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Banu Yucel Toy and Sami Acar
PREFACE

This abstract book includes all the abstracts of the papers presented at the 12th Annual International Conference on Education, 24-27 May 2010, organized by The Education Research Unit of the Athens Institute for Education and Research (AT.IN.E.R.). In total there were 161 papers and 190 presenters, coming from 28 different countries (Canada, China, Czech Republic, Hong Kong, Iran, Ireland, Israel, Italy, Japan, Korea, Latvia, Lebanon, New Zealand, Lebanon, New Zealand, Philippines, Portugal, Poland, Qatar, Republic of Korea, Serbia, Serbia, Singapore, Slovenia, South Africa, Spain, Taiwan, Turkey, UK, United Arab Emirates, and USA). The conference was organized into 38 Sessions that included areas such as Foundations of Education: Comparative/International, Teacher Education/Training: Teaching Methodology and Curriculum, Profession of Teaching, Special Education, Teaching Methodologies: Principles and Practices, Elementary (Primary) Education: Cultural and Sociological Issues, Student Socialization/Behaviour etc. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission
statement of the Institute. Since 1995, ATINER has organized more than 100 international conferences and has published over 80 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

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

Gregory T. Papanikos
Director
Behavior Problems among Students in the UAE Preparatory and Secondary Schools

Abdelaziz Abdelmoti
Professor, United Arab Emirates University, UAE

The preparatory and secondary stages of schooling are considered important stages that students pass through concurrently with the puberty stage in which they experienced unbalanced state as well as they may experience various behavior problems. However, this study aims at identifying the most important behavior problems that students may experienced in both the preparatory and secondary stages of schooling in public schools of the United Arab Emirates from students’, teachers’, social workers’/psychologists’ and schools’ principals’ points of view. This study also aims at studying the causes of these problems and suggests solutions to these problems. The participants were 1828 students (male & female) from 45 preparatory and secondary schools from all Emirates in the country. Furthermore, 436 teachers, 52 school social workers/psychologists and 45 schools’ principals also participated in the study. The study instrument was designed based on the theoretical background of the puberty stage of which 23 behavior problems were selected and put in 23 questions that formed the study questionnaire. The study results indicate that the behavior problems experienced by students were ordered according to their importance as “lying” was ordered as the first common problem as reported by 63.7% of the student respondents and “theft” was ordered as the least common problem as reported by only 14.8% of the respondents. The results also show the most common ten behavior problems students suffer from. The factor analysis results on the students’ responses reveal that there were four factors each of them related to a number of behavior problems.
A Classroom-based Model for Young Children with Challenging Behaviors

Lisa Abrams
Assistant Professor, Virginia Commonwealth University, USA

Maureen A. Conroy
Professor, Virginia Commonwealth University, USA

This session will present a classroom-based intervention model designed for preventing and ameliorating problem behaviors demonstrated by young children in early childhood settings. Model program components as well as specific classroom-based practices will be presented. The format of the session includes didactic presentation and case illustrations.
Sixth Graders' Use of Number Sense-Based Strategies in Solving Arithmetic Problems

Othman Alsawaie
Assistant Professor, United Arab Emirates University, UAE

The purpose of this study was to explore strategies used by high achieving sixth grade students in the United Arab Emirates to solve basic arithmetic problems involving number sense. The sample for the study consisted of 15 high achieving boys and 15 high achieving girls in grade 6 from 2 schools in the Emirate of Abu Dhabi, United Arab Emirates (UAE). Data for the study were collected through individual interviews in which students were presented with 10 basic problems. Results showed that a low percentage of solutions involved aspects of number sense such as appropriate use of benchmarks; using numbers flexibly when mentally computing, estimating, and judging reasonableness of results; understanding relative effect of operations; and decompose or recompose numbers to solve problems. It was also found that students are highly dependent on school taught rules. In many cases, these rules were confused and misused.
Turning around Chronically Low-performing Schools: A Diagnostic and Conceptual Framework

Olajide O. Agunloye
Assistant Professor, Augusta State University, USA

Chronically low-performing schools are schools that are persistently unable to meet expressed standards of student achievement over a number of repeated assessment cycles. Chronically low-performing schools are generally considered ‘bad’ schools with a wide range of persistent problems that seem to defy commonly applicable solutions. Some of the persistent problems associated with chronically low performing schools include, but are not limited to, low academic expectation, low attendance rate, high drop-out rate, low graduation rate, high discipline problems, low students and staff morale, low performance in mandated achievement tests, inadequate facilities and resources. These schools generally tend to have a disproportionately significant negative impact on the overall educational performance of a school district, state, and nation. Various interventions, sometime involving drastic reform initiatives, have been and are still being tried to solve this problem, with mixed results. The initiatives generally use a one-solution-fits-all approach through the adoption and implementation of one or more specific, pre-packaged, wholesale system reforms. These initiatives often do not take into consideration the uniqueness of the individual chronically low-performing schools. This paper proposes a diagnostic and conceptual framework to turn around low-performance schools. Specifically, the paper (1) examines why some schools become chronically low-performing, (2) build a conceptual framework of why schools become chronically low-performing, (3) identify key problem points in the inputs, processes, and outputs of these schools that result in low performance, (4) proposes how the framework can be applied to specific chronically low-performing schools to assist in turning them around.
The Problems Faced by the Mathematics Teachers in Turkey
According to the Results of TIMSS 1999 and TIMSS 2007

Akbas U.
Ph.D.Student, Ankara University, Turkey

Yildirim O.
Ph.D.Student, Ankara University, Turkey

Cikrikci Demirtasi Nukhet R.
Associate Professor, Ankara University, Turkey
A Study on Role and Importance of Clay in Preschool Education

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The basis for an effective education should be to provide experiences and activities to capture the interest of children, to involve them actively in their own work and build confidence and a feeling of self-worth. Three-dimensional works such as clay, wire, dough, plasticine, papier-mâché and modeling different kinds of constructional materials can present countless opportunities for this involvement, development and learning process. Although clay is one of the cheapest, accessible and enjoyable materials, it is considered that it has limited usage in Turkish preschools.

This study aims to investigate the role and importance of clay in preschool education. To do this a case study was conducted in one of the university’s kindergartens where possessed a special ceramics studio, equipment and art specialist. In this preschool all the children have been experienced with clay in a regular bases over the years.

The study group consisted of the art specialist, education coordinator, school counselor, six class teachers and twelve preschool children. Semi-structured interviews and were employed to collect data. To analyze qualitative data, content analysis was employed.
The Impact of the Students’ Mobility on International Posture and Language Learning

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The Erasmus programme enables two hundred thousand students to study and work abroad each year, as well as it supports co-operation actions between higher education institutions across Europe. We could claim that it has also helped to better understand the European Union as a multicultural zone where people need to communicate in other languages and with other cultures. In this sense, the universities have tried to provide the conditions for learners to develop multilingual and intercultural competence, encouraging internationalization of the universities by means of teaching languages, mobility actions, and giving support to networks and European projects.

In addition, few programmes launched by the European Union have had a similar Europe-wide reach to the Erasmus mobility programme. On the one hand, around 90% of European universities take part in the mobility actions and 1.9 million students have participated since it started in 1987. On the other hand, the annual budget is €400 million and more than 3,100 higher education institutions in 31 countries participate.

However, although mobility actions are popular among European students, little research has been conducted on the impact of mobility actions on linguistic and non-linguistic aspects of learner development. From this perspective, this paper attempts to investigate the impact of students’ participation in the Erasmus programme on students’ perception on international posture and gains on target language learning. Results of the study show that learners’ perception of international posture correlate with willingness of communication during the stay abroad period, motivation and multilingual education. However, these factors do not guarantee success in language learning unless opportunities for language use and language learning are provided.
Job Satisfaction among Faculty: Does Gender Play a Role?

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This study explores the job satisfaction characteristics of higher education faculty in U.S. colleges and universities by gender at a national level. The study utilized secondary data, the National Study of Postsecondary Faculty (NSOPF), collected in 2004. This quantitative secondary study used chi-square, independent t-test, and multiple regression data analysis. Faculty job satisfaction was examined by applying Herzberg’s job satisfaction theory. Herzberg et al. (1993) classify the causes of job satisfaction as intrinsic factors and causes of dissatisfaction as extrinsic factors. The intrinsic job satisfaction variables examined in this study were: (i) number of publications in referred journals (achievement); (ii) funded research (recognition); (iii) satisfaction with workload, (iv) satisfaction with the job overall, (v) satisfaction with autonomy in decision-making; (vi) tenure and rank (advancement); (vii) number of committees served (responsibility); and (viii) satisfaction with salary (reward). The extrinsic job satisfaction variables examined were: (i) emphasis on teaching as a promotion criteria (policy), (ii) opinion about treatment of women faculty (relationships), and (iii) opinion about choosing academic careers again (work climate or conditions). The results of this study indicate both similarities and differences between genders in job satisfaction characteristics of faculty. The results of the present study suggest that intrinsic as well as extrinsic job satisfaction variables have a significant effect on faculty members’ job satisfaction, and significant gender differences exist with respect to most of the variables selected for this study. The analyses of research productivity, tenure and rank, and the number of committees served by male and female faculty indicate that, overall, female faculty have lesser achievement, recognition, advancement, and responsibility than their male counterparts, and these factors are contributors to job satisfaction. Colleges and universities committed to retaining their female faculty need to investigate the factors that contribute to faculty members’ overall job satisfaction as revealed in this study.
An Investigation of Collaborative School Culture in Terms of School Principal’s Perceptions

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School culture has an important role in the effectiveness of educational organizations. The concept school culture includes the elements of customs, backgrounds, habits, norms, values, expectations, common meanings and basic shared assumptions (Sergiovanni, 1995; Turner and Crang, 1996). As a result of many researches different types of classification for organizational cultures have been made. One of the most precise definitions of culture has been the “collaborative school culture” in recent years. It is a culture grounding the educational values and formed in a collaborative way by all the shareholders in order to elevate the school to the level of effective ones (Fullan and Hargreaves, 1996). Collaborative school culture has six dimensions: collaborative leadership, unity of purpose, learning partnership, teacher collaboration, and collegial support and learning partnership.

