive. In the context of a composition course in a medium that uses English as the language of instruction, designed and expected to serve as a gatekeeper for all other academic writing in college, plagiarism is not only a moral issue; it's a learning impediment issue. Research unanimously shows the need for a multi-faceted approach to address it. This paper reports on using oral presentations as a formative part of the writing process in an attempt to prevent plagiarism. The preliminary results of text analysis show that using oral presentations as a formative rather a summative tool reduced suspected whole-text plagiarism. Data collected through a questionnaire reveal a high degree of perceived usefulness by students. No conclusive results have been obtained with regard to other forms of plagiarism. Implications are discussed for pedagogy and future applications.

Matthew Haug
Principal, Prairie Knolls Middle School, USA
&
Teresa Wasonga
Professor, Northern Illinois University, USA

Examining the Relationships among the 5 Efficacy Factors in Colleges and Students' Achievement

This study used the Illinois 5 Essentials Survey data and American College Test data to examine the relationships among the Collective efficacy factors (Effective Leadership, Collaborative Teachers, Supportive Environment, Involved Families, and Ambitious Instruction) and student achievement. Systems theory was the framework for the study. Date used were collected and managed by the state. Data analysis found significant correlational relationships among the collective efficacy factors. Although efficacy factors predicted student achievement, the strengths were weak. Therefore, the study suggests additional research into the use of this survey as an indicator of school culture and path to school improvement. High schools are investing resources in the survey and it is used as a tool to fulfill other policy mandates including Every Student Succeeds Act (ESSA).

Erik Hedlund

Associate Professor, Swedish Defence University, Sweden

A Generic Pedagogic Model for Academically-based Professional Officer Education

After the end of the Cold War many European countries cut back so heavily on defense expenditure that they lost their capacity to defend themselves. This resulted in greater need for improved cooperation and interoperability among member states' armed forces. One important attempt to improve the understanding and interoperability among the EU nation's armed forces was taken 2008 by the creation of the European Initiative for exchange of young officers aimed to make the officer education in Europe more transparent and convergent with each other. This article presents a proposal for a generic pedagogic model for an academically professional officer education that can improve understanding and interoperability among the EU nation's armed forces. The model will help to facilitate a process of professionalization of the military profession with an officer education that can meet the requirements of higher education systems as well as the demands of the military profession.

Regina Heidrich

Professor and Researcher, Feevale University, Brazil

Virtual Reality Technology in the Teaching of History

In Brazil, the percentage of Brazilians who have ever been to a museum is low (about 6%). Knowing the importance of visiting museums, especially during childhood, and the efficiency of the use of games in the education process, already proven by several authors, we tried to develop a game using virtual reality technology with the proposal to encourage students and visiting the Júlio de Castilhos Museum, located in the southern region of Brazil. The main objective of the project is to elaborate a playful script about the history of Rio Grande do Sul, to be applied in the educational game. To develop this research, we chose the case study, with a qualitative research approach. In the end, an experience in virtual reality was produced, starting at Praça da Matriz, located in Porto Alegre, capital of the state of Rio Grande do Sul. The participant is guided on a trip to the museum. Within the place, the player has the possibility to see and hear about some works, such as the missionary cross, used by the Jesuits as a symbol of faith, in which the two arms of the cross represent redoubled faith, focus and self-denial, and still today it is used as a symbol of spiritual protection, a symbol of Christianity, mystic and religious among the peoples of origin of this region of America; the Charge of Cavalry, which presents the historical event known as the Farroupilha Revolution, which occurred between 1835 and 1845, a regional revolt against Brazilian imperial power; the picture of the charqueadas, which shows the hand of the charqueadas of the south of the state, in which the slave population worked with the cut of the meat and the leather, thus contributing to the state economy; among others, making possible a learning about the culture of Rio Grande do Sul.

Gavin Heron
Lecturer, University of Strathclyde, Scotland, UK

Conceptualising Professionals' Critical Thinking about Risk in Relation to Children who Present a Serious Threat to other People

Social workers and health professionals require critical thinking skills when conceptualsing risk and the complex situations experienced by vulnerable children. This paper presents findings from a study which examines the way professionals evidence critical thinking about risk when discussing children in a multi-disciplinary setting. Data is analysed from 30 multidisciplinary meetings, each of which focuses on a single child who presents a serious threat to other people. A framework of critical thinking is applied to code the way professionals discuss risk at the meetings. The findings show that patterns of critical thinking are enhanced with direct prompts in the form of questions by other professionals as well discussions between professionals at the meetings. Across the six categories of critical thinking used in this study, the category of 'development' should be viewed as a platform to which other categories are linked. Locating the centrality of the category of development and differentiating the categories of critical thinking into 'primary' and 'secondary' levels, provides a valuable conceptual framework when analysing risk. Enhancing critical thinking of professionals will however, require some recognition of the risk management approaches which dominate social work assessment in the UK and internationally.

Rosalind Horowitz
Professor, The University of Texas at San Antonio, USA

The Use of Rhetorical Structures in the Creation of a Spoken and Written Text: An Historical and Multi-Cultural Perspective

Since antiquity, the formation of oral and written discourse has been influenced by the rhetorical structures produced by the composer. Rhetoric originated as an "art of oratory or public speaking, ultimately took all knowledge as its province" and "For most of classical antiquity was the focus of leaning and intelligence, the foundation and culmination of the humanities and of a liberal education" (Ong, 1971, p.vii). Oral culture was held in high esteem in pre-literate Greece and in rhetorical theory, 'topoi' were viewed as the quintessential element in discourse design.

The present essay examines how our attitudes about and uses of rhetorical structures have changed over time, in cultural inter-national contexts. Revisiting this history is important on several counts: First, the history of rhetoric is characterized by Ong and other scholars as the mirror of the evolution of civilization and a range of cultures and societies. Second, attention to the oral within cultures and use of oral rhetorical arguments add to our understanding of rhetorical structure within writing. Third, this history also helps us understand ways of using oral-cultural expression for instruction of the written word and text. It provides knowledge for the development of writing in schools (Horowitz, 2007).

This essay proceeds with the following accounts: a) The production and uses of rhetorical structures in written text has had a short-lived theoretical and scientific study in the 20th century of about 40 years. More work has been directed to the comprehension of rhetorical structures than their production; b) We review contributions of Teun van Dijk in *Macrostructures* (1980) and scientific inquiry of work by Bonnie J.F. Meyer on *'topoi'* translated into rhetorical structures in text comprehension. c) Horowitz (1987) extended this work with attention to concepts from rhetorical theory in composing arguing that rhetorical structures evolve from the content and purposes of text; c) Horowitz' (in press) study of the creation of macrostructures in writing illustrates the tensions and decision-making that characterize college academic writing; d) In closing, the act of writing is characterized by way of a Hebraic perspective which presents rhetorical structure as among grammars of creation (Steiner, 2001).

Russell Hubert

Associate Professor, Kyoto Sangyo University, Japan

Study Abroad Fieldwork: Changes in Intercultural Communication Behaviors and Beliefs

Study abroad provides learners with opportunities to improve their language skills and cultural understanding both inside and outside of the traditional classroom. Additionally, study abroad programs that incorporate a fieldwork component further increase the potential for communication and cultural experiences in a variety of social contexts. Required journal writing, in which students document their study abroad, helps develop autonomy in their new cultural environment through self-reflections (Byram, 1997), and assists in creating intercultural competence from their experiences (Dehmel, Li, & Sloane, 2011).

Most recent studies on the intercultural development of Japanese study abroad participants have been based on short-term programs of a month or less, and include less than 10 participants (Harris, 2014; Horness, 2014; Humphreys, 2016). This presentation will report on the 2016 and 2017 study abroad fieldwork experiences of 39 Japanese university students who participated in a three-month study abroad program in Canada, and 26 who participated in a similar program in Thailand. Both programs were newly created for the 2016 academic year and consisted of two months of classroom instruction in English language and cultural content courses, and one month of fieldwork placements in various community organizations and local businesses. The participants were required to keep journals describing their fieldwork experiences while abroad and submit reports on their communication and cultural experiences after returning to Japan. The presenter will begin with an overview of the study abroad programs and types of fieldwork in which students participated. Next, drawing on data from a qualitative analysis of student reports, the presenter will identify fieldwork experiences that caused changes in student behaviors and beliefs toward using English for intercultural communication. Excerpts from student reports will be shared, and a categorization of the changes described by students will be provided. Finally, plans for making improvements in the program for future participants will be discussed.

Daniel Jarvis
Professor, Nipissing University, Canada
Maria Cantalini-Williams
Professor, Nipissing University, Canada
&
Glenda Black
Associate Professor, Nipissing University, Canada

Education for Innovation (E4I):
A Canadian Initiative Promoting Innovation in K-12 Schools

The Rideau Hall Foundation (RHF) in Ottawa, Canada selected the Schulich School of Education (SSoE) as the faculty of education that would be tasked with creating educational resources that would correspond with the release of two new publications (Innovation Nation: How Canadian Innovators Made the World Smarter, Smaller, Kinder, Safer, Healthier, Wealthier, and Happier) [for younger readers]; And Ingenious: How Canadian Innovators Made the World Smarter, Smaller, Kinder, Safer, Healthier, Wealthier, and Happier [for older/adult readers) co-written by His Excellency David Johnston (former Governor General of Canada) and Tom Jenkins as part of the Canada 150 (our sesquicentennial) celebrations. The SSoE organized school teacher writing teams in summer 2017 and produced three generic educational resources (Kindergarten; Grades 1-8; and Grades 7-12) that were made freely available to the public via the Canadian Innovation Culture website (innovationculture.ca), and which included a newly-developed Innovation Cycle model, sample key innovation activities, and culminating projects/celebrations.

Teacher Candidates from participating SSoE faculty classes also created grade-specific Innovation Units and these new resources were subsequently revised by teacher teams and then piloted/evaluated in selected Ontario schools. This paper discusses the process of how the writing team, which included pre-service teachers, in-service teachers, and education researchers, developed the E4I resources, and also highlights feedback from educators who implemented the new resource products that were created and made available electronically as part of this Innovation initiative.

Olga Denac
Professor, University of Maribor, Slovenia
&
Barbara Sicherl Kafol
Professor, University of Ljubljana, Slovenia

The Effects of Preschool Music Education on the Level of Melodic and Rhythmic Abilities Development

Early music education in Slovenia is carried out in music schools and in kindergartens, where teachers via systematic music education encourage children's enjoyment of musical activities and familiarize the children with experiencing musical contents, while influencing the musical development of the preschool children.

The main goal of the research was to establish the level of development of melodic and rhythmic abilities in five- and six-year-old children attending the programs: Preschool Music Education (the Slovene model of music education, carried out in public music schools), Edgar Willems' Musical Introduction (the program carried out in private music schools), and Curriculum for Kindergartens in public kindergartens where no special emphasis is given to music education.

We were also interested in the influence of the different programs on the development of the elementary music abilities. The developmental stages of melodic and rhythmic abilities were tested with tests: Primary measures of music audiation, Tone recognition in different tone ranges, Repetition of five sung and spoken rhythmical phrases and Tone duration identification. The results of the study showed that additional musical training and teaching of children in the framework of organized musical programs have positive effects on the development of melodic and rhythmic abilities. A higher level of development in both the melodic and the rhythmic ability was achieved with children who attended the program Edgar Willems' introduction to music; this was followed by children who attended the preschool program musical education achieving lesser melodic and rhythmical development, while the children who merely attended kindergarten achieved the least. Individual approaches to early childhood music education thus differently affect the degree of musical abilities of five- to six-year-old children.

Cuiping Kang
Professor/Dean, School of Education, South-Central University for
Nationalities, China

The Three Patterns and the Policy Construction of Discipline Development in Universities

In the competition of international higher education, discipline has become a key element to enhance the universities' core competitiveness. There are a variety of reasons and the most important prerequisite is the lack of the insurance of comprehensive policies and regulations and the guide of scientific theories. The limiting to the scope of knowledge, the ignoring of other elements of disciplines, and the dismembering of various elements of disciplines result in many disciplines to present much vulgarized phenomenon. In connection with the reality of defects, this paper proposes that the discipline construction is a dynamic development continuum from three forms of discipline in the theory, namely "knowledge form", "organizational form", and "active form". The unity of the three forms is not only the normative framework of university discipline policy, but also the principles of implementing discipline construction.

Arlene Kanter

Professor, Syracuse University College of Law, USA

The Right to Inclusive Education as a Human Rights Issue under International Law

Today, in most, if not all, countries, children and adults with disabilities are denied their basic right to education. Through policies and practices of outright exclusion, segregation or indirect discrimination and neglect, students with disabilities are denied access to mainstream schools, classroom learning as well as higher education. Many students with disabilities are simply unable to attend school because of the inaccessibility of the schools and classrooms. Others are subjected to inferior education in separate schools or segregated classrooms, often without accommodations and supports, and taught by teachers who are either untrained or unwilling to include students with disabilities in their classrooms. This lack of educational opportunities for children and youth with disabilities is particularly acute in the Global South. Yet without education, children and adults with disabilities will remain on the margins of society, without the tools they need to live a meaningful life. Society, in general will pay the price for this lack of educational opportunities, while being deprived of the valuable contributions of people with disabilities.

In this presentation, I will explore the history of the development of the right to education for people with disabilities under international human rights law. The talk begins with a discussion of the barriers to accessing quality education for children, youth and adults with disabilities, continuing with a discussion of the development of the right to education for students with disabilities under international human rights law generally, and the right to inclusive education in particular, both prior to and with the adoption of the UN Convention on the Rights of People with Disabilities (CRPD). The CRPD, which was adopted in 2006 and has been ratified by 177 countries, includes a specific article recognizing the right to education and lifelong learning in an "inclusive education system," for all children and adults with disabilities. The presentation will end with recommendations regarding implementation of the mandate of inclusive education in various countries to ensure the realization of the goal of ensuring the human right to education for all.

This presentation is based on my work with the United Nations drafting the CRPD and my research on its implementation in more than a dozen countries.