This research was conducted as a descriptive study. It is aimed to find out the perceptions of school principals on the level of collaborative school culture achieved in their schools and whether these perceptions differ according to the school type and school size. The reliability of the survey was calculated on the data that were obtained by the test-retest method. The research data were collected from a representative sample of principals (N=754) through the Collaborative School Culture Survey (Gruenert, 1998). Replies to the survey were analyzed with arithmetic mean, standard deviation, t test, F statistics and analysis of variance (ANOVA).

As a result of the survey, the most frequently realized school culture dimension by school principals was identified as “Professional Development” whereas the least frequently realized dimension was found as “Learning Partnership”. According to the findings, there is a significant difference in the perceptions of school principals with regard to the type of school; however, there isn’t a significant difference in their perception with respect to size of the school.
Attention, Concept Learning, and Planning Capabilities Relative to Working Memory Capacity as Criteria for Assessing College Students with Learning Difficulties

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College students with learning difficulties (LD), as measured by standardized IQ tests, exhibit different cognitive and linguistic profile patterns from those of average and above-average students. The students’ profiles, however, simply indicate the current state of their linguistic skills and cognitive abilities. A more in-depth analysis should be made to examine students’ reserve capacities for developing their linguistic and cognitive skills. Reserve capacities, when explored and detected properly, give classroom teachers hints for creating instructional programs for LD students. Accordingly, it is proposed in this presentation that a new assessment model based on a different perspective of working memory be developed with the aim of facilitating educational intervention that maximizes the potential of LD students.

The proposed assessment approach draws its theoretical grounds from the “zone of proximal development” proposed by Vygotsky and the notion of “cognitive modifiability” proposed by Feuerstein. Both models posit that human capacities are optimally developed through interaction with environmental conditions. When these models are adopted in the assessment procedure, the first step for the school psychologist to take is to construct an assessment model for exploring the hidden capacities of LD students. This is achieved by incorporating into the assessment procedure an evaluation of cognitive and linguistic functions relative to working memory as principal testing components.

The proposed model consists of three phases involved in the processing of incoming information: attention, concept learning, and planning. Each of these phases is comprised of two modalities, auditory and visual, and two levels of conception, concrete and abstract. Although the proposed approach is still in the experimental stage, it has been found that LD students all have difficulty in processing auditory items and abstract concepts, but not necessarily in processing visual items and concrete concepts. A case report is made in the presentation with implications for a remedial program which the co-researcher describes in her presentation.
Inter-subject Commonality of Cognitive and Linguistic Factors Underlying Learning Difficulties of College Students and its Implications for an Intervention Program

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Abstract thinking is prerequisite to attaining educational goals in higher education. It is reported, however, that a large number of Japanese college students have learning difficulties (LD) due to a lack of abstract thinking capability. These LD students commonly manifest their weaknesses in academic subjects such as Japanese, mathematics, and English as a foreign language. The presenter attempts to find the root cause(s) of academic problems commonly residing in the linguistic and cognitive functions associated with academic subjects. The presentation consists of two parts: (1) factor-analysis findings pertaining to some academic subjects; and (2) a description of a practical intervention program based on the statistical analysis.

Factor analysis identifies several factors among the academic subjects investigated in this study. These factors are broadly classified into two categories: verbal components and non-language concept learning. Of particular relevance to LD students is a cognitive factor labeled “abstract concept formation”, which pertains to one of the root causes of the academic failure of LD students. It follows that the non-language cognitive factor be incorporated into a remedial instructional program for enhancing abstract thinking capability.

Instruction in higher education is mainly carried out by transmitting verbal information through the auditory channel. However, conventional lecture-type presentations result in a constant flow of meaningless sounds to the LD students, and are least effective for developing their abstract thinking capability due to the poor concept formation capability identified by statistical analysis. In order to incorporate the factor-analysis findings into an instructional method for these students, the presenter adopts the Vygotskian notion of “spontaneous and scientific concepts” for fostering concept learning and planning skills, both of which are closely linked to abstract and logical thinking. Practical instructional illustrations are made in the presentation as part of an integrative program of concept learning and planning activities for accelerating learning in LD students at college levels.
Determination of the Relationship between the Samples of Instructional Methods and Techniques Prepared for 4th Grade Elementary School Science and Technology Curriculum and the Principles of Neuropsychological Theory in Turkey

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Brain as the center of learning process, its structure and functioning has always been a subject of substantial interest by educators. Demonstrating the close relationships between brain cells and learning, studies over the years in the field of neuroscience concluded that learning is in fact a biochemical change. The theoretician of neurophysiological theory, Hebb suggested that, without developing an insight into the way the circuits in the brain work, it will be impossible to thoroughly understand the nature of learning. This theory holds that while “cell assemblies” playing a critical role in learning process are formed in earlier years, “phase sequence” comes in to play a role in the learning of adults. One of the chief principles adopted by the theory in question is that attribution of meaning takes place through patterning. Hence, given that education in science education is the key path to assigning meaning to life, knowledge of to what extent neurophysiological theory (brain-based learning) is reflected and practiced in Science and Technology, which occupies a crucial place in assigning meaning to life and patterning, is indeed of great importance. To this end, the present study examines the 4th grade elementary “Science and Technology” curriculum recently started to be implemented in Turkey and it attempts to determine to what extent the principles of learning adopted by the neurophysiological theory are consistent with the objectives, activity examples and assessment methods of the curricula. The results of the study are of importance for science education in Turkey.
The Importance of Integrating the Ancient Greece Cultural Values in the Subject “History of Culture” in Latvian Secondary Schools

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The basis of the personality development always has been the aesthetic education, but now the value education is brought forward as the essential component. One of the subjects in Latvian secondary schools that ensures this is the “History of Culture”. The subject is planned to be taught for three years – 240 lesson hours. The lesson plan is based on chronological principle, thus the first year of high school (or 10th grade in secondary school) is mostly devoted to the studies of ancient cultures. Thus is created the basis for insight in history of European culture. This part of the studies is of importance also because of it’s pedagogical contents. In addition it provides rich material also for the further acquirement of cultural values and broader understanding. It helps to create emotional attitude towards art, develops logical and creative thinking. Learning during this part of the studies of “History of Culture” ensures fulfilment of several educational tasks that are required in this subject according to the Law of Education:

1. Creating students’ insight about the culture as an attitude and source of human introspection (Culture and art of Ancient Greece in the context of ancient world);
2. Providing students with an opportunity to understand the historical development of humanities culture in time and space (Consequence of Ancient Greek cultural heritage in contemporary Europe);
3. Teaching students to treat culture as the measure of world’s unity, which gives appreciation of the value of national identity (Influence of Ancient Greek culture on the development of Latvian culture);
4. Developing in students a comprehensive understanding of culture, that helps in creating one’s own personal world outlook (Significance of Ancient Greek philosophy, mythology and science for the contemporary education).

Integration of such views has been establishing in Latvia in as a persistent tradition of the 20th century. The base of this tradition was developed by Ernests Felsbergs (1866 - 1928) – art historian and professor of ancient philology, first head of the Latvian University. His studies on the culture of Ancient Greece – literature, architecture, sculpture and painting that were published at the outset of 20th century have not lost their importance also at the outset of 21st century, thus providing an opportunity to transform ancient values in a new quality. Wherewith the contents of the proposed research is based on analysis of the historical tradition (heritage of Ernests Felsbergs) and of the contemporary situation (for above listed educational tasks).
Access to Gestures and Learning for Students who are Blind or Have Visual Impairments

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The Relation between Didactics and Classroom Management: towards New Tools for the Preparation of Teachers

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This paper presents the interest of the concept of « instrumental conflict », developed by Marquet (2005), to understand the relation between didactics and classroom management in the training programs of math teachers. It also shows some results of a preliminary study conducted in 2008 among pre-service teachers in the University of Quebec in Outaouais (Canada). The results reveal that students perceive an important gap between both domains, although those two domains are closely related during teaching in the classroom.

The paper will provide some possible explanations of that perception, and will also present a plan to further understand the situation and improve it. It will show an original way to consider the separation observed between classroom management and didactics, based on works by Marquet (2003). It will also discuss some possible actions allowing to establish a better relation between both domains in the training of primary and secondary schools teachers.

The authors of this paper – respectively mathematics didactics expert and classroom management specialist – are proposing an approach to better understand the situation and find solutions for it in a collaborative perspective.

The results will have a significant impact in the teaching field, especially for learning through problems solving situations and for differentiated instruction. They will have impact in the research field, allowing a broadening of the approach developed by Marquet.
The Effects of Poster Applications in Science Education in the Unit “The Solar System and Beyond: The Puzzle of the Space” on Students’ Academic Achievement

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Today, in the age of information technology, the purpose of our educational system is not teaching deductively but inductively, which is not conveying the relevant information directly but conveying it in a way that provides the skills of the acquisition of the information, the usage of that information, summarizing, writing, presenting and communication. For this reason, the active teaching techniques that will be used in classes has also an important place in the Science and Technology curriculum.

“Posters” and “Poster applications” especially abroad is frequently used in in every level of education, using it is recommended in almost every step of the process. Posters don’t limit students. Posters are contributing to the development of students’ skills such as critical thinking, communication etc.

This research study was conducted on 37 7th grade students in the second semester of 2008-2009 school year, in a primary school in Ankara, Turkey. The research was shaped by an experimental design with experimental and control groups. The group of participating students was randomly selected. The treatment process took 16 hours in total. While the subject matters were taught on the basis of poster presentations in the treatment group, traditional teaching methods were studied in the control group. Poster presentations were built applications to the students of experimental group. But the students of control group not. Achievement test about “solar system and beyond: puzzle of the space” unit is applied to the both groups after the practice as a post test. In addition this, the students’ of experimental group views about the poster applications were identified.

In the study, both quantitative and qualitative research methods were used together. To analyze the data, a t-test has been used. According to the post test results of control group, to whom traditional approach is significant difference in the students achievement level in favor of the experimental group (p=0.03<0.05).

At the end of the research, it determined that poster applications contributed positively to success of the students’ of experimental group. Especially in science and technology education program, to make poster applications will contribute students’ success in subject where the issues of the visual elements.
Increasing Opportunities for Career Education and 
Exploration for Students in Grades 1-12

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In May 2009 the Faculty of Education at the University of Lethbridge implemented a pilot project entitled Career Coaching Across the Curriculum: Integrating Career Development into Classroom Instruction. This pilot project is supported by Alberta Education and by the Canadian Career Development Foundation. The goal of this pilot project is to train pre-service teachers to integrate aspects of career planning in their specialized curriculum. The pilot project involves two main components. First, students in the Faculty of Education are given the opportunity to take a new elective course entitled Career Education. Following the successful completion of this course, students are then given the opportunity to function as interns in various schools throughout Southern Alberta where they will be given the opportunity to transmit the knowledge, skills, attributes they acquired in the elective course to their students through specialized curriculum. This presentation will provide a preliminary report on the progress of this initiative. First, the background behind this initiative will be described. Second, the research methods utilized in this study will be presented. Finally, the preliminary results will be examined and discussed. The pilot project and research study to be presented stems from a previous research initiative conducted in Southern Alberta (Career Needs Research Project) that examined the career planning perceptions, understandings and needs of students in Grades 7-12. It also compared the perceptions that students have of their career planning needs with the perceptions of their teachers, counsellors, school administrators and parents. This study showed that although the vast majority of students in junior high and senior high see the value of engaging in career planning they do not perceive those working in the educational system as particularly helpful in assisting them in this endeavor.
The Challenges of Working outside with Young Children and Strategies for Overcoming these

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Children of all ages are spending less time outside now than in the past. The research attributes this trend to factors relating to concerns about child safety. The lack of engaging outdoor activity has had some universal consequences which suggest an increase in the percentage of young children becoming obese and failing to achieve fitness levels required for healthy adulthood. Recent research by Palmer (2006) also shows a link between inactive children and reduced skills of communication. It is important to visit the gains afforded to children when outside, including the need for such things as fresh air, sun and daylight. School can play an important role in achieving this goal.

In Early Years education there has been a long tradition of providing an outdoor area for children to play and learn in alongside the indoor classroom. With the publication in England of the Early Years Foundation Stage Framework (DCSF 2008) there is a statutory obligation to ensure children do constructively utilise outdoor space. Although this seems straightforward, several challenges distract practitioners from reaching this goal. First, working outside in an engaging manner is harder than teaching inside; teachers need to be physically more active in all weather conditions and consequently need to remain alert and watchful for potential dangers. The second challenge is the perception from some colleagues that play is less important and therefore of less value when compared to more traditional structured classroom activities. Finally, there are the practical considerations such as storage and variable weather conditions. Consequently the outdoor space can be underutilized as an opportunity for teaching and learning. This paper will look at the evidence which argues that children are spending less time outside, to the evidence as to the benefits of being outside and therefore why it is important to young children to be both educated inside and outside. It will conclude by sharing some examples of good practice.
Global Citizenship Praxis: Mapping a Controversial Education for the International Business Major

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Latina Worker by Doren Robbins
Then I notice through a triple-Americanawakening moment, in the mall food court, a young Latina cleaning around by the chrome rail at Sbarro Pizza. Maybe a Guatemalan, possibly Salvadoran or Honduran—Could’ve been Argentinian or Columbian, Chilean, Bolivian, Panamanian—good chance a Peruvian, Venezuelan, Nicaraguan, Mayan, Toltec, Sephardic, Huichol coffee plantation or U.S. Fruit Company or tobacco company or auto industry slave labor robot or CIA-trained death squad Guardia National butchery massacre survivor. Several tables down from mine—roughly stacking chairs on tops of tables—cussing in Spanish, in the mall food court, she hates her job, I hate her job.

Purpose and Significance of the Study
Looking through the gendered gaze of Doren Robbins, a counter-story unfolds—Latina Worker, presents a cautionary tale about human rights and globalization claims. Young Latina’s “slice” of the global economy is mind-numbing, service-sector labor, and guess what, “…she hates her job.” In just twelve brief lines, the “immoralities of the global world” (Arnot, 2009, p.246) are set against the powerful discourse of human rights, thereby providing what a normative education, with its implied consensus, cannot. For the gender and education scholar, Madeline Arnot (2009), it is controversy that challenges normative values and extends, not restricts, the humanity of global citizen learner. Arnot’s notion of a “controversial education” for global citizenship education provides the framework for this institutional ethnography of the International Business (INB) Major at a small, elite liberal arts college in the US.

In this paper the intention is to discuss and contextualize the discourse of globalization against the College Mission Statement and the practice of global, civic, and democratic citizenship in the INB Major. Key questions address issues of the meaning and relevance of active citizenship and ethical leadership to issues of social/environmental justice and gendered aspects of citizenship. The results of a content analysis of the articulated curricular aims and goals of the INB Major suggest the language/discourses of global citizenship are sustained by neo-liberalism and normative social values. A gender-sensitive global citizenship education for the twenty-first century is advocated.

"It's all Greek to me:"

Pedagogical Convergences of Teaching foreign Languages and Native-language Legal Writing in the U.S.

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In the U.S., an undergraduate college student's purpose for studying a foreign language is often similar to that of a law student in a legal writing course. Some take such courses only because they are required, but few enroll for purely academic reasons. Rather, they hope also to fulfill a practical goal: achieving communication with a target population. For foreign language learners (FLLs), the target is a non-English-speaking population; for legal writing students (LWSs), it is other English-speaking law professionals.

As these learners' purposes are similar, so are there notable similarities in the methods and approaches used by instructors of these subjects. While the vast majority of U.S. law school students are native English speakers, scholars have nonetheless observed that legal writing professors speak a "foreign language" to first-year students during the first few weeks of law school instruction. This new "language" consists of new legal vocabulary, and new micro (syntactical, stylistic, e.g.) and macro (document organization, e.g.) structures and concepts through which most beginning law students have not previously been required to communicate.

This presentation will examine eight "lessons" and methodologies traditionally incorporated into U.S. undergraduate foreign language programs (with examples in English and Spanish) and will show how each is related to a common method of teaching legal writing to native English-language law students in the U.S., including proper use of new vocabulary, transitions, sentence, paragraph and document structure, and, at more advanced levels, narration, adjustment of tone, and dialectical variation. Parallels will also be drawn between ACTFL-based foreign language proficiency testing and the Socratic Method, as well as between teaching foreign-language literature and teaching case law analysis and judicial opinion writing.
Killing two Birds with one Stone:  
A Project to Connect and Engage International and Host Students

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It is well documented that going to university in another country can be a challenging experience. International students not only face the same problems any student faces but also have the added issues relating to living in an unfamiliar cultural environment and studying in a different educational system and language. The sense of disorientation, and sometimes alienation, felt can be overwhelming. A helping hand and a friendly face from the host community could be the difference between a smooth transition and one fraught with problems and difficulties. However, finding such a helping hand and friendly face is an extremely difficult task for international students, especially initially. This paper describes a “buddy project” used in my fourth-year intercultural communication class and discusses its merits as a strategy to help provide social support to newly arrived international students and, at the same time, as an experiential learning tool for students from the host community.

Each student was paired with a newly arrived international student and was his or her “buddy” for much of the semester. The purpose of the project was two-fold. First, I wanted my students to have real-life, meaningful intercultural experience with someone from another culture to supplement and enhance their class-based theoretical learning. Second, I wanted the exercise to be more than just “an assignment” but to also benefit international students in terms of having social support from someone from the host community in the crucial first few months of their sojourn. It was hoped that the project would help make the international students’ transition and adaptation a more pleasant and less daunting experience than it would otherwise be.

The paper discusses the outcomes, challenges, and students’ evaluations of the exercise. Recommendations for future projects are outlined.
The aim of this study is to research the competencies of science teachers in using alternative assessment methods. The descriptive research was carried out with 32 science teachers who have different professional experiences. The scale consists of two parts. In the first part, there are two questions regarding to the professional experiences and usage of methods. In the second part consists of 25 items on a 3 point likert scale (1= never, 3=always) concerning what should be done in the stage of preparing and using portfolio (9 items), concept map (7 items) and structural communication grid methods (9 items). The cronbach’s alpha reliability of the scale was calculated as 0.97. As the answers were analyzed, it was found that teachers used concept maps and portfolio in every unit but structural communication grid was used rarely. Moreover, it was identified that while each teacher group who had different professional experience used concept maps commonly, portfolio was much more used by the teachers who has recently began their occupations. Teachers informed almost 50% of their students about preparing of portfolio. For example, the 56% of the teachers always introduced the portfolio to their students and 50% of them usually instructed the students about what should be in this portfolio. Similarly to the results of portfolio, 75% of teachers instructed their students on concept maps. It appeared that teachers mostly preferred to use fill in the nodes technique to construct a map from scratch. Also, it was observed teacher did not have enough information about structural, relational and holistic scoring methods related to scoring of concept maps. 51% of them responded the items regarding to the structural communication grid method in the questionnaire as “I don’t have an idea”. That the teachers rarely used this method were deduced at the end of the research.
Patterns in Bullying: Perceptions from High School Seniors Regarding Students in Special Education as Targets in an Urban Setting

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Incidents regarding bullying are continuing to grow, especially in high school and urban settings. Limited research exists that identifies connections between general education students and those in special education classes as targets/victims. Initial research looked at perceptions from school counselors and teachers from urban high schools in southern California. Caywood & Irish (2007) showed that both therapists and teachers who work with students identified with emotional/behavior disorders agree that bullying begins in its earliest forms at the pre-school and elementary school level. Incidents of bullying are seen as including both male and female targets/victims in special education. The current study looks at a larger population of high school seniors that are students in the general education classrooms as well as those identified with special education needs. It is believed that high school seniors were less concerned about sharing their opinions regarding bullying, since they were graduating and moving on to other career options, including college and full-time jobs. These students were asked to identify perceived forms of bullying, as well as if they were targets/victims of bullying. In addition, these students were asked about the effectiveness of current systems and programs in place for reporting and dealing with attempts of administration to decrease the incidence of bullying.

It is believed that it is important for people to be aware of incidents of bullying and programs that are effective for implementation regarding prevention and intervention on working with the problem. This research is instrumental on collecting the information from the base of where the problem is occurring and how students might best work with programs and administration.
Utilization of Assessment Techniques in Literature Education

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Literature education composes of aim, content, time period, methods, instruments and assessment dimensions. Literary types such as story and novel improve reading, reading comprehension, interpretation and creative thinking skills. Moreover, it is an important instrument for development of students’ awareness level and students’ linking the events. Three-dimensional activities, photograph activity and poster preparing techniques may be utilized in order to improve these features of the students and to make them assess generally the novels they read.