Deborah Keller
Clinical Associate Professor, Indiana University – Purdue University
Indianapolis, USA

Requisite Community Engagement for Teacher Education: A Different Take on Service Learning

This paper will examine pre-service teachers' responses to their experiences with community engagement as a service learning project as part of an introductory Education course. It is typical for students in pre-service Education courses to participate in service learning in schools or community centers, but it is less common for Education courses to require service learning projects in which students have an opportunity to engage more with adult community members. This paper will argue that it is imperative for students to become familiar with communities in which they teach, in this particular case an urban environment in which most of the residents are of a racial minority different from most of the pre-service students themselves, such that students learn how to listen to community residents regarding their needs and appreciate their funds of knowledge and work *with* them toward empowerment and agency and become more culturally competent teachers. Specifically, drawing upon Freire's notion of *praxis* the paper will present findings of a qualitative analysis of students' response papers in the context of a curriculum that focuses on critical social justice.

J. Gregory Keller
Senior Lecturer, Indiana University – Purdue University Indianapolis,
USA

Education for Democracy

The United States currently has good reason to doubt the efficacy of democratic governance. Questions about democracy as a political system are not new. Plato famously considered democracy the second worst political form, second only to tyranny, which, Plato proclaimed, would follow from democracy in short order. Both Plato and Aristotle worried that democracy simply allowed the thoughtless members of a community unchecked power over the structures of society. Yet both of these thinkers proclaimed the value of widespread education. The worry for Plato and Aristotle was that ordinary people would never grasp the central ideas that good governance demands. Thus Plato suggests that rulers need to be philosophers, and Aristotle that only a few proper leaders can be trusted correctly to steer the ship of state. More recently Michael Ignatieff (*The Ordinary Virtues: Moral Order in a Divided World*, 2017) has argued that the "ordinary virtues" by which people live their actual lives owe little to moral theory and instead are based on "the primacy of the local" (Ignatieff, p. 207) and on an "us-versus-them distinction" (p. 208) that grew from local and very personal concerns. Rather than pointing to an abstract standard resting on universal principles, people in their daily lives look to neighbors and friends as the court of appeal. Ordinary people structure their everyday behavior on the basis of what works where they live. Thus, "Human rights and the ordinary virtues are [always] in tension" (p. 214). One fundamental task of education is to face the challenge articulated by Plato and Aristotle and, as pointed out by Ignatieff, still with us today, of challenging ourselves and our communities to move past the ordinary 'virtues' - if we can truly call them that - of shortsightedness and us-versus-them to a larger and less obvious vision of humanity and the good for all. The aim of this paper is to give voice to the difficulties and the possibilities of an education for democracy and for 'non-ordinary virtues' in a shrinking world. Resources for such an education will be drawn from discussions of the practice of dialogue by H. Richard Niebuhr, Emmanuel Levinas, Paulo Freire, and Michel Foucault and of the moral insight by Josiah Royce.

Antonia Ketsetzi
PhD Student, Texas A&M University, USA

STEM Professors' Approaches to Teaching and Understanding of Learning

In this paper we present a three-year long and federally funded educational research project's activities. The project has aimed at widening the implementation of student-centered and learner-oriented pedagogies and instructional strategies in Science, Technology, Mathematics, and Science (STEM) education at a minority serving institution in the United States. Our STEM professors have designed and implemented student-centered and learner-oriented pedagogies in their undergraduate STEM courses at the university over several semesters. The professors collected data from their students to explore the impact of their newly implemented student-centered and learner-oriented pedagogies. The STEM professors analyzed the data and report the findings. In the upcoming semesters, the professors iterated their instructional design efforts and collected and analyzed their student data. The STEM faculty completed these activities several times over the past three years. Our project team systematically captured the participating STEM faculty's approaches to teaching and understanding of student learning. We collected quantitative and qualitative data before the project activities began, during the mid of our project, and at the completion of the third year. Our findings indicate that the STEM faculty had transformed their teaching approaches and understanding of student learning dramatically. In our presentation, we will report the study findings and discuss the implications for future practices.

Anuleena Kimanen
Postdoctoral Researcher, University of Helsinki, Finland

Discourses of Diversity and Similarity in Finnish Multicultural Schools

A development project of teacher education and teachers' professional development called 'Developing Intercultural and inter-worldview sensitivity in teaching and counseling' sought to map the ways in which Finnish teachers in multicultural schools percept cultural and religious diversity in their work. This information would help to tune the in-office training sessions and to respond to the needs of the teaching staff. This paper focuses on how the interviewees justify their guiding principles when working for the best of their culturally and religiously diverse pupils.

Ten Finnish educators (8 teachers, 2 principals and 1 counselor) working in multicultural schools have been interviewed on their views on competences needed in such setting, good practices, confusing incidents, and their personal guiding principles. Discourse analysis (Potter & Wetherell 1987) was employed in the analysis of the data.

The key concept in the project was intercultural sensitivity (Bennett 1993) and its six stages, namely, denial, defense, minimization, acceptance, adaptation and integration. Especially minimization is controversial: It prevents from seeing privilege and from being prepared in situations where diversity is confusing. On the other hand, it is a necessary intermediate stage to acceptation.

Two main discourses were identified in the interviews. First discourse derived from shared humanity: all members of the school community are ultimately humans and cultures do not play an important role. It is also important to maintain same rules for everybody. Another discourse highlighted diversity: cultural diversity is an important feature among pupils and should be taken into account and made visible better than this far. Although shared humanity discourse may have the same drawbacks that minimization has, many of the interviewees carefully tied it with empathy and avoiding stereotypes. Thus, their understanding of it was more complex and critically conscious assumed. Consequently, if in-office training aims at increasing teachers' awareness of cultural diversity and privilege in education, it should take into account the justifications that the educators have for culturally less responsive practices.

Ivett Judit Kovacs
PhD Student, Eötvös Loránd University, Hungary

Bilingual Early Years Education Programmes in Hungary through the Lens of the Parents' Opinion

This year we celebrate the 30th anniversary of launching the first bilingual school programmes in Hungary that was soon followed by the scientific research of the field. Still there are many undiscovered areas of the bilingual kindergarten education in spite of the fact that it is present in Hungary for almost two decades. One of these areas is the reception of the programmes. The research used questionnaires in two following years (2016, 2017) to reveal the expectations and the feedback of the parents choosing the bilingual programmes (a service against payment) in two kindergartens that host the same bilingual program. In the kindergartens native English teachers co-working with Hungarian teachers provide English environment for the kids using the one person-one language method. The English language development supposed to take place through free play as part of personal development therefore it is activity and emotion based. The responses of the anonim questionnaires revealed the fact that parents are getting aware of the various benefits of early language acquisition and their expectations are not focused primarily on language knowledge, rather they emphasize the importance of opening towards new cultures and new languages. The responses show a demand on providing various and colourful play and experience based methods of introducing a language that can establish a base of further language studies. The responses though indicate concerns regarding the efficiency of the programme since significant proportion of the parents claim that their children do not take home at all English words, songs or rhymes from the kindergarten.

Sebastian Lerch
Professor, Johannes Gutenberg University of Mainz, Germany

Competence? Personal Competence!

In educational-theoretical discussions there was the hope that with the transition towards a debate on competences the thought of education would experience a kind of rebirth. In contrast to "qualification" the term "competence/self-competence" is not limited to formal and professional applicable aspects of learning, but also takes more comprehensive dimensions into account regarding the relationship of man and his environment (people and their environment). The "self" first comes into play when responsibility for education is being redistributed: Whether people succeed or fail to manage their own educational biography depends entirely on their "entrepreneurial self". However the modern self is not only actor and bearer of its development of competences, but at the same time object of development: The educational and learning efforts of the "self" are not only focused on acquisition and development of cultural techniques, but also on the development and preservation of personal competences.

This paper deals with the image of ideal employees in the field of education, medicine and engineering and is based on own empirical studies. The paper is first intended to present similarities and differences of requirements concerning individual self-competencies. This is achieved by quantitative and qualitative evaluation of job profiles as well as by interviews with human resource managers. By referring to the grounded theory the following thesis is built: Requirements of the world of work lead to the circumstance that the own "self" is being pushed into the background more and more. Self-competence is then understood as an optimization of personal competence in an entrepreneurial way only. So what gets lost through a competence orientation is the treatment of the self as an individual that is able to distance itself and to behave in a critical manner.

Qing Li
Professor, Towson University, USA

Teacher Game Building:
A Focus on Computational Thinking and Pedagogy

This study aims to improve our understanding of enactivism, a new theoretical perspective, thorough the examination of practicing teachers' game development and building experiences, focusing on computational thinking. Specifically, this study attempts to answer the following questions:

1) To what extent does computational thinking reflected in teacher created games?
2) What pedagogical considerations do teachers include when designing their educational games?

This study adopts a mixed methods research design. Participants are 70 teachers enrolled in a graduate course focusing on digital game based learning. Data collected include the teacher created games including their design documents and the digital version of the games. The analysis of the data revealed a few important findings. First, through game design and building, teachers were able to demonstrate an enhance understanding of computational thinking skills. Their games showed an average of proficiency level of the overall computational thinking skill. Second, when teachers create their games, the following 5 pedagogical considerations were most prevalent: 1). Curriculum goals as game objectives, 2). Visual appeal 3) gamer accomplishment, 4) scaffolding with supporting materials, and 5) gamer identity. When faced with an open-ended design template, pedagogy embedded in curriculum goals from existing curriculum mandates were in forefront for design considerations and was uniformly employed by all the teachers. Further, cross disciplinary approach was a highlight. Creating a sense of accomplishment was another highlight of teacher design consideration. Discussions of further results and implications are detailed in the paper.

Jay Liebowitz
Distinguished Chair of Applied Business and Finance, Harrisburg
University of Science and Technology, USA

Intuition, Trust and Analytics

This Fulbright multi-country research study set out to better understand the degree to which executives prefer intuition versus analysis and the relationship between these approaches to decision making. Based on recent work examining intuition, we differentiate between four distinct and independent types of intuition: 1) affective intuition, or decision making based on emotional reactions; 2) inferential intuition, which refers to judgments based on decision making processes that were once analytical but have become intuitive with practice; 3) holistic abstract intuition, or using judgments based on theories; and 4) holistic big picture intuition, where judgments are based on a full systems approach (Pretz et al. 2014). Not only did we confirm that these types of intuition exist in a diverse sample of employees, but also that styles of intuition exist.

We found several interesting relationships related to these intuition styles. In summary, our main findings are:

- Styles of intuition exist: 1) employees who prefer to trust their emotional intelligence (affective intuition) also prefer to use "abstract" theory in their decision making, and 2) employees who prefer using "inferential intuition" also prefer "seeing the big picture".
- The use of and preference for different styles of intuition as well as analysis are dynamic, changing as employees gain more experience.
- We also found evidence that one's intuition style can remain static and trait-like, differentiating managers from leaders.
- Both intuition styles and preferences for analysis have implications for the decision-making process, who should be involved in that process and skill development across all roles.
- Cross-cultural differences may impact executive decision making in global contexts.

Warren Liew

Assistant Professor, Nanyang Technological University, Singapore

&

Yin Ling Cheung

Assistant Professor, Nanyang Technological University, Singapore

A Mixed Methods Study of the Effectiveness of Language Awareness Approaches to English Language Teaching in Singapore Secondary Schools

This paper reports on the preliminary findings of an ongoing classroom-based study that investigates the effectiveness of language awareness (LA) approaches to English Language teaching (ELT) in dialectally diverse secondary school classrooms in Singapore. Broadly defined, LA approaches aim to enhance learners' sensitivity to, and critical consciousness of, the forms and functions of language in relation to social context (Carter, 2003; Fairclough, 1992; Siegel, 1999). The embedded mixed methods design of the study included both quasi-experimental and ethnographic components. The quasi-experimental phase consisted of an LA-based pedagogical intervention featuring contrastive analyses of standard and non-standard English, with outcome measures based on: (1) students' pretest and posttest scores on a written test of English competency; and (2) Gardner's (2004) Attitude Motivation Test Battery (AMTB) questionnaire of students' motivations and attitudes towards English learning. Classroom ethnographic observations and interviews with teachers were concurrently obtained to provide explanatory support for the statistical analysis, as well as to illuminate the influence of teacher-related mediating variables on the effects of the intervention. The study's findings so far suggest that the effectiveness of LA approaches are highly susceptible to context-specific factors, including teachers' beliefs, teacher-student relationships, school culture, and centralized educational policies. The implications of these findings for ongoing research on LA approaches in ELT will be discussed.

Wilton Lodge
PhD Student, UCL, University of London, UK

The Accessibility of Science Instructions in Creole Speaking Environment

The debates about the importance of the sociocultural and sociolinguistic influences that affect science textbooks and classroom instructions have been the focus of much attention by theorists and constructivist thinkers for many decades. Such debates are particularly salient in the context of Jamaica, where the language of instruction is Jamaican Standard English and many of the students are first language speakers of Jamaican Creole. Against a background of the Creole-speaking environment in Jamaica, this research investigates the circumstances in which Jamaican bilingual science learners might be at an advantage or at a disadvantage in understanding science instructions.

Participants were selected from five school types in Jamaica: junior high, private, technical, traditional and upgraded secondary. Data concerning students' and teachers' attitudes and opinions were collected through interviews and questionnaires. More detailed linguistic information was collected through Cloze procedures, discussion tasks and a social semiotic analysis of the textbook studied. A wide literature was reviewed concerning the structure of scientific language, the Jamaican linguistic situation and school science textbooks.

The findings provided evidence for four main assertions which arose from the research. First, the findings raised some salient considerations in terms of the extent to which science textbooks and classroom instructions are accessible, especially to students in the junior high, technical high and upgraded high schools. Secondly, even students who were proficient in Jamaican Standard English and were learning science in English experienced difficulties in dealing with the specialist vocabulary and in coping with the language demands and assumptions made by science teachers and writers of curriculum materials. Thirdly, the results provided substantial evidence which suggested that teachers and students held ambivalent attitudes to language use in science classrooms across the five school types investigated in the study. Fourthly, teachers and students were united in the belief that the language of science instructions posed significant barriers to the learning of science.