The research has been carried out with thirty students at the second year in one of the biggest universities of Ankara. The aim of this research has been to implement all three assessment techniques mentioned above. The students have interpreted the novels they were given according to these three techniques. Each of these techniques had been separately implemented on students before, and positive results had been achieved. In this research, it has been aimed to identify the positive and negative conditions experienced during the implementation of the three techniques all together, and to identify which technique is more effective in improving the students’ skills.

This study, based on studies of the students and their assessment letters of the project, is a qualitative research. Content analysis has been performed on data in this research.
Using Popper’s Critical Approach in a Curriculum Design and Evaluation Course

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There have been many debates regarding the nature and growth of knowledge in our conversations about learning (Parton & Bailey, 2008; Winch, 1974). The rationalists argue that knowledge grows through reason while the empiricists argue that knowledge grows through experience. Within the history of the empiricist philosophy, the growth of knowledge which comes from experience is still held despite the fact that the theory of induction used to gain knowledge had been claimed to be flawed by the philosophers since Hume. Popper agrees with Hume only about the logical impossibility to achieve certainty based on repetitions of experiences or phenomenon, but does not accept the idea that learning occurs with association or accumulation of data. Popper instead proposes that we do not look for certainties in the production of both scientific and everyday knowledge. Instead, he advocates that we adopt a rational attitude which recognizes the limits of our knowledge and the need for the ‘trial and error elimination’ method or critical rationalist perspective. Through elimination of errors in solving daily problems such as student assessment, teachers are led to the objective growth of knowledge. The learning process is not a repetitive one but rather it is a cumulative process driven by error-elimination (Chitpin et al, 2009). This paper proposes Popper’s trial and error method of teaching assessment principles to pre-service teachers, the adoption of which could lead teachers to build knowledge. I begin with a brief introduction of Popper’s three stages model. Next, I discuss the adaptability and relevance of Popper’s critical method in promoting teacher knowledge of assessment (Chitpin et al, 2009). I then demonstrate how Popper’s (1979) approach has allowed pre-service teachers to reflect, test and react to feedback information on assessment principles so that they can find the weak spots in their theories.
Revisiting Threshold Hypothesis Theory in a Screen-based Reading Environment

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This study revisits the threshold hypothesis theory from the perspective of a screen-based reading environment. Reading researchers (e.g., Lee & Schallert, 1997; Carrell, 1991) have noticed how one’s first language (L1) reading ability and second language proficiency (L2) contribute to one’s L2 reading ability. The majority of the studies, however, were conducted in an environment where readers were exposed to texts presented in a hard-copy format. Nowadays, more and more reading takes place in a screen-based environment due to the proliferation of personal computers and digital libraries today. This study, therefore, intends to explain to what extent the threshold hypothesis theory is able to apply to this type of reading environment. Data were collected from six L2 English readers with intermediate or high L2 proficiency level. Observations and interviews were collected intensively in one month. Transcripts and file notes were analyzed using the theme-based approach. The results showed that even in the screen-based reading environment, the threshold hypothesis theory could still be observed among L2 English readers. To be more specific, readers with high L2 proficiency reported using more L1 reading abilities than those with intermediate level. In addition, readers’ paper-based reading experience was also a contribution to their L2 reading ability when reading screen-based texts. This study provides a support of threshold theory in the screen-based reading environment. L2 readers’ paper-based reading environment, moreover, is an additional component needed to add onto the formula in the threshold hypothesis theory when they read screen-based texts.
Flying Faculty and the Transnational Teacher – The Way forward for Globalized Education?

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This paper focuses on the development of a particular pattern of delivery and support within international education. A model often called “transnational teaching” has emerged in which students do not travel to other countries to receive tuition. Rather they remain in their home country and are taught by academic staff from the validating university who travel out to teach some or part of the programme. This is often popularly referred to as the “flying faculty” model (HEA 2010, Dunn and Wallace 2008).

The delivery of the programme is almost inevitably intense and highly concentrated given the costs of delivery and support. Such direct teaching is also of course reinforced by different forms of distance support for learners such as virtual learning environments, teleconferencing etc. As other writers indicate, this model while it is potentially attractive and has obvious benefits in terms of University Quality Assurance procedures raises fundamental issues about the ways in which we structure teaching and learning, our models of learning based on conceptions of “digestion and making sense of ideas over time”, and the ways in which new HE professionals are trained and prepared. (Smith and Todd 2010).

This paper is a case study of provision which follows the above model, validated by a UK University and taking place in Athens, Dublin and Kuala Lumpur.

Findings suggest that this mode of delivery presents critical challenges to HE teachers’ sense of identity, their assumptions about effective pedagogy and their philosophies of learning and teaching. This has important implications for initial and continuing professional development, patterns of quality assurance and the organisational structure of international collaborative education.
Narrowing the Achievement Gap: What and how Schools Learn through Involvement in the Specialist Schools Achievement Programme (SSAP)

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The Specialist Schools Achievement Programme (SSAP) in England is based on collaboration between two or more schools in which more successful Specialist Schools support Schools at risk of de-designation. SSAP has been running for a number of years and there has been previous research on the programme. Both the quantitative and the qualitative research conducted so far indicates that there have been positive impacts of involvement in SSAP and that the impact on schools with the most disadvantaged catchment areas has been the most beneficial.

This paper reports on a research project that built upon on the prior research on the SSAP by conducting six intensive case studies in SSAP schools to explore the processes involved in these schools that led to the improvements in student performance. The aim of the research was to identify the processes involved in participation by schools in the SSAP that led to schools learning to be better at improving educational outcomes for disadvantaged students.

Data for the case studies was collected from a variety of sources: the schools’ websites, official reports from the English Office for Standards in Education (Ofsted), and intensive, two-day visits to each school that involved observation of activities and around ten interviews with staff and students in each school.

The findings are reported both in terms of the process of schools learning to become better and the content of that learning. The former included the value of networking with other schools, of mentoring by experienced head teachers, and the development of confidence to try out new strategies. The latter included the development of robust data tracking and target setting processes for students; improving the curriculum on offer to students making it more relevant to their individual needs; the development of targeted interventions to help students to improve their achievements; and a range of strategies aimed at staff to help them to improve teaching and learning.
Through what Interactive Structures Teachers and Students Relate to University Classrooms?

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The general purpose of this study is to deepen the analysis and understanding of learning-teaching processes in university classrooms. We approach this aim from the perspective of joint construction of meanings. We have considered the discourse that takes place in teachers-students interactions in two university classrooms qualified as examples of good educational practices. The study of these discursive forms provides some answers about how semiotic mediational tools transform cognitive functioning as a result of individuals’ participation in specific activity contexts.

Once selected our sample, we proceeded as follows: a) We had an appointment with each teacher, once they accepted to participate in the project, we agreed the thematic unit to be videotaped in each case. Teachers selected the thematic session; b) After the thematic unit we had a personal interview with teachers to obtain more contextual information. Specifically, we asked them about their aims and the main characteristics of their educational methodology.

As results, firstly we will show the functions and interactive structures identified in each classroom and the maps of the development of the sessions and activity cycles identified for each one. Secondly, we will present a summary of the discursive mechanisms identified in teachers and students’ discourse in the two classrooms.

In conclusion we would like to point out that it is possible to establish a clear relationship between the type of activity promoted in the classroom and the role of the teacher and students, with discursive mechanisms or devices used by one and the others in their discourse. We find that learning can be regarded as a process of "socialization of new modes of speech" or, in other words, as a process that let the students acquire new ways of understanding and explaining reality. We know that working in the classroom and allowing the students discuss their and others’ ideas make these ideas explicit. And furthermore, these ideas can be different and produce conflicts.
A Cross-cultural Investigation into Gender Issues for Male Teachers in Primary Schools

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The worldwide shortage of male teachers in primary schools has resulted in a variety of strategies to increase their numbers. The call for more male teachers has been variously linked in different countries to the need for more male role models, the need for a greater male presence to inspire and engage boys in their learning and the need for a better balance of male and female teachers. There are cultural variations in the reasons men choose not to teach but one common theme in a number of western countries has been a media-fuelled fear of being accused of sexual abuse. Resultant policies designed to protect students and teachers has deterred potential applicants and impacted on the freedom of male teachers to engage with students in gender-neutral, nurturing ways. At the same time as men are feeling compelled to act in keeping with traditional masculinities, gender equity policies are directing schools to challenge damaging stereotypes and encourage diversity in life choices. This paper investigates how male teachers in three countries – England, Sweden and New Zealand, have responded to these conflicting messages. It found that a societal emphasis on gender equity in Sweden was reflected in the commentaries of Swedish male teachers on their pedagogical attitudes and actions relative to gender-based issues in schools. This emphasis was not evident to the same extent in England and New Zealand. The paper highlights the complexity of factors that influence male teachers, including cultural mores, and adds to the call for more intensive teacher education around gender.
Searching of the Secondary School Student’s Awareness Level: Organic Agriculture within the Context of Sustainable Environmental Education

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This study was conducted to examine the student’s awareness level on organic agriculture with in the context of sustainable environmental education which rapidly gains popularity rapidly in Turkey as well as all over the world recently. For this respect whether there was a relation between student’s awareness of organic agriculture and gender, family education level, family engagement in agriculture, first information source was examined. The study was conducted with 102 students at 6th grade in elementary school at 2008-2009 spring terms. In this study descriptive method was used. To collect the data, a three point likert scale that has 20 items was developed. Study findings showed that there was a significant relation between student’s awareness and gender, family engagement with agriculture and first information source. On the contrary there wasn’t a relation between awareness and family education level. At the end of the study some ideas were proposed: an agriculture class should be taught in public school as in privates school, media should be orientated consciously in terms of effects on the education, prosperous education ambiance should be composed in classroom and outdoor class because of efficient using of sense, information pollution should be halted, teacher training program should be enriched with environment and agriculture course.
Shaping Distance Education in a Virtual World: A Case of a University Developing its Virtual Campus within a State-Wide Network

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Developing distance education (DE) is complicated and has profound implications for the nature and quality of educational experiences for participants. Universities have bought learning management systems (LMS, e.g., BlackBoard) and various databases for communications and workflow (e.g., Sharepoint, Webstar) while others have focused on personnel and an open source LMS (Moodle). This paper reports on the use of a virtual world, Second Life (SL), as part of an overall deployment of DE, using autobiographical, archival, survey, and interview methods to provide a portrait of one implementation of instruction in a virtual world. While SL requires a more extensive learning curve than might be expected, the virtual campus has become a functioning instructional site for five semesters with 15 courses in four disciplines (Business, Education, English, and Spanish), supplementing text-based asynchronous learning in Bb with synchronous voice and text-based activity, greatly enhancing the interactions in DE settings according to instructors. In addition to regular class meetings, the virtual campus allows faculty, staff, and students to meet for discussion groups, office hours, committees, and virtual academic conferences. When Hurricane Gustav threatened in 2008, the virtual campus allowed for regular communication among participants while the physical campus of the university was closed. Key ideas for operating an educational site in SL include training prospective instructors and students, dealing with appropriate presentations of self as avatar, tracking activities and behaviours in SL, choosing modes of communication for various purposes, and moving from lecture to discussion to immersive learning in media rich constructed spaces. The pitfalls that must be considered include the nature of the epistemological shift for engaging in learning in SL, the learning curve for “newbies”, technological issues with the SL browser and connections, the performance stability of the platform, and lessons learned from various instructors.
The Imminent Evolution of Teacher Education in the United States: Re-envisioning Professional Development in a Digital Learning Era

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American education is highly valued and respected in many countries, with many students and international scholars obtaining their degrees in the U.S. to then return to their home countries to work, teach, and research. Yet colleges of education and teacher education programs are often highly criticized—in national reports, by the media, state and federal governments, and by those working in and outside of education. Colleges of education often react in response to these criticisms, tirelessly focusing on accreditation processes and new mandates. While many are wondering how we “keep up” in an era of digital learning, other innovators are questioning how we can shift this paradigm to proactively work with teachers and students to lead the way.

Teacher education is at a critical turning point. A unique opportunity awaits teacher educators and policymakers to re-conceptualize what it means to become a teacher and learner in an era of digital learning, and set new pathways for current and future generations. In this session, we’ll examine key facets influencing today’s current and unavoidable evolution in teacher education: trends in the exponential growth of K-12 online students; new standards for K-12 online teaching and learning; legislation, funding, and policies supporting educational change around the globe; advances in online, simulation, and mobile technologies; emerging frameworks for new media literacy; as well as recent research showing the positive effects of online learning when compared to face-to-face learning experiences. We’ll explore the transformative potential of these shifts, and identify examples of developing forms of teacher education and professional development both in and outside Colleges of Education that empower teachers and students to assume and model leadership through the use of participatory cultures, professional networks, open content, and global learning communities.
Research Paradigm – Relationship Metaphor and Theory

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Research and research methodology incorporate a vast field of skills, knowledge and choices. This means that there are many authors on the topic each with a slightly different approach and often using different terminology offering students in the research process a multitude of so-called essentials to sift through before they start the research process in earnest. Most students are overwhelmed by the sheer quantity of information they have to assimilate and easily become sidetracked losing sight of their research objective.

During the supervision of more than sixty post graduate students over a number of years it has been found that the use of research paradigms facilitates the research process considerably. Once the paradigm was accepted for a particular research project the research process proceeded like the completion of a puzzle and as with a puzzle the gaps still to be completed, became evident as the research process progressed.

There is general consensus that the research process lies within a constant frame, representing a loose plan of action consisting of several stages with sequential steps to be performed. The stages are; background study, research proposal, establishing the state of the art, research design, field work, interpretation of findings, conclusions and recommendations. Whereas these stages make up a research process the sequence and content of each stage depends largely on the nature of the research. However, each of the stages and steps is intricately integrated with the main research objective in terms of relationships in this multi stage process. Adherence to these relationships in a research process, formulated in the research paradigms, facilitate the completion of a research project.

The purpose of this paper is to describe the formulation and application of research paradigms and how the overriding relationship metaphor and theory was applied by post graduate students for the successful completion of their degrees.
An Evaluation of the New Primary School Mathematics Curriculum in Turkey

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The main purpose of this study is to evaluate the 6th grade final Turkish mathematics programme according to the teachers and students perspectives. For this purpose qualitative and quantitative research methods had been used.

The quantitative data was obtained with the aid of CLES (Constructivist Learning Environment Survey), a questionnaire of 30 likert-type questions. This questionnaire was originally obtained by Taylor and Fraser (1991) and is made of 50 questions. The questionnaire was adapted to 560 students of 6th grades in primary schools of Demirci in Manisa province of Turkey. Students in average states that the new curriculum is well, and well adapted by the teachers with the average score 3.94/5.

The qualitative data was obtained via an interview. There are 7 titles, and 2 or 3 questions in each title, all making 20 questions in total. 14 teachers were asked to give their views. The main view given by the teachers is that the new curriculum is students centered. Most of them also point out the difficulty of getting used to the new programme.
The aim of this research is to evaluate the opinions of science teachers on alternative assessment methods. The participants of this case study consisted of four science teachers who have different professional experience. For the ethical considerations, name of science teachers was coded as ST1 (science teacher 1), ST2, ST3 and ST4. Case study research method was used. Data was gathered via interviews and semi-structured interview protocol which was developed by researchers. The interview protocol consisted of 7 questions and 2 of them are scenario. The data were analyzed individually for each participant by content analysis then compared across data sources. The inter-coder reliability was calculated as .82.

All the participants took the assessment and evaluation course in university. However, they think this course was insufficient and superficial. During the interview, they correctly explained the assessment concepts. In the interviews, ST1 (portfolio, concept maps), ST3 (portfolio and poster) and ST4 (rubric, concept map, diagnostic tree, structural communication grids and poster) said they used the alternative assessment methods in their lessons. These three teachers mentioned alternative assessment methods increased the creativity, permanency, success and motivation. On the other side, ST2 thinks alternative assessment methods take too much time. ST2 also maintained that assessment with multiple-choice test questions were more beneficial for students. The teachers think especially concept maps among assessment methods they use are more useful. But they also pointed out that using fill in the nodes technique in books are better than using construct a map from scratch with key concepts. Overall, the research findings established the self-efficacy of the teachers on alternative assessments methods are relatively high but their knowledge about methods are not adequate.
A Meaningful and Cost-Effective Field Experience for Principal Preparation Programs

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There is a pressing need to improve the quality of university principal preparation programs. These programs are considered by many to be the “weakest programs in the nation’s education schools, lacking purpose, curricular coherence, adequate clinical instruction, appropriate faculty and high admission standards” (Levine, 2005). Two important components of effective leadership preparation programs are (1) content-area instruction aligned to practices with the highest probability of enhancing student achievement (“high yield” practices), and (2) a meaningful field experience integrating relevant academic coursework into practice, allowing future school leaders an opportunity to “field test” concepts learned in class. Unfortunately, a widely cited weakness of current leadership preparation programs is a disconnection between high-yield practices and “traditional” academic instruction and clinical experiences, creating a significant “theory-practice” gap.

In response, states are increasingly requiring leadership programs to expand and align their curricula to high-yield practices. This contemporaneously provides universities an opportunity to consider developing a more meaningful clinical experience. While most principal preparation programs contain a clinical experience (or “practicum”), in application, this practicum often emerges as an ad hoc series of tasks (such as “attend faculty meetings”) dictated by or created in collusion with a student’s school “mentor” to complete prescribed clinical hours (and often documented “with a wink and a nod” (Levine, 2005)). Mentors concede that these tasks often bear little relation to preparing students to lead schools in the 21st century. In depriving candidates of meaningful clinical experiences, universities decline an opportunity to close the “theory-practice” gap. Instead, clinical experiences should align with content-area instruction, requiring candidates to demonstrate mastery of high-yield practices through application in field-based exercises. This will increase the likelihood of candidates replicating these practices upon assuming leadership positions.

This session highlights the re-conceptualization and redesign of the clinical experiences in a university principal preparation program.
Relationship between Pre-service Science Teachers’ Understanding of the Nature of Science and their Attitude towards Science

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The purpose of this study is to determine the relationship between pre-service science teachers understanding of nature of science (NOS) and their attitude towards science (ATS). In this study two questionnaires were applied to pre-service science teachers: the first questionnaire items were chosen from Views on Science-Technology-Society (VOSTS) questionnaire which was developed by Aikenhead, Fleming and Ryan for exploring the pre-service science teachers’ understanding of the nature of science and the second questionnaire was Attitudes Towards Science Scale which was developed by Duran for determining the pre-service science teachers’ attitude towards the science. The sample of the research was 35 students in Gazi Faculty of Education, Science Education Department of Gazi University and 35 students in Faculty of Education, Science Education Department of Muğla University. Data were analyzed by using SPSS statistic packet program and results were evaluated .05 significance level. After analyses the data from VOSTS and ATS questionnaires, it was not found significant differences between two questionnaires points. So the result of this study revealed that there is a relationship between pre-service science teachers understanding of nature of science and their attitude towards science.
Using K-W-L Charts as an Alternative Assessment Tool in Science Laboratory

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KWL chart was developed by Ogle in 1986 as an instructional reading strategy to facilitate reading the text. Researchers suggest that KWL can be used as an instructional strategy, a class activity, a community resource for a field trip, and an assessment tool. In this study we used KWL charts as an alternative assessment tool for evaluating pre-service science teachers (PSTs)’s lab performance. The sample consists of 38 PSTs in third year of their undergraduate degree enrolled in science teacher education program. The data collection process for this research took place in 8 weeks/32 courses in spring semester of 2008-2009 academic years. In the first week/2 courses, the students were provided with training about KWL charts. Following seven weeks of the training session, students constructed KWL charts individually regarding laboratory instruments, human body system, sound, heat and temperature, acid and bases, magnetism. A total of 221 KWL charts were scored by a pair of independent raters with rubric for KWL charts. Pearson correlations coefficient found acceptable inter-rater reliability for five (excellent, good, average, poor, unacceptable) of the five subscales (completion of columns, neatness of columns, K column, W column and L column). The results show that most of the PSTs have some misconceptions about lab activity issues. These misconceptions can be seen in their charts’ K and L columns. We think that the lack of subject matter knowledge can be the main reason of this problem. The results of this study point out the advantages of KWL charts upon teachers’ and PSTs’ assessment process. PSTs get a chance to indicate what they want to learn about lab activity. KWL charts also provide for teachers to be aware of students’ interest and prior knowledge.
Science helps address issues that are of concern to the general population. Because of this reason, it is important to the public. Scientific principles have been and continue to be applied to address issues, concerns, and problems that people face in the day-to-day aspects of living. Scientific research has value and importance to person to the extent that it helps address problems of a practical nature. How science is taught and learned can determine its significance to the majority of students, not only to those planning careers in scientific fields.