Denise Lussier

Emeritus Professor and Researcher, McGill University, Canada

The Construct and Modelling of Inter/Transcultural Competence in Language Education: Theory and Practices

This presentation builds on current research on *inter and transcultural communicative competence (ITCC) in language education*. It views language teaching and learning as a discipline which embodies by nature the presence of another culture, contact with alterity and 'cultural' mediation in the interactions with members of other cultures, not to mention with other countries. Research, at first, considered the development of intercultural competence as a necessary component to language competence (Kramsch, 1998; Byram, 1997; Lussier, 1997). It implies the criss-crossing of identities and the positions to which they are summoned (Hall, 1996:13-14). Nowadays, with the expansion of technology, pluricultural societies, political influences and mobility of people, voluntary or too often constrained, new issues need to be addressed in terms of language education. To be efficient, these issues must rely on educators' common understanding, rely on theoretical foundations and must be based on a coherent common framework of reference. Learners should be committed to turning language encounters to intercultural relations (Guilherme-Durate, 2000) and to perceiving their representations of the external world. Such a new approach of language learning must take into consideration affective and psychological factors as well as cognitive factors (Lussier, 2008). It requires not only the development of certain knowledge and skills but of attitudes and behaviors, rarely specified in former conceptual frameworks.

This presentation will focus on the affective and psychological descriptors of the development of ITC competence. It is threefold: 1) it questions how inter and transcultural representations are constructed 2) it focuses on the construct of positive inter and transcultural representations associated with xenophilia and negative representations linked to xenophobia, 3) it suggests alternative ITCC curricula, methods of learning and assessment, 4) Finally, it proposes language benchmarks, developed for the Council of Europe, which combine descriptors and criteria of performance to describe and measure «existential» knowledge (awareness, appropriation and internalisation of cultural representations) which is related to psychological and affective factors (Lussier & al., 2005; Lussier 2008, 2009).

Kitt Margaret Lyngsnes
Professor, Nord University, Norway

Classroom Practice in Schools Achieving High Results on National Tests in Norway

Standardised testing has become a common practice in most schools systems. In Norway, national tests are held in the 5th, 8th, and 9th grade in reading literacy, numeracy and English. Research point to the extensive focus on the tests, and how these testing regimes effect teaching and classroom activity (Berliner, 2011; Biesta, 2009). School achievement as in such standardised tests can often be explained by factors related to socioeconomic standards. Despite this, some schools in lower socioeconomic areas manage to achieve good results as well.

The study presented in this paper, took its starting point in schools in lower socioeconomic areas where pupils, during the last three years, had achieved good results in the national tests. This might imply that these schools have succeeded in developing a classroom practice, which gives a good learning outcome for multiple pupils. The aim of the project was:

- to describe and analyse classroom practice in schools which, over time, have succeeded in achieving good results in national tests
- to identify conditions in such schools which are significant for the teachers' classroom practice and, thereby, in the learning outcome of the pupils.

Taking the point of departure in Kemmis' (2009) theoretical concept 'practice architecture', the project studied the practice itself, the understanding which is woven into the practice and the conditions for practice that exist in the school.

The research strategy was case studies where each school constituted a case (Yin, 2009). Data collection methods were classroom observations and interviews with headmasters, teachers and pupils in seven schools in four provinces.

The key results of the study show that these schools do not "teach to test". Test results are used to develop classroom practice through a collective oriented school culture characterized by collaboration, reflection and a strong and motivating leadership.

This study was funded by the Norwegian Research Council.

Luke Macaulay
PhD Candidate, Monash University, Australia
&
Anthony H. Normore
Professor and Department Chair of Graduate Education, California State
University Dominguez Hills, USA

What happens if the Perpetrator in a Restorative Approach to Social Justice is the 'Circle'?

In recent years, restorative justice practices have increased in popularity within education and correctional settings (Ryan & Ruddy, 2015; Suzuki & Hayes, 2016). There is a growing body of literature championing the successes and benefits of these practices regarding socio-community justice and accord (Lustick, 2017). However, it is also noted that restorative justice practices are still in their infancy with there being many questions still to be addressed (Hopkins, 2015; Saulnier & Sivasubramaniam, 2015). The presenters will raise and conceptually engage with such a question, that being, *what happens if the perpetrator in a restorative approach to social justice is the 'circle'?*

The notion of the circle is a crucial component of restorative justice practices, as the circle is both representative of those physically involved in enacting restorative justice and that of the wider community. In posing the question *what happens if the perpetrator in a restorative approach to social justice is the 'circle',* the presenters will first explore what it means to ask this question, followed by the perceived consequences of posing this question. The presenters will argue that in asking this question assumed presupposed understandings of what a victim is, what a perpetrator is, and most importantly what the circle is will need to be critically assessed. However, in exploring understandings of these key components of restorative justice practices, it will be argued that the meanings of these components cannot be ascribed with any ontological certainty. Rather, the meanings given to these components are contingent on epistemic points of reference, which become reified as being meaningful through political and institutional structures and systems which yield social power. Consequently, when enacting restorative justice within socio-institutional settings, practitioners must ask themselves *what is being restored and for whom?*

So, what does this mean for restorative justice practices and training? The short answer is buy in for social justice. For practitioners of restorative justice and leaders within communities who value this approach to social cohesion, considering the question *what happens if the perpetrator in a restorative approach to social justice is the 'circle'* is essential. Through considering this question, restorative justice partitioners and community leaders will need to challenge their epistemic point of reference throughout the process of restorative justice practices, and the influence their position of power may

have on this process. In doing so, the formation of shared values and fostering a culture of buy in relative to restorative justice within our social and political institutions can be conceptualized as re-imagining the status quo, rather than maintaining it and restoring it when it is perceived to be broken.

Callie Mady
Associate Dean, Schulich School of Education, Nipissing University,
Canada
&
Laura McKenzie
Research Assistant, Nipissing University, Canada

Teachers Having French as a Second Language Seek Opportunities to Use French in a French milieu comes with Challenges

Teacher language proficiency is one of the components of teacher knowledge that can influence students' additional language acquisition. In this study, although advantageous, having French as a second language teachers seek opportunities to use French in a French milieu comes with challenges. Teachers, for example, have been found to be hesitant to speak French with native speakers for fear of judgment. Another identified challenge to spending time in a French milieu is finances; while teachers have recognized the value of such an experience, cost is prohibitive. In recognition of the potential barriers and the need to maintain/improve the French proficiency of French as an additional language teachers, this study provided a two-week home stay in a Francophone environment for teacher candidates of French as an additional language with financial subsidies for their participation. Through the post-experience interviews, the French as a second language teacher candidates revealed an improvement in French proficiency. Similarly, the teacher candidates cited an increase in confidence in the interviews and through the questionnaire. They linked this increase in proficiency and confidence to their experiences with their host families and other Francophone members of the community. This study highlights the provision of immersion experiences as means to support teachers' language confidence and proficiency.

Jinping Mao
Professor, Hunan Normal University, China
&
Jiahui Chen
Student, Hunan Normal University, China

The Impacts of Teachers' Transformational Leadership on the Creative Tendency of Junior School Students: The Mediating Role of Goal-Orientation

Based on social cognitive theory, from students' cognitive perspective, this thesis intended to discuss the influence of teachers' transformational leadership on junior school students' creativity and the mediating effects function of goal orientation. By means of surveys combined with experiments, this thesis made series of researches on 1207 junior school students from some schools in Central and Eastern China, revealed the relationship, causes and effects between these two factors, and checked the mediating effects of goal orientation. Research findings demonstrated: (1) teachers' transformational leadership caused positive influence on junior school students' creative tendency; (2) mastery goal-orientation played a partial mediating role between the relationship of teachers' transformational leadership and junior school students' creative tendency, making up 58.96% of the effect caused by transformational leadership on junior school students' creative tendency. However, performance goal-orientation was not significant correlated with these two factors. This indicated that teachers' transformational leadership might stimulate junior school students' creative tendency, and junior school students' mastery goal orientation exerts a mediating function between these two variables. Finally, this thesis also discussed the significance and limitation of this research.

Alistair Martin Smith
Mentor, University of Toronto, Canada

Double Framing:
Using the Drama and the Arts to Promote Metacognition

This paper argues that double framing has a potentially valuable role to promote metacognition through the arts in education. According to Erving Goffman (1974), frame is the perspective from which you view an event. Dorothy Heathcote (1984) used this theory in drama in education to generate rich examples of how to change the frame to manipulate aesthetic distance.

The paper defines double framing as the conscious selection of frame by the participants in a drama as a means of discovering and developing participant's self-image. Using the metacognitive skill of questioning the frame, they are able to transform their perceptions of themselves. Double framing promotes metacognition by encouraging us to see through the first frame into the second. It enhances the imagination by providing a secure container in the first frame which frees the imagination to explore another reality in the second.

An example of double framing in drama is the play within the play in *Hamlet.* The play performed by the travelling players, *The Murder of Gonzago*, enabled Hamlet to "catch the conscience of the King" and reveal his guilt. In this example of double framing, Hamlet has asked a troupe of travelling players to stage a short play that demonstrates, not only that Claudius murdered Hamlet's father, but shows how he did it. Thus, the double frame serves not merely to entertain, but to educate.

The most important advantage of double framing is that the second frame encourages you to ask questions about the first frame. Double framing does not encourage you believe what is in the first frame; it encourages you to question it. This paper concludes that the ability of double framing to provoke questioning develops metacognition, and that this is its most significant potential contribution to education.

Helen Massfeller
Associate Professor, University of New Brunswick, Canada
Peter Hall
Dean, Faculty of Behavioural Sciences, Yorkville University, Canada
&
Rita Kop
Associate Dean, Faculty of Education, Yorkville University, Canada

The Ethics of Care: Online Counsellor Support in Higher Education Using Advanced Technology

An emerging challenge among Canadian universities that offer online programming is the lack of institutional services to support online students' mental health (Barr, 2014). Despite increasing online student enrolments and program expansions, online student support services have not kept up with the continuing growth of online education (Crawley & Fetzner, 2013; Jones & Meyer, 2012; Nolan, 2013). While some online students are self-identifying concerns and seeking help (Russo, Bruce, & Scull, 2017), in cases of inaccessible or nonexistent internal online mental health supports, they are relying on available services, such as requests for accommodations, to assist them in coping with their mental health challenges, yet which might not appropriately address the underlying mental health issues. For other students, their mental health issues are identified through student advisor or instructors' anecdotal observations regarding changes in mood or behavior (Barr, 2014; Lorenzetti, 2015). Regardless, the effects of mental health concerns are wide-reaching, but most predominately affect academic functioning and achievement (Cvetkovski, Reavley, & Jorm, 2012; Leahy et al., 2010; Stallman, 2010). Increasing online enrolments, the expansion of online courses and programs, and the growing recognition of the high rates of mental health problems experienced by young adults attending universities exacerbate the issue that many university counseling services have with resourcing constraints that limit the numbers of students that they can see face-to-face (Mowbray et al., 2006), let alone considering how to provide online mental health services. Furthermore, mental health challenges are anticipated in the very near future to be the most prevalent group of disabilities represented at Canadian universities, therefore adding urgency to understanding and addressing the needs of university students with mental health issues (Hanlon, 2012).

As a problem of practice, the lack of online supports and services for online university students emphasizes the gap between student mental health needs and the lack of mental health supports and services, which has a negative impact on academic functioning and achievement. Emerging technologies have opened up, expanded access to, and increased flexibility in counseling services and made it possible for human beings to connect with

other people, create and exchange information and digital resources, and support and learn from others in an open-networked environment.

This has made us consider technological solutions to research the lack of mental health services in H.E. In our first research scenario we report on research in the field of Artificial Intelligence working on the development of 'counselor bots'; clinical decision support tools and interactive virtual agent-based mental healthcare dissemination/delivery systems that are able to recognize and identify psychological distress from multimodal signals, based on database-driven algorithms. Such bots are expected in the near future to be able to act as counselors. Artificial intelligence offers new delivery tools and resources for learning and counseling. This raises questions about the design of training and professional development of counselors. Is it worthwhile to foster and instill human competencies that are driven by human interaction and clues for intervention in trainee counselors if, in the coming years, counselor bots will be available online to 'communicate' and 'interact' in counselor settings?

There are many Master's programs in Counseling and Psychology in North American universities. Most of these programs are face-to-face (F2F) and include a practicum element, as typically these programs prepare people to become F2F counselors. Our second research scenario will report on research in an atypical setting, in that, apart from the practicum, the training program is a fully online Master of Arts in Counseling Psychology program. This research involves new challenges in the form of emerging pedagogies and designs for online learning. One might wonder if such a program would be an adequate preparation for a profession in which the counselor's professional identity is related to talking with people, and getting to people's deepest inner thoughts through communication. The challenges and solutions to the conundrum of nurturing the counselor's voice through online learning is driving this component of our research.

These are only two of our research scenarios in which technology might be a solution to a problem of supporting counseling service development to support online students' mental health. It is pushing for a change in the traditional boundaries of F2F counselor interactions, and more generally the counseling profession and counselor education. We take our counselor supervision responsibility seriously and believe that we should shape our future profession, and our professional education, as emerging technologies seem to be pushing hard at the margins of the current counseling field. Suggestions have been made that talking and listening to a screen does improve mental health and the counselor bots can in the future take over responsibilities of human embodied counselors. Our research investigates what is at the heart of counseling, in particular the counselor voice, counselor identity, and interactions with clients, to investigate how emerging technologies might shape professional counselor education, pedagogy, and learning design in a positive way. Currently, well-trained counselors who

use their human clues and interaction competencies seem desirable over a robot, but by addressing challenges in technology-based learning we might be able to shape the counselor profession and counseling education of the future and solve the metal health support challenges in HE.

John Meisner
Assistant Professor, Southern Utah University, USA

Improving Teacher Preparation: Moving from Direct Instruction to Coaching

The traditional four-year teacher education preparation program in which students spend considerable amounts of time studying educational principles, methods and theories with sporadic opportunities to practice is as ineffective as a typical one-shot professional development. In order for the training to become a part of the teacher's repertoire they must have frequent opportunities to practice and implement the skill with guidance and frequent feedback by a trained and experienced coach. When coaching is added, teachers are much more likely to implement the new skill in their own classrooms (Knight, 2009). Athletes, dancers, musicians, surgeons and many other professionals understand that mastery takes practice; this should become part of the normal teacher preparation program as well.

This study integrates an instructional coaching protocol in a preservice teacher preparation program. A university education instructor will act the instructional coach and lead students through a well-designed coaching protocol that blends instruction, action research and video feedback into a teacher education program in Southern Utah, U.S.A.