This study aims to document the preservice early childhood teachers’ views on the STS issues before and after taking a science education course in Turkey.

Data were collected from 126 preservice teachers who enrolled in Science Teaching course at Early Childhood Teacher Education Program. In this study, 26 “Views on Science-Technology-Society (VOSTS) items” selected and translated into Turkish by Kahyaoğlu (2004) were used. The original scale was composed of 114 multiple-choice items that addressed a broad range of STS topics (Aikenhead, Ryan and Fleming, 1989).

The adapted VOSTS questionnaire was composed of seven subscales which were Science and Technology; Influence of Society on Science and Technology; Influence of Science/Technology on Society; Characteristics of Scientists; Social Construction of Scientific Knowledge; Social Construction of Technology; Nature of Scientific Knowledge.

The analysis revealed that preservice teachers often confuse the definitions of technology with science and they have varied views about the influences of society on science and technology.
Contemporary political theoreticians agree that schools should nurture intercultural and international dialogue among children. Does such a discourse, as obviously legitimate as it may be, prevent teachers from addressing other sorts of conflicts or teach critical thinking, as some pundits worry?

Since the Quebec curriculum assigns this task first to the "History and citizenship education" program, and since its citizenship ideals are transposed in textbooks, this paper examines four questions about history textbooks (produced and sold by numerous private publishing companies, but approved and paid by public institutions).

Do the (extensively used) textbooks substituted multicultural-based conflicts to social class-based conflicts? Which cultural groups histories do they analyse and conceal? Do they insist on cultural differences to be understood and respected as much as on inequalities between social classes to be rectified in a democracy? Do they link socio-cultural injustices to socio-economic causes or effects?

We will provide a critical overview of the structure, tasks, texts, and iconography of this classroom material and the citizenship ideals it promotes, particularly in regard to questions of oppression and exploitation in colonial or neo-colonial societies and in light of the ideals supposedly put forth in the curriculum.

Our analysis will address the capacity of curricula and classroom material to educate citizens capable of attacking the root causes of class and systemic injustice through militant action.
Current Changes in Portuguese School System: The Case of School

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In this paper I intend to present major challenges introduced in the Portuguese School system as a result of a new reform started in 2001. The main change happen in the way school curricula should be addressed: a shift from contents to competences, both at a National level and with the contribution of the different school subjects.

This paper will address the following issues:

• An analysis of the Portuguese educational system mainly the National Curriculum approved in 2001;
• Main changes introduced as to the kind of experiences teachers should promote in classrooms and schools;
• The particular case of Geography subject – main changes introduced in the curricula, aims of the discipline, geographical competences concept and contribution to citizenship education;
• Challenges faced by teachers towards theses new curricula aims;
• Some reflections about almost ten years of the new National Curriculum in Portugal;
Does Practice itself know nothing?
Examining Teachers’ Felt Experience of Mandated Practice

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In North America today the shift in the locus of control of teaching—from out of the hands of teachers and into the hands of an administrative and research policy-making elite—is well advanced and constitutes a de-facto “power grab” of unprecedented proportions. The mechanisms behind the power grab are powerful and designed to appeal to the professional identity and scientific predispositions of the well trained, data-proficient, modern teacher. Although such mechanisms take various forms, they all begin by assuming that teaching is made more efficacious when it is treated as an applied scientific activity, and that theory developed outside or beyond the classroom is better positioned to govern classroom practices than knowledge arising from within. Whether the mechanisms underlying the power grab are enacted through the growing use of pre-packaged curriculum programs, the expanded application of a regime of “high-stakes” testing, or the ongoing surveillance of teachers via intensified regimes of curriculum inspection, the result is the same—the space available for teachers and for teaching has narrowed to the vanishing point. When these curricular “innovations” are combined with externally applied learning standards—which is to say both content and student performance standards—little is left for teachers other than to dutifully implement the externally designed curriculum exactly as laid out. The question to be asked is: Can teaching as we know it that is a teaching that is genuinely and substantively educative, survive the onslaught of an enforced process of curricular control and predetermination? Or in more personal terms: Can teachers thrive in a climate of enforced (mandatory) practice?

In light of the above (briefly sketched) analysis of the current predicament facing K-12 teachers in the USA, my paper provides a philosophically informed analysis of the impact of the proliferating flood of curriculum mandates—often in the form of pre-packaged curriculum programmes—on the work of teachers. I draw on the meaning of the originary Greek word, ekphanestaton, in order to show how current efforts to control teaching based on externally fabricated criteria of teaching “excellence” misunderstand something basic to the work of teachers—namely, the transcendental aims of teaching and the key distinction between what we make and what we do not make—in the way we approach teaching as a pre-eminently normative endeavor. Based primarily on in-depth interviews and focus group sessions with middle school teachers in Florida, USA, I show that current efforts to “rationalize” teaching according to the postulates of a naturalistic model of applied social scientific research are leading to doubt, dismay, and uncertainty amongst capable and competent teachers.
Knowledge Management Practices in the Polish Education System

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Education in the 21st century has ceased to exist as an enclave, in an environment driven by market forces, in the backwaters of the mainstream socio-economic developments. The condition of the system of education does not depend merely on the knowledge and professionalism of teachers. The quality of management plays an important role in this equation: poor management results in low quality of teaching.

The paper is the outcome of a nation-wide study of 1951 respondents (teachers, educators, headmasters, managers, local government officials etc.) representing all major institutions of the Polish primary and secondary education system (schools, in-service training centres, government supervising bodies etc.) conducted by the author in autumn 2007.

A comprehensive analysis of all major aspects of knowledge management and related concepts was carried out. The paper presents the typology of knowledge assets based on three dimensions of knowledge: (a) tacit/codified; (b) know-x; (c) content/pedagogical/organizational knowledge. The key research areas for KM in the Polish education system include: (1) Personal knowledge management and learning processes (with special emphasis on cultural preferences for the codified/personalized knowledge); (2) Knowledge creation/innovation; (3) Knowledge sharing, (4) The measurement of Intellectual Capital (5) Leadership in KM, (4) Intellectual Capital measurement; (5) Organizational culture and environment.

Some of the key findings reveal that:

− The employees in the Polish education systems prefer a person-to-person mode of knowledge transfer. The percentage of respondents preferring knowledge transfer through documents (people-to-document-to-people) is substantially lower (20.4%).
− The percentage of respondents who are ardent users of codified knowledge amounts to just 1.5%.
− Over 40% of employees have witnessed the breach of copyrights by other employees (e.g. unauthorized use of written materials, quotation without reference to the author, plagiarism),
− The percentage of people feeling aggrieved by a breach of copyright amounts to 15% and is substantially lower than the percentage of people who have witnessed (but have not been a victim of such occurrences (43.4%).

This paper is probably the first attempt to create a comprehensive framework for the analysis of knowledge management in educational institutions. The research is approach flexible and thus can be applied internationally.
The Analyze of Factors Affecting Pre Service Biology Teachers’ Teacher Efficacy Beliefs

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The purpose of this study is to examine pre service biology teachers’ teacher self efficacy and determine factors affecting the teacher self-efficacy beliefs. The research is held in 2008-2009 Spring semester, at Gazi University, Faculty of Education Secondary Education in Science & Mathematics Programs, 1st, 2nd, 3rd, 4th and 5th grades pre service biology teachers – 119 pre service biology teachers in total. Pre service teachers have been identified for teacher self efficacy beliefs with Tschannen-Moran and Hoy (2001) was developed by the teacher self-efficacy beliefs scale in the quantitative portion of the study. In the qualitative part of the study the form of open-ended questions was used to receive pre service biology teachers’ comments on factors affecting teacher self-efficacy beliefs. Descriptive statistics, one-way ANOVA and correlation coefficient eta-square analysis was used in the quantitative analysis of collected data and content analysis in the quantitative analyze of collected data. At the end of this study it was seen that the pre service biology teachers’ teacher self efficacy beliefs are not sufficient. Secondly, it was seen that pre service biology teachers’ teacher self efficacy was increased when academic achievement and class of pre service biology teachers was also increased. Moreover, when open-ended responses to questions of the pre service biology teachers have been examined, it has emerged that teachers of self-efficacy are influenced by factors such as personal effort and interest of pre service biology teachers for their careers.
The huge development of science and technology and the political, social and economic changes that characterize post-modern societies, demand from education systems a quality formation for all citizens. The great challenge of the XXI century in education is not only to ensure the acquisition of a range of varied and current competencies, but also to guarantee the quality of learning.

Therefore, the quality of education is a major concern to governments, politicians, academics and researchers and has been an issue widely discussed in scientific meetings and studied in several education research programs in different countries in the Western world.

The results of research on education quality show a positive correlation between students’ academic performance and education quality. However, we must go further, it is necessary to research quality indicators, to understand how students perceive education quality.

In order to achieve these goals, we developed an exploratory study with students from different higher education institutions in Portugal. Data sampling consists in students of different courses of higher education in Alentejo (Portugal). Data collection was conducted through a survey questionnaire.

This work presents the analysis of students’ representations of quality, in Nursing and Management degrees in the University of Évora and in Beja Polytechnic Institute, under three dimensions: teacher’s commitment, teaching methodology and evaluation methodologies, as to relate the influence of these variables with the academic success of students.
Latino youth are one of the fastest growing segments of the population in the United States (Pew Hispanic Center, 2006). According to national data, Latino youth engage in higher rates of many health risk behaviors than that of Black or White youth (CDC, 2007); and they have the highest rates of school dropout among major ethnic groups in the U.S. (National Center for Education Statistics, 2003). Studies report that Latino youth, especially Mexican Americans, are experiencing significant racial/ethnic discrimination in school and community environments that may be negatively impacting their development and overall functioning (Fisher, Wallace, & Fenton, 2000; Edwards & Romero, 2008; Rumbaut, 1994, Sanders-Phillips, 2009).

To our knowledge, this is the first study to test a theoretical model that posits exposure to racial/ethnic discrimination may be a source of traumatic stress for adolescents; and that in attempting to cope with traumatic stress reactions, adolescents will engage in health risk behaviors. Participants were 110 Mexican American adolescents recruited from a large health maintenance organization in Northern California. Path analysis indicated that adolescents who perceived more discrimination reported worse posttraumatic stress symptoms, controlling for covariates. In turn, adolescents who experienced heightened posttraumatic stress symptoms reported more alcohol use, other drug use, involvement in fights, and more sexual partners. Perceived discrimination was also directly related to involvement in more fights. Results provide evidence to support the notion of race-based traumatic stress, which negatively influences adolescent functioning.

We discuss the implications of this model and our findings as a social justice issue in schools. Specifically, intervention efforts should be implemented to assess for the effects of discrimination on students, the need for appropriate interventions to help students use better coping strategies that reduce the negative emotional impact, and the need for prevention approaches that eliminate individual and institutional racial/ethnic discrimination in schools.
Staying of Leaving the Teaching Profession: A Balancing Act Teachers Engage Into

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Learning to teach is a complex undertaking and teacher preparation is a concern shared by scholars across the world (Davis and Sumara, 1997; Britzman, 2003; Cochran-Smith, 2004; Darling-Hammond and Bransford, 2005; Gervais et Derosier, 2005; Loughran, 2006). Reporting a study involving 25 countries, the OECD report (2005) points out to the importance of a good preparation for teachers in today’s school environment. Furthermore, the role of the teacher as a significant factor in student learning and achievement has been illustrated in numerous studies (Cochran-Smith, 2004; Alton-Lee, 2003; Farquhar, 2003; Hattie, 2002, 2005). Henceforth, when beginning teachers are leaving the profession after a few years of teaching only, it becomes a worldwide concern (OECD, 2005). International researchers report that beginning teachers are motivated and confident in their ability to engage in “real” teaching (Loughran et al., 2001). However, the reality of the first year quickly shatters this illusion of adequate preparation (Russell & McPerson, 2001).

The present study aimed at exploring factors that influence beginning secondary teachers’ decision to stay in the teaching profession. We conducted a longitudinal study in 11 universities in Quebec (Canada) between 2006 and 2009. A questionnaire was first administered to 371 graduate students in secondary education. We then conducted three interviews over a period of eighteen months with a sample of 40 beginning teachers selected from the initial population. Beginning teachers’ decision to stay, or not, in the profession is explored through their perception of their university preparation and their experience of induction into the profession during the first 18 months of career. For the purpose of this paper, we present results on how graduate secondary teachers’ perceived level of preparedness is related to their intentions to stay in the profession and the relation between induction practices and their decision to stay in the profession.
Improving Learning for Alaska Natives through Applications and Understandings of Ecological Theories

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This session will summarize recent efforts by the University of Alaska (UAA) to improve educational opportunities for indigenous Alaska Natives who represent the majority population in the 18 participating school districts of this study. Of the school districts selected for this study, 93% or 12,766 of the students in the combined districts are Alaska Native. A specialized curriculum, currently being developed by UAA in collaboration with partnering districts, will move beyond culturally responsive practices to an ecologically based understanding of Alaska Natives’ ways of knowing, and a subsequent redesign of schooling to serve rural Alaskan indigenous populations.

Alaska Natives’ way of knowing is a highly contextual and interactive way of learning. Natives learn by observing, listening, then practicing, and finally in demonstrating proficiency of an important life skill. Learning is always in a specific real-life setting and tied directly to living and survival. Alaska Natives resist learning unrelated facts for the purpose of completing a written test. Abstract facts have no meaning in the rural Alaskan ecology where every facet of daily life is interrelated. Subjects do not compartmentalize into science, social studies, and math; rather, the integration/interdependence of nature and man is the accepted way of knowing. It is in the interaction of the Alaska Native with the local ecology that connects knowing and survival.

This study focuses on the ecological connections for learning. The ecological connections emphasize knowing and learning by different scales: a functional relationship between the learner and the environment, rather than unchanging truths; interactions with the environment which are subjectively created, rather than objectively defined by others; active participation in real life learning, rather than passive seat time. By designing curriculum with an ecological understanding, educators can develop acceptable learning opportunities which have the potential for improving educational practice in Alaska Native communities.
The Effects on Teaching Profession  
After Practice of School Experience Course –I

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School Experience I course is an applied course consisting of activities to enable students to observe teaching profession, teaching and learning procedures taking place in schools. Application studies are crucial for prospective teachers in terms of recognizing the profession and gaining professional experience prior to serving as a teacher. In the context of the Project for Strengthening the Capacity of MONE (MEB) supported by the World Bank and Council of Higher Education (YOK) in Turkey, programs training for teachers were included in pre-service teacher education programs in 1997-1998 academic year.

The purpose of this study is to display the changes to occur in the point of views of the students taken the so – called the course in the relation to student behaviors and teaching profession.

The research is a descriptive one. The four open ended questions determined by the researcher were asked prior to the School Experience I as a pre – application and the same questions were posed after the course. It was observed that some changes occurred before and after the course based on the differences in student behaviors.

According to the findings acquired from the study: School Experience I turned out to be negative in students’ perception of teaching profession, communicative styles and participation in teaching activities whereas it had affirmative effect on school and classroom rules, democratic behaviors and participation in social activities. It was noted that some negative changes took place after the application. It will be understood that there will no stables changes in students participating in the research taken into account the values in the tables.
Exploring Transitions and Questions of ‘Access’ to Higher Education for Students with Identified Disabilities

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Literature suggests the need for contemporary teaching and learning research in Higher Education (HE) to adopt a more extensive and integrated approach to understanding disabled students’ experiences as learners (Fuller, Bradley and Healy, 2004). Furthermore that these studies aim to support HE institutions in adopting informed, monitored and regularly evaluated policies that reflect inclusive aims and objectives (Holloway, 2001). This paper emerges from the work of Gibson (2006), Gibson and Haynes (2009) and Kendall (2009) who in response to Fuller et al and Holloway consider the following related areas of interest:

1. Disabled students’ experiences of formal education and transition into HE.
2. The inclusion of disabled people in disability discourse and their contribution to the design and evaluation of related policy.

We present first findings from our Higher Education Academy (HEA) funded study: “Exploring transitions and questions of ‘Access’ to Higher Education for students with identified disabilities”. Based on qualitative research methodology (Goodley and Moore, 2000), data has been collected via semi-structured interviews with first year students who have a recognised and disclosed disability. This paper presents the first set of results from initial meetings with participants. At this first meeting we invited participants to explore their thinking based loosely on the work of Butler-Kisber (2007). Follow up meetings will be held with participants after submission of assessments in June. This meeting aims to address themes emergent from first meeting data analysis and linked areas of interest connected to related research. It is hoped findings will contribute toward the development of local and national HE policy and practice facilitating inclusion and encouraging diversity.
Achievement Gaps in the Israeli Education System

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One of the goals of Israeli education system, like in many other systems in other countries, is the equality of opportunity in education. The Israeli government uses an Educational Needs Index (ENI) and allocates more resources to educate children who grew-up in less affluent environments (higher index). Even with this, the variance of the Israeli test scores on international exams is very high. In this paper we investigate the results of this policy. We use data from children who were tested in nation-wide exams at grade 6 and 8. We find that in mathematics, at the school level, the negative correlation between the average test scores and ENI is about 2.2 times higher in grade 8 than in grade 5 and that children from low index schools are more likely to improve their scores. In the language exam the results are similar but quite weak.

Turning to the individual data, our estimation show the importance of parental education to their children's achievement level and to the change in test scores between grade 5 and 8. We fined a negative effect of the education needs index on test scores. Estimation of a value added model reveals that the lower the school ENI is, the higher is the improvement in mathematics score of a child who got a low score at grade 5. We also find that even though that on average, female students have lower scores in mathematics at grade 5, the improvement in their scores are greater. A quantile regression of the value added model shows that the effect of parental education on achievements is higher for low achieving children. Our final conclusion is that the Israeli education policy fails to guarantee equality of opportunity to its students.
The Problems within the Process of Foreign Language Teaching in Turkish Primary Education System

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**Berna Koseoglu**  
Lecturer, Kocaeli University, Turkey

In this study, the Turkish primary education students’ problems related to foreign language curriculum were analyzed with a systematic approach. One of the aims of primary education in Turkey is to enable students to acquire the knowledge and skills of reading and comprehending foreign texts as well as writing and speaking in foreign languages. However, certain problems related to teaching of foreign languages appear, as a result of which students between 6-14 years find it difficult to learn a foreign language. This study reveals these problems and offers certain solutions to overcome these difficulties by highlighting the precautions that should be taken. Moreover, the most effective techniques of foreign language teaching in Turkey were underlined. In this research, the opinions of students and teachers were brought together by means of the questionnaire forms prepared by the researchers. The data of the research was collected from the public and private primary schools in Turkey. The data was gathered from 268 students and 42 teachers at different schools. Furthermore, the in-class activities of students from the first to the eighth grade classes were observed. After the research, it was recognized that there are serious problems about the technique employed within the courses of foreign language in some Turkish primary schools. It is obvious that there are considerable differences between the public and private schools in terms of foreign language teaching methods. Due to the student-centred approach and active learning techniques put into practice in Turkish private primary schools, the students at these schools are more successful than the ones in public schools. It was revealed that the methods and practices employed in foreign language teaching are not as effective as aimed and they do not really attract the attention of each student, but what is observed is that if the students are active during the courses, the results are better. Furthermore, it was also realized that the teaching devices and materials, creative drama activities and also the foreign language laboratories play a considerable part in the acquisition of foreign language skills. This proves that foreign language teaching should be supported with technological equipments that would enable the students to use not only the academic language but also the daily language. Therefore, this study exposes different systems employed in different Turkish primary schools by demonstrating both their deficiencies and efficiencies in the light of the opinions of students and their teachers.
How ICTs are Changing the Way we Live

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The development of ICT and its implementation in different areas of our society led to profound social change. Pierre Lévy (2005) talks about the concept of cyberspace. He assumes that the meaning of a "new medium that comes from the global interconnection of computers" (p.32) that the "digital technologies have emerged, then, as the infrastructure of cyberspace, new means of communication, socialization, organizational and transaction, but also new market information and knowledge "(ibid, p.32). Thus, e-mail, chat, forums and social networks are the new tools of interaction and communication that enable new forms of social aggregations in the global network. This generalization of the social use of information technology and communication has boosted new practices and ways of being in society.