Thea Marie Tabalingcos Melocoton
Registered Nurse, College of the Holy Spirit Manila, Philippines

The Effects of Tablets on the Receptive and Expressive Communication of Children with Speech Delays at St. Raphael Speech Therapy Services, Sta. Mesa, Manila

Children with developmental language or speech disorders frequently benefit from Augmentative and Alternative Communication (AAC) strategies. In this study, it shows that tablets are effective AAC tool to improve the receptive and expressive skills of children with speech delays. Through the application of the tablets to the population of this study, the participants were able to convey messages and communicate requests in an appropriate manner in relation to the activity. They have improved their communication skills by using the preferred mid-technology devices. Parents and teachers should utilize mid-technology tablet as educational tools to children with speech delays. Through this descriptive study, this investigates the effects of tablets as Alternative and Augmentative Communication (AAC) devices on the receptive and expressive communication of children with speech delays.

Sylvia Mendez
Associate Professor, University of Colorado Colorado Springs, USA
Catherine Grandorff
Instructor/PhD Student, University of Colorado Colorado Springs, USA
&
Phillip Heasley
Instructor/PhD Student, University of Colorado Colorado Springs, USA

Academic (In)equalities in Knowledge Exchange: Why Students from Around the Globe Study Abroad

In an increasingly globalized world, both students and institutions have much to gain from study abroad experiences. Universities and other organizations often seek to encourage students to participate in these experiences. However, the motivations and decision-making processes which lead students to choose to study internationally are complex and in need of further study. More specifically, students from across the globe will have distinct drives, opportunities, and constraints which influence their choices of if, when, and where to study outside their home country. The purpose of this study is to explore the pre-departure beliefs and attitudes of American and international students who participated in a study abroad program. Given the recent trends of increasing numbers of American students studying abroad and growing international student populations at American colleges and universities (The Institute of International

Education, 2015) this study can shed light on what students who study abroad hope to gain from that experience. Pulling from valid and reliable pre-existing surveys, a survey was constructed to gauge students' pre-departure beliefs and attitudes on the importance of developing and investing in one's cultural, social, and human capital.

While researchers have studied the decision and motivations of students from a wide range of countries, few studies have directly compared the differences in motivation between students hailing from different countries. Building on questionnaires developed by Nyaupane, Paris, and Teye (2011) and Weger (2013), this study investigates the distinctions in motivation and decision-making processes between students from the United States who have chosen to study abroad, and students from other countries who have made the decision to study abroad in the United States.

Previous research has framed decisions about study abroad as analogous to both travel and tourism decisions (He & Chen, 2010; Salyer, Carston, Dean, & London, 2015) and as analogous to choosing one's first university (Stroud, 2010). This study attempts to synthesize these two approaches and asks students about their motivations and attitudes across seven distinct constructs. These include (a) student self-confidence in language use and language learning, (b) student attitudes towards the study abroad

community, (b) student goals for using language in their personal life, (c) student interest in developing social and business connections in the study abroad community, (d) student motivation to escape circumstances in their home country, (e) student academic motivations, and (f) student tourism motivations. An electronic cross-sectional survey was designed to provide a quantitative description of the pre-departure beliefs and attitudes of American and international students who participated in a study abroad program (Fowler, 2009).

Beyond survey questions measuring students' motivation the survey also included demographic questions. The sample for this study was drawn from U.S. students and international students currently studying at medium to large universities in the state of Colorado in the United States of America.

By deepening our understanding of the motivations of students, we can better plan, promote, and improve the quality of international education experiences for both students and institutions. By engaging in comparison of the motivations of students from different countries, we can become more effective in promoting international education to students in those countries and begin to identify ways to promote international education in areas of the globe where students are less likely to leave their home country. Gaining further insights into the motivations of study abroad students may allow local stakeholders to better promote institutions in locations which are currently less popular as a destination for students studying abroad and, thus, "re-map" patterns of study-abroad to enhance global equity and increase intercultural awareness for students and institutions that may be otherwise invisible or underserved.

Clara Morgan
Assistant Professor, UAE University, UAE

Transitioning Students with Disabilities into Employment in the UAE: Challenges to Inclusion

Researchers, experts, international organizations and governments have highlighted the importance of the inclusion of persons with disabilities into the labor market given their disproportionate low levels of employment. Even though several research studies have analyzed the inclusion of students with disabilities in education, few studies have analyzed the challenges and barriers students face in transitioning into employment in the Arab region and more specifically, in the United Arab Emirates. Drawing on a research study funded by the Abu Dhabi Education Council for which more than 50 interviews and discussions were conducted from February 2016 to September 2017, the paper analyzes the experiences of students and employees with disabilities in transitioning into employment and the perspectives of academic officials and faculty members. The paper uses the social model of disability and the UN Convention on the Rights of Persons with Disabilities as its analytical framework. In summary, the paper proposes key recommendations to improve students' transitions into employment in the UAE and concludes by suggesting areas of future research on this topic.

Luigina Mortari
Professor, University of Verona, Italy
&
Federica Valbusa
Research Fellow, University of Verona, Italy

Children's Affective Self-Understanding:
An Educative Research in Primary School

Our time is characterized by an increasing of emotional malaise (Benasayag & Schmit, 2003) and by the phenomenon of "emotional illiteracy" (Goleman, 1995). This situation makes evident that there is a need of emotional education that facilitates people to entertain a conscious relationship with their own emotional life starting from the first levels of schooling. Our proposal is that the cognitive conception of emotions, according to which emotions are strictly connected with cognitive elements (Ellis, 1990; Harris, 1989; Oatley, 1992), can be the theoretical basis of an educative experience aimed at educating children to the practice of affective self-understanding (Mortari, 2015). On the basis of this premise, we have firstly designed an educative project aimed at facilitating children to understand their own emotions and then we have carried out a qualitative research on it. The research question was the following: what ways of affective self-understanding emerge from an educative experience structured on the basis of a cognitive conception of emotions? The research involved 45 nine to ten year olds children of four fourth grade classes of Italian primary schools. The educative path implied nine meetings between the classes and the researcher, with the organization of different type of activities, such as reading of stories, conversations and also a game. The principal instruments we have used are the following:

- the "journal of emotional life", that children wrote daily, on alternate weeks, for four months, narrating one of the emotions they felt during the day;
- the metaphor of the "vegetable garden of emotions", invented to help children to analyze their own emotions on the basis of the following elements: the *fact* which gave rise to the emotion, the *manifestations* through which the emotion eventually expressed itself and the *thoughts* which were linked with the emotion.

The writing of a diary helps children to focus their attention on their own emotional life, in order to deeply reflect on it; furthermore, the use of the metaphor helps children to think about a phenomenon which is not simple to analyze. In particular, the metaphor of the "vegetable garden of emotions" implies an association between emotions and plants, on the basis of the

assumption that people's flourishing requires the cultivation of the mind's emotional dimension.

At the end of the educative path we asked to children to define the emotions they wrote into their own diaries during the educative experience. Diaries and definitions were analyzed on the basis of a phenomenological approach (Giorgi, 1985; Moustakas, 1994; Mortari, 2007). From the analysis of the diaries has emerged that emotional experiences can be understood through the individuation of the following elements: facts, manifestations, thoughts, intensity, desires or unwillingness, additional emotions. The findings highlight that the writing of the diary and the use of the metaphor can be effective instruments in facilitating children's affective self-understanding. Furthermore, from the analysis of the definitions we have discovered that, through the educative experience, children have acquired an eidetic competence, i.e. the capability to individuate and describe the essential characteristics of different emotions.

Hector A. Munera

Member & Senior Scientific Investigator, International Center for Physics
(CIF), National University of Colombia, Colombia

A Realization of Einstein's Dream:
Some Implications for the Teaching of Physics

Einstein's special and general relativity, and Copenhagen quantum mechanics (QM) abandoned fundamental notions rooted in Ancient Greece as logical consistency, causality, and Newtonian space and time. Inherently contradictory notions —as physical vacuum and Schrödinger cats— became accepted ideas, and harmonization of quantum and gravity theories became the only remaining open question. Current situation is not so simple. By 1905 Einstein abandoned ether and reintroduced it ten years later; today, ether is fully back as dark matter. Copenhagen QM was formulated to describe microscopic physics with probability fields. Recent discovery and confirmation of quantum phenomena at laboratory scale, interpreted as hydrodynamic pilot waves revived the causal, stochastic, and intrinsically Lorentz-invariant De Broglie version of QM, based on the non-linear classical wave equation CWE, also called Klein-Gordon equation KGE. The latter was Schrödinger's initial choice to develop QM, discarded by superposition considerations related to the harmonic functions that were the only solutions known by then for the KGE. In the 1990s, this writer discovered novel non-harmonic solutions for the homogeneous KGE, recently used for a realistic and causal unified fluid and field (UFF) theory of nature. UFF obeys three classical conservation laws (energy, linear, and angular momentum). Such Cartesian approach leads to a non-circular definition of mass, and to mechanisms for propagation and generation of gravitational force, thus solving long-standing weaknesses of Newtonian mechanics.

Edni Naifeld
Lecturer, Ohalo Academic College, Israel
&
Yonit Nissim
Head, Faculty of Education, Ohalo Academic College, Israel

Class Academy – Co-Teaching:
From Theory to Personal Experience

This study focuses on co-teaching models, embarking from research literature out to the field of practical experience of training processes for teaching in the Class-Academy program at Ohalo College in the 2016-17 school year. Within this program, we will examine the experience models as expressed in practice vs. the theory from the students', teachers' and training kindergarten teachers' points of view. We will focus on the application of co-teaching practices in teaching in the Academy-Class program and examine the dominant teaching patterns found within.

One-hundred and twenty five male and female subjects participated in the study. The main research questions were:

1. To what extent are the six co-teaching models (as described in the research literature) expressed in practical and educational terms in the Academy-Class program?
2. What are the most common teaching practices, according to training teachers' and trainee students' (who are participating in the program) reports, in comparison to the co-teaching model?

The main findings show that the co-teaching models were more dominant than the traditional teaching models, characterized in all sampled groups. Specifically, the greatest difference was found in the reports of the training teachers (0.79) at school, while the smallest difference was found amongst female students of education (0.13).

Martha Alida Jacoba (Tilla) Olivier
Emeritus Professor, Nelson Mandela University, South Africa

Linking Psychological Beliefs with School Achievement

This paper makes a case for debate about the correlation between self-beliefs and specific school achievements. Based on the Rational Emotive Behavior Therapy (REBT) of Albert Ellis, the term *self-belief* refers to inner conviction s about the self. It reveals the particular individual's character traits, the core of a person's personality as the executor of behaviour. It represents how the self manifests and acts in various situations, such as the religious-self, the social-self, the vocational-self, and in the case of this paper, the Mathematics achievement-self.

For a long time now the teaching of *Mathematics*[1] has been a problem in the South African education system. Available evidence attests to the fact that the South African education system has so far failed in lifting the standard of Mathematics achievement.

After taking cognizance of the external conditions that have been negatively affecting Mathematics teaching, learning and achievement in South Africa in recent times, the aim was to establish whether a non-causal link existed between rural adolescents' self-beliefs and their achievement in the subject. A literature overview revealed that adolescents could either entertain positive rational, or negative irrational self-beliefs, and that theoretically a link existed between these beliefs and achievement in Mathematics.

This paper reports on an empirical investigation, of which the results gave evidence that the self-beliefs of a sample of rural adolescents were indeed related to their performance in Mathematics: learners with negative, irrational self-beliefs were more likely to obtain inferior marks in a Mathematics examination.

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[1] "Mathematics" (with a capital M) refers to the school or university subject as such whereas "mathematics" refers to the general study field or discipline. The lower case form is used when an argument or statement can refer to either.

Byron O'Neill
Associate Professor, Ritsumeikan University, Japan

Sheltered Native-Speaker Contact in Short-Term ESL Study Abroad Programs

Contact with native speakers in order to improve weak speaking and listening skills is one of the main features of short-term English as a Second Language (ESL) study abroad programs. However, due to the nature of these types of programs, authentic interaction with native speakers is often limited (Dwyer, 2004; Hernandez, 2016; Tanaka & Ellis, 2003), and can result in decreases in confidence levels (Amuzie & Winkle, 2009; Cadd, 2012) as well as loss of language learning motivation among Japanese learners (Kikuchi, 2015; Lee, 2014). To address these issues, some programs create sheltered environments which provide ESL students with the opportunity to interact in English within immersive settings.

The presenter will begin by giving some background information on Japanese students and the reasons for the continuing popularity of short-term language intensive study abroad programs. Next, how three popular short-term ESL study abroad programs in the United States incorporate native-speakers into their curricula for the express purpose of providing English speaking and listening opportunities to language learners will be shown. Program 1 hires native-speakers to take part in structured ESL classes several times over a typical three-week course. These native-speakers have conversations with the language learners on a variety of predetermined topics either one-on-one or in pairs while under the guidance of an instructor. Program 2 employs a multitude of native-speakers to accompany students on various afternoon and weekend excursions. All language contact is incidental, but easily accessible. Program 3 uses homestays as the basis for interaction with native-speakers. The hosts are also actively involved in communicative activities that are planned for students. The presentation will end with a discussion of the advantages and disadvantages of each of these three programs.

Hilda Patino Dominguez
Director, Department of Education, Iberoamericana University, Mexico

Social-Emotional Education in Primary and Secondary Levels: A Key Innovation in Mexico´s Public Educational Model

Based on the most important characteristics of the New Model for Public Education in Mexico, which will begin to operate in August 2018 throughout the country, this paper discusses the introduction of social-emotional education in the curriculum of primary and secondary levels as one of the most outstanding changes established by the actual educational reform. The paper offers a brief analysis of the theoretical-pedagogical principles of social-emotional education, as well as the main challenges that it will have to face in order to achieve its purposes, in terms of the role of the family, didactic materials design and teacher training, among the most relevant factors. It outlines the scope and limitations of the approach and propose suggestions to improve its future implementation.

Mexico has had to face serious problems in its attempt to provide quality public education to its citizens. In the 2016-2017 school year, almost 26 million students attended the primary and secondary levels, reaching 96.3% coverage (NSIS, 2017). Although in these levels school drop-out rates are very low, the results obtained in terms of learning are very poor. According to 2015 PISA results, Mexico's performance is below average in science with 416 points while across the OECD the average is 496; in reading with 423 points, below the OECD average of 493, and in mathematics, Mexico ranked the lowest score of all 34 OECD countries with 408 points, while the average is 490. In these three areas, less than 1% of students in Mexico achieved levels of proficiency (levels 5 and 6) (OCDE: 2015).

Additionaly, as Canedo (2016: 1) points out: "Government spending on schooling has not translated into gains in the quality of education. While Mexico spends 22 percent of public non-capital spending on education, the highest share in the OECD, spending per student is only one-third of the OECD average and the second lowest percentage among OECD and partner countries. Mexico devotes nearly 94 percent of its education budget towards teachers' salaries and staff compensation."

Although there are many problems due to poverty and poor distribution of wealth in the country, most of the responsibility for the low performance of the students is attributed to the poor quality of the teachers, and the little control that the government has to contract or to dismiss them, because they are protected by the National Union of Education Workers (SNTE), probably the most powerful union in Latin America.

During Enrique Peña Nieto ´s government, and after a change in the leadership of the SNTE, a long-term educational reform was established as of December 2012. The first part of this reform focused on the evaluation of

teachers' performance, with the aim of training, promoting and eventually removing them from their posts if they were not able to accredit their competence. To this end, the National Institute for Educational Evaluation (INEE) was created. Teacher riots and protests were not long in coming, and there was much criticism and inconformity of how the educational reform had been implemented, alleging that it was not really an educational reform but an labor one, since there was no proposal for pedagogical transformation of the curriculum.

However, the document of the reform itself established that a new educational model should be created as part of it. After several revisions and consultations, this model was promulgated in the Official Gazette of the Federation on June 28, 2017, and will begin operating in all schools in August 2018.

Henri Pesonen
Lecturer, University of Helsinki, Finland
&
Mari Nislin
Assistant Professor, The Education University of Hong Kong, Hong Kong

Associations between Student Teachers' Sense of Belonging, well-Being and Competence in Encountering Children with Diverse Learning Needs and Backgrounds

Research investigating associations between student teachers' sense of belonging, well-being and competence in encountering children with diverse learning needs is needed. Globally, increasing paradigm shifts toward more inclusive education settings can challenge student teachers' professional identity and coping strategies in their forthcoming profession. In order to improve teacher preparation programs to better respond to demands of working life, a wider understanding of current knowledge, attitudes and well-being must be obtained. Although scholars suggest that sense of belonging is associated with well-being, there appears to be a gap in the literature with regard to belonging and its association with acceptance of oneself and others in a future profession. In inclusive education, this could reflect teachers' positive attitude to welcome all children to the same classroom regardless of their various needs and efforts to guarantee every child's participation with and belonging to the group. Such fundamental characteristics are key competencies in encountering children with diverse learning needs.

In this presentation, we introduce our comparative research project between University of Helsinki and the Education University of Hong Kong about student teachers' sense of belonging and well-being during their studies, as well as their competencies in encountering and managing children with diverse educational needs. Furthermore, we offer initial findings. Participants in our study are undergraduate students in early childhood education and special education from the University of Helsinki and the Education University of Hong Kong. Additionally, the surveys are handed out for students in special education teacher qualification program (University of Helsinki) and students in PGDE program in early childhood education (The Education University of Hong Kong). Data is collected with an online survey coupled with questions regarding students' background characters, competence in encountering children with diverse learning needs and sense of belonging. Well-being is assessed with online surveys of engagement (UWES-S) and burnout (MBI-SS). Data is collected as part of the special education and early childhood education courses and in total approximately 490 students are recruited (Hong Kong (n=370), Finland (n=120).

This project will offer important information about students' competence, sense of belonging and well-being that can be directly utilized in teacher education both in Hong Kong and Finland. Comparative study design offers insights into the cultural differences and interesting starting point for further investigations.

Zoi Philippakos
Assistant Professor, University of North Carolina at Charlotte, USA

The Effects of a Professional Development (PD) Model on Collaborative Reasoning with Strategy Instruction on Second Grade Students' Opinion Writing and Teachers' Writing Confidence

The purpose of this study was to examine the effects of an intervention and its professional development (PD) model to writing quality of opinion papers. The intervention was based on cognitive strategy instruction with self-regulation and collaborative argumentation. Participants were 80 second-grade students and four teachers who were randomly assigned to condition. Treatment teachers participated in a two-hour workshop and were provided with videos of instruction and coaching. Control teachers proceeded with business as usual. Students wrote two pretest and posttest papers that were analyzed using a MANCOVA. Results found statistically significant differences on quality ($p < .001$) but not on length ($p > .05$). Lessons were taught with high fidelity (94%), and teachers responded positively to the instruction and PD model.

Keli Pontikos
PhD Student, Cleveland State University, USA

Cultural Transmission in an Education Setting

Retention of the language is an important element of cultural preservation. With heritage language typically being lost by the 3rd generation, this research was an attempt by a third generation Greek American to make meaning of this cultural scene, using the context of cultural transmission in the classroom. Interviews were completed to understand the belief systems of two language learning environments to predict developments of Greek language learning environments in the United States. This study is an attempt to contribute to the body of research on Greek-American communities globally, to encourage future studies on the education of immigrant communities, and to promote language motivation.

Ari Poutiainen
Associate Professor, University of Helsinki, Finland

Higher Music Education and Learning with Video Tutorials

The amount of music education included in the teacher education programs diminishes in Finland. Human and financial resources are cut down slowly but steadily. This means that student teachers receive less and less instruction in learning, playing, singing and teaching of school music instruments and voice.

Video tutorials have become a popular solution in this issue: While students were earlier taught the musical craft in intensive small group sessions, they are now given a license to a commercial internet service that is specialized in music education through video tutorials instead.

Video tutorials can hardly replace education that has its foundation in live human interaction. However, it is necessary to investigate if video tutorials could successfully be applied in some respects. In order to shed light on this, I have conducted a study on music education student teachers' reflections (N=95) on the matter at the Faculty of Educational Sciences of the University of Helsinki in 2015-2017. My research materials consist of a collection of essays, in which students contemplate and apply a selection of video tutorials from a Finnish tutorial service called Rockway.

Within my research materials students (1) asses the tutorials as a concept of and source for self-study, (2) reflect tutorials usability in the school music lessons, (3) evaluate them pedagogically, (4) develop original pedagogical applications from and for them and (5) place them in a wider pedagogical context and theoretical framework.

As expected, teacher students faced some challenges in learning music educational skills through video tutorials and preferred interactive live instruction. However, they also saw that the video tutorial concept has some interesting new potential.

I employ content analysis in my research. As a theoretical framework I apply blended learning by, for example, Friesen (2012).

Bart Reynolds
Associate Dean, Southern Utah University, USA

Promoting Effective School Leadership through Competency Based Internships

Preparing 21st century principals to perform at high levels is the essential function of university educational leadership programs, working in partnership with local school districts. By improving the quality of mentoring and internship experiences, universities and districts can increase the ability of new school leaders to address real school problems before they leave the starting gate for their first principalship.

Researchers, policymakers, and practitioners recognize the role of school leaders play in developing high-performing schools. With increased attention on raising achievement for all students, the essential role of the school leader in improving the quality of education is becoming more evident.

Research suggests it is possible to create pre- and in-service programs that develop principals who can engage successfully in many of the practices found to be associated with school success. Field-based experiences that amount to little more than pointing an aspiring principal to a vacant desk and loading him or her up with busywork and bus duty will not prepare schools leaders for the rigors of the principalship in the 21st century.

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. School-based experiences for aspiring principals, organized around student achievement, human relationships, and having a good mentors are the key. Internships must be managed by professional practitioners who have the knowledge, time and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies.

This presentation will focus on competency base internships where hours spend in the internship is secondary to the skills and dispositions learned through effective mentoring and curricular design. The research reveals the perceptions and attitudes of practitioners in 6 rural and 4 urban districts in Utah.

Jennifer Richardson
Professor, Purdue University, USA
Karen Swan
Professor, University of Illinois Springfield, USA
Patrick Lowenthal
Associate Professor, Boise State University, USA
&
Marcia Gentry
Professor, Purdue University, USA

Social Presence in Online Learning: Historical Perspectives with an Eye to the Future

For over twenty-five years, researchers and practitioners have explored different frameworks and theories, in order to improve upon and better understand students' learning experiences and needs in online environments. Social presence (SP), the ability to perceive others in an online environment, has emerged as a key factor; it has been shown that:

o The perception of SP can be (strongly) felt by participants in computer-mediated communication (Gunawardena, 1995; Richardson & Swan, 2003; Tu & McIsaac, 2002)
o SP influences students' participation and motivation to participate (Jorge, 2010; Mazzolini & Maddison, 2007)
o SP influences course and instructor satisfaction (Akyol & Garrison, 2008; Gunawardena & Zittle, 1997)
o SP impacts both actual and perceived learning (Hostetter & Busch, 2013; Joksimović, Gašević, Kovanović, Riecke, & Hatala, 2015; Kang & Im, 2013, Picciano, 2002).
o SP has implications for course design (Arbaugh, 2005; Mykota & Duncan, 2007; Swan, Matthews, Bogle, Boles, & Day, 2012; Tu, 2000)
o SP has implications for retention and intention to enroll in online course (Boston et al., 2009; Liu et al., 2009; Reio & Crim, 2013).

However, researchers continue to define social presence in different ways, use various instruments to measure it, and almost continuously investigate how every new technology influences it—often leaving practitioners and even other researchers at a loss for real-world implications. This presentation examines these issues by reviewing the history of social presence; looking at the different ways researchers think about and define it; and highlighting key findings from a recent meta-analysis that examined how social presence has been measured across contexts, disciplinary areas, and measures in relation to student outcomes. Moreover, the presentation provides strategies and activities that online instructors can use in their

online classes to improve their own social presence. Implications and future research will be discussed.

Daniel Robinson
Associate Professor, St. Francis Xavier University, Canada

Physical Literacy and Flourishing within Canadian School Communities

Physical literacy is a term and concept that has, in recent years and in many Western contexts, increased in both usage and popularity. This has been particularly true within physical education where, for example, physical literacy has become a foundational element of some physical education curricula and physical education teacher education (PETE) programs. For example, some provinces/territories have now integrated the concept of physical literacy into physical education curricula (Canadian Heritage, 2010)—though, admittedly, to some those integration efforts have not yet effected desired outcomes related to physical literacy. Still, and relatedly, some Canadian PETE programs have undergone program revision efforts and have, in turn, situated the physical literacy concept early and often.

Notwithstanding the potential and actualized benefits of physical literacy being embraced by those listed above, to date and within school communities, physical literacy has primarily been used to inform physical education as an isolated subject area or discipline. Moreover, while physical literacy may have found an eager audience in physical education and PETE (and in sport and recreation), its potential offerings to student flourishing suggest, to us, that a whole-school adoption and approach might better serve school communities. Given this observation and belief, we suggest that it is important to consider both the following: 'How can physical literacy influence physical education more completely?' and 'By adopting a whole-school approach to physical literacy, how is it possible to promote flourishing school communities?'.

Recent efforts to achieve a consensus for embracing physical literacy as a holistic construct that encompasses the affective, behavioural, cognitive, and physical domains have had positive results. At the same time, a small number of physical literacy scholars and advocates have focused their attention upon the potential of physical literacy to contribute to human flourishing. Certainly, such scholars' and advocates' assertions towards flourishing have embraced a more promising vision of what might be enabled or possible when physical literacy becomes commonplace within schools. Durden-Myers et al. (n.d.) and Myers (2017), relying largely upon flourishing perspectives offered by Rasmussen (1999), have made some of the clearest (and most recent) contributions toward this idea of physical literacy being closely related to human flourishing.

Drawing, then, upon these scholars, herein we aim to achieve the following: 1) define physical literacy and human flourishing; 2) describe the

relationship between physical literacy and human flourishing; 3) describe how physical education, when informed by physical literacy, can promote human flourishing; and 4) describe how a whole-school approach to physical literacy can promote flourishing school communities.

Matthew Rodda
Independent Researcher, Germany
&
Nikolina Blanusa
Independent Researcher, Germany

Intellectual Equality and Teacher's thought as Preoperational CLIL Components

Learners in the preoperational period raise unique problems for language teachers. Most contemporary methods of language teaching require the use and development of all four lexical skills, yet in the 2-7-year-old age range learners are deprived of basic reading and writing functionality. As experienced educators of this age group, the authors of this paper advance a new approach for bilingual education based on Jacques Rancière's theory of 'intellectual equality'. Equality is here intended to mean that the child's position of learning is not analysed according to what knowledge is disseminated by the teacher, nor shared through co-production in the learning environment. Instead, equality is achieved by elevating the role of the child's own thoughtful interrogation of the world, things and signs for themselves. In stark contrast to concurrent applications of Rancière's theory, which typically revolve around pedagogical models that remove the teacher, this paper proposes that it is essential to centralise the teacher in preoperational education. When the contextual inputs of writing and reading are negligible, we argue that the teacher must occupy the integral position of what Rancière calls the 'third thing'. Essentially forming a common link between the learner and second language acquisition not as educator, but rather as material. How the teacher repositions themselves as material, and as a material influences the learner's thought process to create the space for independent learning, will be the subject of this paper.

David Rosengrant
Associate Professor, University of South Florida St. Petersburg, USA
&
Brendan Callahan
Associate Professor, Kennesaw State University, USA

Promising Practices in Teacher Induction by Means of Structured Coaching & Mentoring Conducted Face to Face or Virtually

In January 2018, the American Association of Colleges for Teacher Education (AACTE) published its report on clinical practice that emphasized integration of technology to foster high impact preparation, and rigorous, structured coaching to support new teachers in P-12 settings. To that end, university faculty have partnered with officials from the local schools and a private foundation to develop innovative pedagogical practices to support first year teachers (Inductees) by means of virtual and face-to-face observation, coaching, structured dialogue, and video-elicited reflection.

Description: This pilot study is part of a larger body of research conducted by a multidisciplinary group of faculty members who research innovative clinical practices in teacher education. This research effort is unique in that it focuses on the application of effective coaching practices (Strieker, Langub, & Wright, 2016) used by inductees in advanced science classes in diverse high schools in a large metropolitan area in the southeastern region of the United States. The induction program provides resources for a school-based mentor and a university-based coach who engage the inductee in a collaborative process that includes collaborative inquiry, direct observation and video-elicited reflection. While the induction program is non-evaluative in spirit and process, it is designed to support the inductee in meeting rigorous teacher effectiveness competencies. In that regard, mentor, coach and inductee use research-based frameworks to guide the inductee through a complete cycle of intentional goal-setting, planning, observation, feedback, reflection, and revision. Goals for the fellows are established using the GROW framework (Whitemore, 2002). The inductees are required to write two goals, one to address their own learning and one to address the performance of their students. In this session, the presenters will report on the findings of their pilot study on the growth of the inductee as well as his or her students. For the initial pilot, we asked the following questions: (1) What were the specific goals of the inductee and what goals did they establish for their students? (2) Were there a measureable performance improvements in the high school science students? (3) Were there measureable performance improvements in the inductees? (4) What was perception of the inductees in terms of the efficacy of the coaching, virtually and face-to-face?

Participants and Context: Participants include 2 university coaches and 4 first year teachers who teach advanced high school STEM classes.

Data: Data include the coaches field notes induction meetings with inductees; end-of-the-year coaching effectiveness surveys; GROW framework, and participation data (video recordings); observation data.

Data Analysis: Qualitative data analysis using pedagogical coaching codes (Strieker, Adams, Cone, Hubbard, & Lim, (2016) as well as descriptive statistics.

Findings: This study is currently in process.

Annabell Sahr
Lecturer, The University of Texas at El Paso, USA

Translanguaging Practices of Multilingual Learners of German

This participatory action research (Cahill, 2016) study is drawing on a theoretical framework of translanguaging (García & Wei, 2014), heteroglossia (Bakhtin, 1981), border pedagogies (Cashman, 2015) and Nepantla (Anzaldúa, 1987) and seeks to shed light on the question of how a translanguaging curriculum can improve student's language learning in a German as a foreign language class at a Hispanic-serving university that is situated in the United States-Mexico borderland. In the field of education translanguaging has been researched as a practice in the classroom to integrate students, to promote language acquisition and as a practice for transformation and social change.

For the context of this study, translanguaging is applied in a situation where the multilingual language practices of students are not being respected or valued. The study is taking place at a borderland university in a town that has made the news for a testing scandal in which bilingual and immigrant children were prohibited from participating in high-stakes state testing because being bilingual was framed as a problem (Reyes, 2016). Overall in the German as a foreign language class, the bilingual or multilingual students do not see themselves represented because the curriculum and the textbooks that are being written assume that only monolingual English-speakers are learning German, which is overlooking the linguistic repertoire of the multilingual students. It leads to the question of who is being represented (monolingual English speakers) and who is absent from both research and the curriculum (low-income bilingual students). This study is taking place in an environment with very dominant discourses that frame bilinguals as having language deficits. Moreover, assimilationist discourses, essentializing discourses and normalizing discourses of whiteness (Abraham, 2014) are being internalized by students and become authoritative discourses that guide students' behavior and language choices. Participatory action research (Boog, 2016) includes focus groups, individual interviews, as well as audio-recordings of classroom discussions that will be transcribed and analyzed with a thematic analysis. The data is highlighting translanguaging as a successful language learning practice that also contributes to positive identity formation in an educational climate that otherwise is increasingly hostile towards immigrant cultures and languages.

Lars Samuelsson
Associate Professor/Senior Lecturer, Umeå University, Sweden
&
Niclas Lindstrom
Associate Professor/Senior Lecturer Umeå University, Sweden

Reason and Emotion –
How Teachers Respond to Ethical Problems

Teachers frequently face ethical problems in their everyday practice, ranging from pedagogical choices affecting their pupils to pressing conflicts that need to be solved – e.g. conflicts between pupils, conflicts between colleagues, and conflicts between teachers and parents. In order to handle such problems, teachers need to be able to respond in a professional and thoughtful manner to the various ethical aspects involved.

Given the centrality of the ethical dimension to the teaching profession, it is an important question how teachers tend to approach ethical problems within their profession. To the extent that teachers fail to approach such problems in a professional and thoughtful manner, this is an issue that should be brought to attention and considered by teachers and within the teacher education.

Few studies have been carried out regarding how teachers tend to approach ethical problems in their profession. However, there are interesting international studies revealing how people in general tend to respond ethically to situations involving ethical aspects that evoke strong emotional reactions. Jonathan Haidt has constructed several more or less provoking examples involving social taboos, and investigated how people tend to react when confronted with them (Haidt, Koller & Dias, 1993).

The present paper is based on a survey of Swedish teacher students for which we have borrowed two of Haidts examples. These examples were chosen on the basis that one of them clearly represents a social taboo in a Swedish context while the other does not. Hence, letting the teacher students respond to both these examples allows us to get an indication of whether there is any significant difference in their response to an example evoking a strong emotional reaction as opposed to a more neutral example.

We present our investigation and discuss the results, which show that the respondents in the more neutral case generally seem to make motivated judgments and in the more provoking case generally seem to rely on gut feelings. If these results can be taken as an indication of how teacher students and teachers tend to respond to real life situations, we argue, they generally have good chances of approaching ethical problems in a professional way. However, a provoking or emotionally laden context enhances the risk of making ethical choices which are not based on professional reasoning.

We argue that these results indicate a need for teachers and teacher students to consciously reflect on their values and methods for approaching ethical problems.

Alyssa San Jose
PhD Candidate, The Pennsylvania State University, USA

How Pinteresting: Investigating the Internalizing Disorders Content on Social Media

Many efforts have been made to understand social media and the resources existing online (Feng, Cong, Chen & Yu, 2013; Granger & Reiter, 2015; Pham, 2014; Seaman & Tinti-Kane, 2013; Wang, Yang, Zheng & Sundar, 2016). However, prior studies have seldom been rigorous in researching specific platforms and particular areas of interest as well as thoroughly assessing the content being shared. This study examined Pinterest content sharing as a proxy for interest and possible implementation related to internalizing disorders amongst school personnel. Using the coding scheme from Hall and Breeden (under review), a sample of 49,627 pins from 499 randomly selected pinners following the National Association of School Psychology Pinterest account were coded by content area and subsequently assessed for level of evidence base. Significant associations were found in Chi-square analyses between the category of internalizing disorders, level of evidence base, and types of pins shared. Additionally, the category of internalizing disorder and the level of evidence base were found to have a significant interaction on how easy an intervention is to implement. Researching and assessing the content being shared amongst educational professionals on Pinterest may inform future studies concerning evidence-based implementation difficulties in schools.

Miriam Sarid
Head of Learning Disabilities Program, Education Department, Western
Galilee College, Israel
Vered Vaknin-Nusbaum
Head of the Education Department, Western Galilee College, Gordon
College and Haifa University, Israel
William Dardick
Senior Lecturer, George Washington University, USA
&
Jennifer Frey
Senior Lecturer, George Washington University, USA

Reading and Cognitive Functions as Predictors of Statistical Literacy among College Students

Previous research suggests that students in postsecondary education have difficulties in learning statistics as part of their academic studies. The statistical literacy is part from the total numerical literacy and refers to the ability to comprehend, interpret and be critical consumer of statistical knowledge (Gal, 2012).

Statistical information is often presented through text and ideas, and therefore requires also language comprehension more than just mathematical reasoning. Research shows that there is an overlap between deficits in mathematics and reading achievement such as reading comprehension and spelling. There is no consensus on why language and mathematical knowledge overlap each other.

Most studies examined the difficulties of mathematics and language among young students, or students who have learning difficulties. Little is known about the overlap between statistical literacy and language and reading, in specific among L1 and L2 college students.

The purpose of the present study was to examine the relationship between statistical literacy and cognitive abilities as: working memory (visual and verbal) speed of processing, reading and naming, among college students for whom Hebrew is their first language (L1) and Arabic students for whom Hebrew is their second language (L2). That is to say, what is the contribution of each cognitive ability to the statistical literacy of BA students? We seek to find whether different cognitive skills are more dominant in different levels of statistical ability/learning, and what are correlates of statistical literacy among adult reader.

The results show that a higher span of working memory and non-word reading time and accuracy are associated with higher scores on statistics. Critical reading (correction of text mistakes) test was found to be related with copying speed of statistical formula. The findings point to overlap of WM

and statistical literacy, and underlying factor of critical reasoning processes in reading and accuracy of processing numbers and formulas.

Roberta Silva
Assistant Professor, University of Verona, Italy
Claudio Girelli
Assistant Professor, University of Verona, Italy
&
Giuseppina Messetti
Assistant Professor, University of Verona, Italy

Service Learning: A Way to Transform Teachers' Roles through Civic Engagement

Service learning is an approach that integrates intentional learning activities and civic engagement: used within the context of teachers training linking professional action and training. In the international scene, there are many SL experiences aimed to teachers training, and from the analysis of such experiences, it emerges as a particularly effective way to construct a teaching profession capable of addressing not only the real problems of a school, but also the problem of the community in which the school is located. Indeed a training involving a SL experience develops not only teachers' professional profiles, but also their sense of civic responsibility towards their community through the gaining of social values. Indeed SL promote the civic engagement of the teachers because helps them to understand what it means to be able to act in a service-oriented manner, putting them in relation with the whole community becoming aware that their actions should have a transforming potential in the environments that welcomes them. Moreover, promotes in future teachers a reflective attitude because it leads to discover that facing the real problems that characterise real educational contexts means being able to analyse their practical experience to evaluate theories of education rooted in experience, which are meaningful frameworks for practice.

For these reason we think that a SL experience can lead teachers to becoming a social transformation agent thanks to the developing of civic competency and through the empowerment of teachers in civic engagement. According to this, within its five-year Master's Degree in Primary Teacher Education, the University of Verona started a CSL experience that involves senior students, in-service teachers in different schools and an academic team that assumes the role of supervisor. Future students define: (i) in cooperation with in-service teachers the needs of the contexts, (ii) in cooperation with the academic team the educative goals that they must reach and (iii) in cooperation with in-service teachers and the academic team the project aimed to suit the context's needs and reach the student's educative goals. At the end, every student realises a detailed record of every phase of the CSL and a dissertation that critically analyses service actions.

Phyllis Snipes
Professor, University of West Georgia, USA

Student Achievement Soars with the Perfect Team for Success: Teacher and School Librarian

Imagine a perfect professional co-op for designing, delivering, and assessing instruction that leads to measurable student success. That co-op works in tandem to create instructionally sound lessons based on required standards, exciting activities that include the latest technological applications, and professional development that addresses the most relevant needs teachers face.

The School Librarian Evaluation Instrument (SLEI) was developed based on the American Association of School Librarians national standards in an effort to advocate for the development of this type of teacher/school librarian team (https://glma-inc.org/slei). It presents a clear framework of what the practicing school librarian should be able to accomplish through a powerful media program. Numerous research studies have revealed that strong library media programs have a direct impact on student achievement (https://www.lrs.org/data-tools/school-libraries/impact-studies/). The SLEI is a powerful tool designed to assist and guide school librarians as they develop programs that provide the ultimate support for teachers, students, administrators, and community members. Specific librarian roles of teacher, leader, program administrator, instructional partner, and information specialist are addressed in the SLEI.

The Georgia (USA) School Library Media Consortium developed this set of national standards and continues to work on resources that will enhance the SLEI and provide additional advocacy points for school librarians. Some school districts in Georgia have implemented the SLEI and this session will report the observations and recommendations for improvements from those districts as well as provide a report from the Georgia Consortium.

Francisco Alves de Souza
Teacher and Researcher, University Center FIEO – UNIFIEO, Brazil

Social Representations that Students Entering Higher Education Elaborate on Their Former Mathematics Teachers

In this study, we sought to identify the Social Representations that students entering Higher Education elaborate on their former mathematics teachers. To do so, we conducted a research project with students entering courses in Pedagogy and Physical Education in the first semester of 2013. The research project was conducted with 37 young people aged between 17 and 24, in a private college in the west zone of the city of São Paulo. As an instrument of research, we used a questionnaire consisting of 5 closed-ended questions, to characterize the participants; 11 open-ended questions asking the participant to express the **Representations** that he or she formulates on all disciplines in the school curriculum; and a Free Word Association activity. The questionnaire was developed so as not to induce any answer, as well as to allow the participants to express, spontaneously, their feelings in relation to the disciplines, their former math teachers, and their teachers' methods of presentation of this discipline in the classroom. After calculating and analyzing the results, we found, among other data, that 67.6% of the participants always obtained their lowest grades in mathematics, and 75.7% would like for mathematics to be taught differently from the way it was presented to them. On a scale from Bad to Excellent, 77.7% of the Pedagogy students and 68.4% of the Physical Education students classified the method of their former teachers as fair and good. And yet, in the Focus Group interactions, these former teachers were classified as rude, impatient, authoritarian, limited and unprepared. We also found that 6 students would like to be studying Engineering, but did not enroll in those courses because of their fear of mathematics.

Anne Spear
PhD Candidate, University of Maryland, USA

Religious Influence in Schooling:
How is Education Contributing to Conflicts in West Africa?

Current events in West Africa have demanded a refocusing on the impact of religion in the region. The region is facing a major international conflict in the Sahara within the borders of Mali , Burkina Faso, and Niger, the brutal insurgency of Boko Haram in Nigeria that is spilling over to Cameroon and Chad, internal fighting in Cote D'Ivoire, and an civil war in Central African Republic. These concerning events have forced scholars, politicians, and practitioners to evaluate and examine the issues of religion surrounding the fighting. While there is a visible clash between Islam and Christianity (representing the West), there are additional complexities to each of the separate conflicts that help explain the resulting violence. However, examining the religious phenomenon(s) is essential to understanding the history of the divides between groups and explaining factors causing the escalation in violence today. This paper is a literature review that examines the question: What role is education playing in the current religious conflicts in West Africa? Is education (re)producing more dominant, strict religious doctrines? This discussion will contribute to a deeper analysis of the trends in the development of current Christian and Muslim doctrines and how education is contributing to an evolving religious practice within both of the religions. This paper argues that the history of the introduction of the two religions contributes to current conflicts. In addition, there is a recent shift toward more extreme doctrines and dogma among both religions, which is being integrated and reproduced through schooling.

Toni Strieker
Professor, Kennesaw State University, USA

Promising Practices in Coaching Co-Taught Preservice Clinical Experiences

The Council on Accreditation of Educator Providers (CAEP) (caepnet.org, 2016) recently published a set of standards that called for increased collaboration between university-school partners during the re-design of teacher education programs. As part of the re-design process, pre-service co-teaching, conducted by the teacher candidates and their collaborating teachers, emerged as a promising practice in clinical experiences (Perry, 2016). Even though pre-service co-teaching is gaining in popularity in USA, there is a dearth of information regarding promising practices for supervision and coaching of teacher candidates engaged in co-teaching during this critical stage of their professional development. The study examined the practices of twelve university co-teaching coaches who oversaw 36 candidates enrolled in yearlong, co-taught P-12 classrooms, during the spring of a yearlong clinical experience. Prior to their service, each co-teaching coach participated in 30 hours of professional learning on pre-service co-teaching, instructional coaching, benchmarking student engagement, and video-elicited reflection. A qualitative research design was used to investigate collaborative approaches to support teacher candidates in establishing their performance improvement goals and action plans, as well as the implementation of those plans. The main data sources were coaches' reflections on goal-setting sessions, observation reports, and surveys on their daily coaching activities. Findings indicated that coaches predominantly used an adaptation of GROW (Whitmore, 2002), a structured goal-setting process as well as collaborative, reflective inquiry (Strieker, Adams, Cone, Hubbard, Lim, 2017) to promote reflection and self-regulation in teacher candidates. The implications of these findings are discussed, particularly in terms of the need for greater collaborative reflection among school-university partners in pre-service clinical experiences and during the initial induction into the teaching profession.

Miantao Sun
Professor, Director, Research Institute of Educational Economics and
Administration, Shenyang Normal University, China
&
Cuiping Kang
Professor/Dean, School of Education, South-Central University for
Nationalities, China

How to Promote University Governance Effectiveness – An Experience from China's Universities

To promote the modern university governance effectiveness, according to the experience of the governance of the university in China, it will solve three questions: who govern, what to govern and how to govern. Who govern refers that University external governance subjects are the university, the government and the society, and the university internal governance subjects are the stakeholders and its organizations. What to govern refers that, from outside of the university, its governance is to coordinate the relationship between academic power represented by university, the administrative power represented by government, and democratic power represented by social relations, and inside of the university, it is to coordinate the relationship between academic power represented by teachers and students and the organizations, administrative power represented by managers and their organizations and activities, and democratic power represented by the teacher and students and their organizations. How to govern refers that firstly coordinate the relationship between internal and external university academic power and administrative power and democratic power. Secondly, it should follow certain principles of governance, have clear governance process, and focus on governance process and results, and take relief measures for the problems in governance.

Tunde Szecsi
Professor, Florida Gulf Coast University, USA
&
Janka Szilagyi
Associate Professor and Chair, Department of Education and Human
Development, The College at Brockport, SUNY State University of New
York, USA

Language Assessment and Effective Strategies for English Language Learners: Teachers' Views and Practices in Florida

There are almost 5 million English language learners (ELLs) in the public schools in the United States, and many of them have no access to the optimal educational programs (Anyon, 2005; Orfield & Lee, 2004). For example, between ELLs and native English speakers *there was a 36-point gap at the 4th-grade level, and a 44-point gap at the 8th-grade level between the scores of native English speakers and ELLs, and this achievement gap has remained constant each year between 2002 and 2011* (National Center for Education Statistics, 2013). According to the US Census Bureau, in 2011, 28% of school-aged students in Florida spoke a language other than English at home (2013). In Florida, the META consent decree, which is the framework for compliance with the federal and state laws, regulates the identification, eligibility and programmatic assessment for ELLs. *Considering the stagnating achievement gap, questions related to the role of* assessment and language instruction across the curriculum in a multilingual classroom are essential to ask to explore the status, effective practice, and areas for improvement.

This presentation reports on the findings of an empirical study that examined elementary school teachers' perception about the ELLs' program placement assessment, and progress assessment. Specifically, the interviews in the study explored teachers' views on the effectiveness of these assessments, and the connection between language assessment and curricular decisions. In addition, classroom observations were conducted to gain insights into the pedagogical approaches and language strategies that promote better teaching and learning for ELLs. In this presentation, first, we will provide an overview of the current assessment system for ELLs in Florida, and then we will share the findings regarding the value of assessment as a drive for better teaching and learning, as well as the perceived effective strategies for ELLs. The presentation will conclude with recommendations for teacher educators, education personnel and teachers in terms of effective ways of integrating and serving ELLs in an effective learning environment.

Janka Szilagyi
Associate Professor and Chair, Department of Education and Human
Development, The College at Brockport, SUNY State University of New
York, USA
&
Tunde Szecsi
Professor, Florida Gulf Coast University, USA

Immigrant Families' Heritage Language Practices: Hungarian-American Families

Despite the increasing number of linguistically diverse immigrants in the USA, more than 90 % of the population uses solely English for communication. Research also indicates that within three generations the heritage language (HL) is completely lost, often causing devastating consequences on immigrant children's identities, family relationship, and academic accomplishments. In addition, research on heritage language maintenance points out the importance and roles of immigrant families in assisting their children in acquiring and using the family's heritage or first language. The the majority of studies in the United States focused on heritage languages, such as Spanish, Korean, Chinese and Japanese; and very few studies target less commonly used languages, such as Hungarian.

Therefore, a study was conducted to delve deep into Hungarian – American families' perceptions regarding goals and language and literacy practices for heritage language development and maintenance. One hundred families participated in an online survey to explore the parents 'views whether heritage languages maintenance is impacted by certain factors, such as (1) family structure, and (2) availability of visits in the native country ,and (3) lengths of stay in the USA. Quantitative data were analyzed using factor analysis followed by linear multiple regression analyses. The results indicated that these factors have affected parents' views on HL maintenance. In addition, parents completed open-ended questions, which targeted the goals and the promoting and hindering factors in their children's HL maintenance. The answers were analyzed qualitatively, following the 'data analysis spiral' as described by Creswell (1998, 2003). The findings regarding the goals included language/communicative proficiency, cultural heritage and identity, academic and pragmatic benefits, and deep emotional connection to parents. In addition, parents expressed that (1) resources, (2) consistency use of Hungarian language in the family, and (3) availability of Hungarian schools and communities have an impact on the outcome of the HL maintenance.

This presentation will report on the perceptions of Hungarian – American families' views on the maintenance of the Hungarian language and culture. For educators and families, regardless of their country of residence,

this presentation will provide new insights into strategies and practices for heritage language and culture maintenance through the family members' eyes.

Susie Townsend

Professor, Northern Arizona University, USA

Strategies for Online Learning Success

Effective online instruction depends on learning experiences appropriately designed and facilitated by knowledgeable educators. What kind of instructional designs, pedagogical practices, and administrative standards contribute to the development of effective online courses with high retention rates and positive student learning outcomes? The purpose of this presentation is to provide strategies so that they can make informed decisions in the implementation process. Based on experience I argue that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) utilizing instructional learning strategies. In doing this, it is hoped that this will stimulate an on-going discussion of effective strategies that can enhance universities and faculty success in teaching online.

The success of an online course depends greatly on how actively engaged students are with the instructor, with their classmates, with the content, with technology, and with course management tools. Interactivity in any teaching and learning context involves students responding to information, seeking instructors' feedback, reflecting on the feedback, and acting to appropriately tailor personal learning experience. In many cases, effects of interaction in an online environment can be richer than in face-to-face situations, since students can critically evaluate their understanding of the content by sharing their knowledge and experiences in discussion questions and postings. Engaging activities for online courses are designed to be relevant to the content, associated with course objectives and outcomes, require active involvement from students, increase retention, and be fun and rewarding.

Ron Tzur
Professor, University of Colorado Denver, USA

Base-10, Place-Value Difficulties?
Multiplicative Reasoning is Likely Missing

I examine how difficulties in learning and teaching base-10, place-value (PV-B10) topics, typically taught around the world as early as kindergarten or first grade, might be caused by the absence of four foundational schemes in a conceptual progression of multiplicative reasoning. Analysis of data, collected from hundreds of 4th and 5th graders, will provide compelling evidence for this claim. I will discuss implications of these findings, including a pedagogical approach that fosters children's multiplicative reasoning before and as a conceptual foundation for PV-B10.

Marco Ubbiali
Research Fellow, University of Verona, Italy
&
Luigina Mortari
Professor, University of Verona, Italy

An Educative Inquiry on Children's Ethical Thinking: The "Melarete" Project

The individualistic culture that permeates our society has contaminated the pedagogical practice, developing the so called 'banking model of education', which underlines the growth of an impoverished and minimalist educational practice. That's why it is necessary to improve educative paths about what is necessary to life in order to make it flourish. It is necessary, thus, to promote in schools what Socrates called *epimeleia*, i.e. taking care of the soul and let it bloom in all its existing possibilities, within an intimate relational, ethical and political view of existence.

This is the aim of MelArete project: both an educative experience and an inquiry. As an educative experience it is aimed at educating children to virtue ethics. As an inquiry it investigates the kind of ethical thinking that emerges from the educative experience.

MelArete is a project for ethical education because it embraces the definition of ethics given by Ricoeur, who describes it as «aiming at a good life lived with and for others in just institutions» and having care of them. Ethics and care are related dimensions necessary for life to be human: that's why it is possible to talk about an "ethics of care" (Mayeroff; Noddings; Held; Tronto; Mortari). According to this position, it is possible to affirm that to care for the others means to search for the good. Since the core of caring is made of virtues (Mortari), an education to ethics in the light of care is an education to virtue.

As a research Melarete is intended as a "service research": within a pragmatist perspective (Dewey, Rorty), an educational research should be at the service of reality in order to contribute to the improvement of the educative experience. Following this ethical perspective the research must not to be *on* children, not even it is sufficient to be *with* children, but it must be *for* children, as it must offer to the children a good experience to live through that is capable to nourish their life.

During 2016-2017, the project involved 70 children attending kindergarten (5–6 years old). The experience is a rich project aimed at promoting intrasubjective thinking and dialogical thinking about ethics.

During this conference we would like to present the results of our educative inquiry, showing the quality of children's thinking about the important ethical concepts that we have presented to them and discussed

with them: the concepts of good and care, the general idea of virtue and some specific virtues, such as courage, generosity, respect and justice.

Shigeo Uematsu
Professor, Doshisha University, Japan

Why Don't Students Speak Up in Class?

A common refrain in my Japanese university among native English speaker faculty and other teachers of Japanese students in Western or Western-style contexts is "Why don't students speak up in class?" In an attempt to address this question, the current study investigates what role "face" plays in this phenomenon by replicating Mulka (2015)'s study conducted in Chinese university context, "Get in Your Groups: The in-Class Communication Preferences of Chinese University Students."

The research question is, "How do Japanese university students (predominantly middle-class, urban, 18-20 year olds) view *face and is it different from Chinese context*?" Pewewardy (2002) and Gao, Au, Kwon, & Leong (2013) assert that, "culture affects learning styles". According to Xie (2010), in the East Asian context, "maintaining and guarding face is so important that saving face oftentimes takes precedent over the primary goal". As instrumentation, participants took part in 4 different sessions (once a week, 90 minutes): In week 1, they took an adapted FLCAS, and watched a portion of a video, followed by whole class discussion. In week 2, they watched another portion of the video, followed by group discussion. In week 3, they watched the remainder of the video, then wrote comments and re-took the FLCAS. In the week 4, student interviews were conducted. According to the interviews, students prefer discussion in small, rather than large, groups, being afraid of making mistakes in front of a large audience and of stopping the class by questioning. Also, they feel it is easier to establish rapport and sense of intimacy in small groups. Analysis of the pre-post FLCAS found that students gradually became less worried about losing face in class, however, they were still embarrassed to ask questions during the class. This generally confirms the research findings of Sato (2000) that "central to Japanese face is the outside perspective of *seken* - that is, society at large - on the person. While it is not necessary to keep face in front of one's immediate kin-like (who will eventually understand and forgive…)". However, it is hoped that this presentation will generate further discussion, giving rise to a deeper and cross-cultural understanding of this issue, and potential solutions.

Vered Vaknin-Nusbaum
Head of the Education Department, Western Galilee College, Gordon College and Haifa University, Israel
&
Einat Nevo
Head of Literacy, Language and Mathematics Program, Education Department, Western Galilee College, Israel

A Joint Interactive Storybook Intervention Program for Preschool and Kindergarten Children

The effectiveness of a joint interactive storybook reading intervention program delivered by class teachers to develop language and print concepts skills is examined in 60 Hebrew-speaking preschool and kindergarten children. Post-intervention, both groups achieved significantly higher gains in language and print concept skills than age-matched comparison groups. However, motivation to read improved significantly more in the experimental group than the comparison group only in kindergarteners. Results suggest that a short intervention program using stories and embedded activities can enhance language and print concepts in preschool and kindergarten children. In addition, motivation to read is very important for the development of language and literacy abilities, and should be part of every intervention program aimed at enhancing language and literacy skills.

Gokuladas Vallikattu-Kakoothparambil
Head - Operations, Board of Directors - Indian Schools in Oman, Oman

Leadership and Management Development Concerns of the New Era in Academia Leadership

The success of an educational institution in the modern era depends on various factors, of which Academic leadership has always been in the forefront. Leadership role in academia has undergone tremendous changes in the recent past, thanks to the growth in the number of educational institutions in the private sector. With the ever increasing in the demand for better educational facilities at affordable expenditure, it has become the need of the hour for leaders in this arena to understand various roles being played by them so as to capacitate them with required skills that in turn enable them to be successful in these roles. Lack of adequate support in nurturing various professional skills especially for an academician-turned-leader poses yet another challenge for them to realize their potential to tackle any issue in the management of the institution while dealing with the concerns of various stakeholders. The main aim of this article is to explore those challenges that leadership in academia is likely to encounter and to develop a conceptual development programs model that could result in better Leadership and Management skills. This article is expected to expose various categories of skills and attitude academic leaders need to acquire so as to effectively manage their interactions with various stakeholders in the institution. This will help top management of the institution to provide adequate support to their academic leaders through various developmental programs.

Pamela Walsh
Associate Professor, Athabasca University, Canada

Aspirations, Rationales, and Challenges:
State of Qatar –North American Branch Campus Model

The internationalization of higher education has become a key interest and theme in higher education research and literature over the past decade. While students have been crossing borders to attain an education for many decades, the establishment of international branch campuses by higher education institutions is a relatively new and growing phenomenon within the landscape of internationalization.

The paper will present findings of a qualitative grounded theory study of the branch campus model of Higher Education in the Arabian Gulf State of Qatar. Six elite U.S. universities and one Canadian technical college are included in the study. The six universities form a part of Qatar's educational hub which is called Education City. The Canadian technical college operates outside of Education City. The two main questions explored in this paper will be 1) the State of Qatar's motivations for choosing a North American branch campus model of higher education and 2) challenges encountered with the operations and governance of the model. Personal interviews were conducted with 20 individuals who were chosen by virtue of their positions and responsibilities relative to the study. Participants included State of Qatar decision makers, U.S. and Canadian university or college deans, and other administrators who assisted in the development or implementation of the model. These interviews provided the opportunity for an open-ended, in-depth exploration of the North American-Qatar branch campus model, about which most participants had considerable knowledge. Data was also generated through the analysis of extant texts such as institutional reports, government documents, and mass media publications.

The paper will explore key findings of the study which include Qatar's aspirations and rationales related to higher educational reform, socio-cultural change, higher education access, and employability. The paper will also examine the socio-cultural, political, and other challenges related to the operation and governance of the branch campus model in Qatar and beyond. Recommendations for future practice and research relative to a branch campus model are offered.

William Walters
Assistant Professor, St. Francis Xavier University, Canada

Influence of Mentoring on Mentors' Teaching Identity and Teaching Practice

Mentoring is a widely-accepted form of training and development within pre-service and in-service teacher education. Literature focused on protégés, particularly as the inexperienced workers, is common in the business, legal, and medical fields yet is less so within education. However, in all occupational areas research focused upon the mentor is limited and deficient. Recognizing that mentoring is commonplace in education and that all faculties of education in Canada require their students to complete teaching practicums, this study sought to better understand the mentoring partnership through the perspective of the mentors. The purpose of this study was to determine the influence of mentoring on mentors who were acting as cooperating teachers to pre-service physical educators (protégés) in an extended practicum of a specific design. Mentors in this research were acting in the role of cooperating teachers to first-year education students for a period of 10 weeks prior to their first official practicum.

Approaching this research as a case study set in a constructivist framework generated data that accessed the mentors' understanding of the mentor-protégé partnership. The research was set in one secondary school with two mentors working with five protégés. A constructivist mentoring partnership was developed, which led to the establishment of a professional learning community. Observations of mentor-protégé interactions were triangulated with data collected from mentors' journals and mentor interviews. Significant to case study and constructivist approaches to research, the mentors' understanding of the mentoring partnership produced the data that found mentorship influenced the mentors' teaching practice and teaching identity.

Results focused on five themes, revealed mentorship set in a constructivist environment could have positive outcomes for the mentors. Mentorship focused on teaching and learning can have positive influences on the mentors' teaching identity and teaching practice. Further, it was found that mentoring can be a form of professional development when in control of, and for, the mentor. Although not conclusive, this study further showed that mentoring could result in a positive shift in the perception of what it means to teach physical education for experienced educators. As well, it was determined that the introduction of a group of pre-service teachers into one department over a period of 10 weeks did not have a negative effect on the organizational culture of the department. Finally, it would appear that an extended mentoring partnership of the design used in this research can alleviate issues of teacher isolation that is common for physical educators in

small or rural schools. Insights and conclusions are drawn from this research and my experience as an educator to identify implications for teacher education and how the teaching practicum is currently used. These implications are related to (a) influences on the mentor, (b) practicum structure, (c) organizational socialization of mentors, (d) support and training for mentors, and (e) teacher isolation. With respect to the implications, a number of recommendations are offered and discussed.

Teresa Wasonga
Professor, Northern Illinois University, USA
&
Paul Schrik
Executive Director of Human Resources, Troy Community Consolidated
School District 30C, USA

The Relationship between Elementary School Principals' Self-Efficacy and Expected and Actual Academic Outcomes based on PARCC

This quantitative study investigated the relationship between elementary school principals' self-efficacy beliefs (Instructional, Moral, and Management Leadership) and expected and actual academic outcomes based on PARCC (Partnership for Assessment of Readiness for College and Career). Two hundred and five elementary school principals completed an electronic survey (Principal Self-Efficacy and demographics). The conceptual framework was the modified social cognitive theory. Analysis of data indicated that both females and males preferred to use moral leadership. Experience, higher levels of education, working in urban or unit districts, and low socio-economic communities coincided with higher levels of efficacy. ANOVA analyses and *t* tests revealed significant differences by gender, school type, levels of education, and school location, and between expected PARCC and actual PARCC composite scores. Correlation analysis revealed significant relationships among the self-efficacy composite score, all subscale scores, and actual PARCC composite scores. Stronger correlations were found between expected and actual achievement outcomes compared to self-efficacy expectations and student achievement outcomes. Regression analysis revealed principal self-efficacy and expected outcomes explained 11% of the variance in actual PARCC composite scores, with the expected PARCC composite being the most significant predictor.

Christopher Weagle
Instructor, American University of Sharjah, UAE

Social Media Usage between Faculty and Students and Its Implications on Policy Design

As social networking becomes an increasingly common feature in classrooms, it sometimes replaces or enhances information-exchanges once restricted to extra-curricular group work, office-hour meetings, email exchanges, and telephone conversations. As a result, implementing social networking in classroom environments offers the possibility to overcome barriers to communication presented by tradition means. This feature also has its place in fostering independent learning. For example, in constructivist paradigms, the common notion is that skills develop through peer collaboration in situated learning environments (Lave & Wenger, 1991). As a result, media applications, such as Whatsapp, can enhance learning and communication by creating an accessible shared space while also allowing teachers to maintain peripheral involvement, much as they would by being available to answer questions or offer advice. However, problems may arise when the role of teacher is either too central or too absent from this kind of group interaction. In addition, the increased access to the personal domain can challenge accepted norms. Therefore, the rules governing classroom-related social media usage must have clear criteria if these technologies are to be effective and unobtrusive. The research presented here discusses some of the benefits of using social media to encourage learner identity, as well as some of the possible challenges. It further examines these concepts through the criteria of existing university policies, and recommends solutions for possible limitations.

Thomas Wright
Assistant Professor, University of New Orleans, USA

Lesson Study: A Sustainable, In-house Professional Development Model for all Teachers

This mixed methods case study investigated mathematics teachers' perspectives of the effects of the Lesson Study Process on their content knowledge, pedagogical knowledge, and the potential for students' achievement. The population was 90 teachers from elementary, middle, and secondary schools in a metropolitan area. The three research questions guiding this study were: (1) What are the perspectives of teachers on the impact of the Lesson Study Process on their mathematical content knowledge? (2) What are the perspectives of teachers on the impact of the Lesson Study Process on their pedagogical knowledge? (3) What are the perspectives of teachers on the potential impact of the Lesson Study Process on their students' achievement?

Literature pertaining to constructivism, teacher professional development, and lesson study was reviewed. Data from surveys, questionnaires, and focus group sessions were examined both quantitatively and qualitatively to determine common categories, themes, and connections to each of the research questions.

The teachers believed that their mathematics content knowledge was positively affected in the areas of deeper understanding which led to an increase in self-confidence. The teachers also believed that their pedagogical knowledge was enhanced in the areas of planning and attention to student thinking. Finally, the teachers mentioned five areas for potential improvement in students' achievement. They included: students' increased conceptual understanding of the topics taught during the research lessons, planning lessons more thoroughly by making them relevant to the students' daily lives and planning it within the context of the state's curriculum, shifting the focus of an in-class observation from the teacher's performance to student thinking, and a similar shifting of the manner in which students are assessed—from right/wrong answers to seeking thought processes whereby the student may correct misunderstanding.

David Young
Associate Professor and Chair, St. Francis Xavier University, Canada
&
Daniel Robinson
Associate Professor and Chair, St. Francis Xavier University, Canada

Teachers' Inclusion-related Knowledge, Skills, and Attitudes and Student Outcomes: A Scoping Review of Recent Literature

In this paper, we report on a scoping review of empirical literature addressing the relationship between teachers' inclusive education knowledge, skills, and attitudes and student outcomes. Using six common electronic databases for education (ProQuest, JSTOR, SAGE Journals Online, ScienceDirect, PsycINFO, PsycARTICLES), we searched for peer-reviewed publications between 1 January 2008 and 1 December 2017 (a 10-year period). A total of 25 articles met the search criteria for this scoping review and were consequently subject to a more-detailed examination. These 25 articles include eight systematic or scoping reviews, two that report on experimental studies, nine that report on quasi-experimental studies, and six that report on correlational-descriptive research studies. A summary account of these 25 articles is offered, as is a list of related implications, for both practice and inquiry. These implications are related, primarily, to the following themes: 1) teachers as deliverers of mental health-related programs, 2) notable gaps: giftedness and post-secondary transitions, 3) positive outcomes realized with improved teacher knowledge and skills, and 4) technology and ASD: a caution.

Our consideration of this literature allows us to offer a summary answer to the question, 'What is the relationship between teachers' knowledge, skills, and attitudes in inclusive education and student outcomes?' Our final focus upon four areas, where we offer our own suggestions for practice and inquiry, is meant to offer a potential answer to "So, what?" questions. These suggestions are related to what we see as four of the more common and/or most compelling findings. We believe this scoping review has allowed us to find some support for what was in many ways an intuitive assumption. We are hopeful, then, that our suggestions for practice and inquiry might be taken up by our peers in both schools and the academe—so that continued positive student outcomes and more definitive understandings might be realized.

Emanuela Zappala
PhD Student, University of Salerno, Italy
Paola Aiello
Professor, University of Salerno, Italy
Filomena Agrillo
PhD Student, University of Salerno, Italy
&
Maurizio Sibilio
Professor, University of Salerno, Italy

Neuroscience and Autism Spectrum Disorder: Educational Suggestions

The incidence of Autism Spectrum Disorder (ASD) diagnosis has been on the rise both in the European and American countries. This led researchers and other professionals all over the world to study the specific cognitive functioning and the particular way people with ASD learn. Several neuroscientific researches about teaching and learning processes have led to interesting reflections in the educational field. More particularly, discoveries about neuroplasticity (Kandel, 2007), mirror neurons (Rizzolatti, 2004), neuronal groups selection (Hebb, 1949; Edelman, 1987) and embodied cognition (Gallese, 2005) are giving rise to useful indications which may guide teachers' actions in the educational contexts. The Educational field is called to receive these neuroscientific contributions within a transdisciplinary and transprofessional perspective in order to identify teaching strategies, which may promote learning and participation of students with ASD in inclusive educational contexts, as the Italian one.

This paper aims to present the results of a literature review carried out with the aim of indicating suggestions that could support teachers' action that would promote the activation of cognitive processes that are responsible for learning.

Jerneja Znidarsic
Teaching Assistant, University of Ljubljana, Slovenia

Impact of an Interdisciplinary Approach and the Implementation of Objectives of Arts and Cultural Education on Pupils' Performance in Music Education and History, and Importance of Selected Values

This paper presents the results of a research study, the objective of which was to investigate whether an interdisciplinary approach to music and history education with implementation of arts and cultural education, could influence pupils' performance in music education and history, and importance of selected values. The research sample included 76 pupils (aged fourteen to fifteen) from the ninth grade of elementary school in Slovenia. An experimental programme of interdisciplinary connections between music education and history has been designed, which comprised, in addition to other learning objectives of arts and cultural education, a collaborative project with a composer. The research results confirmed positive effects of the programme. The pupils of experimental group in comparison with pupils of control group, achieved significantly higher scores on music education and history exams. Furthermore, pupils of experimental group assigned higher level of importance to values such as: culture, arts, creativity and knowledge.

Jose Angel Zuniga-Vicente
Professor, Rey Juan Carlos University, Spain
&
Irene Campos-Garcia
Professor, Rey Juan Carlos University, Spain

The Effect of Principal's Demographic and Professional Development Characteristics on Teacher Motivation in Spanish Secondary Schools

The last few years have witnessed a significant increase in research on teacher motivation. However, after reviewing the extant empirical research, we think there are still some important issues that deserve further attention. In this regard, the main aim of our research is to examine the potential relationship between principal's characteristics and teacher motivation. Building on arguments drawn from research on strategic leadership in the field of management, we develop several hypotheses by describing how a set of demographic (gender and age) and professional development (tenure, seniority and training) characteristics related to principals may either facilitate or hinder teacher motivation. The empirical analysis is conducted on a representative sample of Spanish educational organizations —secondary schools. Our findings reveal that the characteristics linked to the principal's professional development have a significant impact on teacher motivation. Specifically, we find that long-term tenure in the office exert a negative effect on teacher motivation while seniority in the organization and training have a positive impact on it. However, none of the principal's demographic characteristics considered in the study have a significant impact on teacher motivation. Some important implications for practitioners and policymakers can be derived from our study.

Vassiliki (Vicky) Zygouris-Coe
Professor, University of Central Florida, USA

The Role of Literacy in 21st Century Teaching and Learning: Themes, Issues, and New Directions

Twenty-first century technological advancements have resulted in new educational shifts and paradigms and have also created new challenges. In the USA, teacher education programs are experimenting with changes in teacher clinical experiences, course delivery formats, technology, and inquiry-based approaches to teacher preparation. In addition, there is much emphasis on teacher preparation for high-needs populations, especially student populations in low-income areas with a high number of non-English speaking students and families. The role of literacy in learning in school and beyond is unquestionable. What is questionable is the changing nature of literacy in the 21st century and the need to support it in brick and mortar as well as in digital contexts. This paper will synthesize literacy shifts and emerging trends and issues for the K-20 sectors and especially as it relates to teacher preparation and continuing education, in the context of technology and digital learning. The paper will raise critical questions for research, partnerships, and possible new directions related to the topic.