The use of ICT in education has been a priority in most countries in Europe in the last decade. Since the school is a place of many cultures and socio-economic levels, the Ministry of Portuguese Education promoted the Technological Plan for Education which aims to improve the fundamental performance of students, ensuring equal opportunities to access equipment. Our research aimed to know how a group of youngsters Portuguese perceived the role of ICT in society and the use they give to it. The majority of these youngsters found in the ICT a way to avoid discrimination among students, to do not increase the social and to not cause the exclusion of people. It is a great opportunity for young people who live far away from large cities and these have more difficulties in its use. This is also the case of older people. As people with less culture are concern opinions are divided as to whether they have, or not, less skills to use ICT. The ICT is considered important for children and young people in difficulty and redefine the way people interact and communicate. In culture matters, ICT is considered to help understanding different cultures allowing more cultural and linguistic diversification.
Landscapes and Landmarks: Comparing the Professional Learning of Mid-career Teacher Educators in the UK and Greece

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Stavroula Kaldi  
University of Thessaly, Greece

Simon Thompson  
University of Sussex, UK

Focus of Research

This paper draws on findings from a comparative case study of mid-career teacher educators in two universities in England and Greece, in which the career experiences of teacher educators are compared and analysed. Stages of development, landmark events and contextual factors affecting professional learning will be highlighted.

There is a growing body of research on the professional and academic development of teacher educators, which identify a tension between pedagogical and research requirements and aspects of the role (e.g. Murray et al 2009). The paper builds on a previous study in which key stages or landmarks were identified (Griffiths et al 2009).

Methodology

A case-study approach (Yin 2002) was adopted, with purposive sampling used to identify a representative sample of 12 teacher educators, representing a range of age, gender, prior experience and current responsibilities. Six mid-career teacher educators from each university were interviewed in order to map personal biographies, academic career experiences and landmarks in professional learning.

The study findings are analysed within the theoretical framework of situated learning, in recognition that the specific context in which teacher educators work is of vital importance in the process of learning (Wenger 1998). Narrative analysis (Clandinin & Connelly 2000) is used to examine the teacher educators' accounts.

Findings

Key contextual features of each university will be highlighted. Positive aspects of individual and collective practices and landmark events or processes are being identified, as well as barriers to development arising from teacher educators’ professional and academic roles. It is expected that findings may differ considerably within the two contexts. Nevertheless, some common features of successful development and learning may also emerge, with important implications for European teacher education.
The Impact of the Agreement on Internal Trade (AIT) on the Profession of Teaching and Teacher Education in Canada

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This talk explores the impact of the recently negotiated Canadian national labor mobility agreement, the Agreement on Internal Trade (AIT), on the professional status of teaching. It begins with a characterization of three periods of teacher education research and policy in North America over the last sixty years to demonstrate how teacher education has moved from an initial emphasis on training and direct instruction through a focus on “learning to teach” to today’s emphasis on policy and outcomes. It also documents how the governance of teacher education has changed through these periods from benign government control in the 1960s through institutional governance in the 1980s and early 1990s to the current state of professional self-regulation in a policy context of de-regulation. It will show how professional self-regulation—whether through accreditation agencies like NCATE or TEAC in the States, or the BC or Ontario Colleges of Teachers in Canada—is a product of the current neo-liberalist policy emphasis on accountability.

In addition, the talk will characterize how the current policy context has fundamentally altered the role of universities in society. Neo-liberalist forces undermine the development of the nation state for which universities previously under liberalism played a central role. The nation state has been supplanted by supranational entities fostering cross-border standardization. The university’s role in society has been transformed into one supporting economic development and global competitiveness, a role that is at odds with the four-century-old relationship between the nation state and the university that supported professional responsibility and self-governance as a form of delegated authority to bodies possessing expertise.

This, then, is the policy context in which the work of teacher education is now situated and to which it must respond. In Canada, the policy context affecting the governance of teacher education has just undergone a further neo-liberalist-influenced change. On December 5, 2008, the Canadian trade ministers approved the AIT. The effect of AIT is to eliminate measures that restrict labour mobility so that anyone holding a valid teaching certificate in one province or territory will be granted a certificate in another province of territory without having to complete any additional examinations, preparation or assessments as part of the certification process. The binding conditions of AIT, under negotiation since July 1995, came into force on April 1, 2009. This has serious implications for teaching and teacher education across Canada because AIT requires that inter-provincial recognition be based on occupational standards rather than professional certification. Consequently, it will lead to a diminution of professional standards, if the lowest requirements for professional certification (Ontario has about 40% of the teachers in Canada and the lowest initial certification requirements) become the de facto standard for Canada. Since AIT requires that all provinces accept graduates from other provinces, the result could mean a serious
reduction in teacher qualifications across Canada. Such an eventuality holds enormous implications both for the operation and governance of teacher education, and for the teaching profession in itself. The paper’s thesis is that politically motivated labor mobility agreements, like the AIT in Canada, are re-framing teachers’ work as an occupational relationship and that this standardization of teaching is undermining its professional status.
The Effectiveness of the Computer-Assisted Teaching Method on Students Achievement in Science Education

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The basic purpose of this study was to investigate the effectiveness of Dunn and Dunn learning style on students’ achievement in “granular structure of matter” unit in sixth grade science and technology lesson in elementary school. This study was implemented on two different classes of 6th grade students in Ankara city, in 2008-2009 education years. In this research experimental design with experimental and control groups was used. In one of this classes (experimental group), subjects of the “granular structure of matter” unit was given Dunn and Dunn Learning Style, while in other class (control group) subjects of the “granular structure of matter” unit was given traditional learning style. Such designs are called “quasi experimental designs”. In quasi experimental designs, pre-tests and post-tests are applied to the experimental and controlling groups. The achievement test which was used in this study was prepared by the researcher. This test was developed considering the course objectives of “granular structure of matter” unit. In order to check the reliability coefficient of the test, the designed test was administered to 105 seventh grade students. SPSS programme was used for its reliability analysis. Cronbach alpha was found as .75 for the achievement test. For the validity of achievement test the opinions of seven experts were taken. Before the application, achievement test was given as pre test to both classes. The lesson was given to both classes during the 5 weeks. After the application same test was applied as a post test. SPSS program was used in the statistical analysis of data and results were assessmented .05 significance level. Independent sample test was used to compare data which was collected from the study. Results of analyzes show that experimental group had a significantly higher score with respect to post test scores related to “granular structure of matter” unit than control group.
Adoption and Use of Information Technology by Healthcare Practitioners

Jeffrey S. Harper
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Healthcare informatics has garnered significant attention from academics, policy makers, and practitioners over the past decade. While large urban or teaching medical centers have led the way in adopting healthcare information systems and digital records, smaller regional, critical access, and rural hospitals and doctors’ offices have lagged in adopting modern information technologies. In Ward, et al. (2006), the authors found more than 80 percent of urban hospitals used information systems to collect patient data, while less than 40 percent of rural hospitals used these systems. Adoption of electronic patient information systems in physicians’ offices is even lower, especially in rural areas. This study examines the relationship between adoption and use of technology by healthcare practitioners in smaller healthcare organizations within the United States.

Aggelidis, et al. (2008) surveyed administrators, doctors, and nurses in Greece using the UTAUT. However, almost all of the study respondents were hospital administrators. While administrators perform many important functions within the healthcare system, healthcare practitioners (doctors, nurses, etc.) interact directly with the patient and must employ healthcare decision-making, sometimes in a life-or-death situation. Therefore, this study focuses upon the healthcare practitioner as the end user that determines the ultimate success or failure of a healthcare information system.

Many different models exist to examine adoption and diffusion of information technology. This study employs a modified Unified Theory of Acceptance and Use of Technology (UTAUT) instrument that consists of four constructs that determine behavioral intention, which in turn affects a user’s adoption of an information system. The survey instrument will be administered to approximately 1,000 doctors, nurses, technicians, physical therapists, and counselors in smaller organizations and rural settings. The results will be analyzed to elucidate which factors contribute most to adoption and use of healthcare information systems in the segment of healthcare delivery where information systems are currently underutilized. The results of this research will allow for conclusions concerning factors affecting adoption of healthcare information systems in this setting, recommendations for administrators considering the implementation of such systems, and implications for future research.
Instructor and Student Perceptions of Mathematics for Teachers (MFT) Courses

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Susan Swars
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For more than two decades the importance of adequate and appropriate mathematical content knowledge for primary grade teachers has been at the forefront of discussions in the mathematics education community (e.g., Ball, Hill, & Bass, 2005; Rowland, Huckstep, & Thwaites, 2005). Courses delivering this mathematical content knowledge are most frequently taught in mathematics departments by mathematics faculty. Regrettably, little research has been conducted which explores the multidimensional issues around these content courses and the role the courses play in the development of primary grade teachers.

This paper provides results on research in this area from the lens of the faculty member and the lens of the students. The autonomy that most post-secondary educators enjoy suggests that the course-as-delivered has the potential to be significantly influenced by the individuals who teach it. We sought to shed light on who the instructors of the math for teachers (MFT) courses are and how they contribute to the development of future teachers. Student perceptions of these courses provide an opposing viewpoint. It is hoped that through these complementary perspectives members of the mathematics education community can begin to build a shared vision of the role content courses play in the development of teachers.

Using a qualitative methodology, data for the faculty lens were collected by interviewing instructors in a large metropolitan region of western Canada and for the student lens by interviewing prospective teachers at a large urban university in the southeastern U.S. In both contexts mathematics content and pedagogy courses are not integrated and are taught in different departments, with faculty in mathematics teaching the content courses. Results show that faculty teaching MFT courses have very different beliefs about their purpose and role in the courses and that students taking the courses are strongly impacted by the behavior and strategies of the instructors.
Connecting Research on Learning and Instructional Practices to Children in Classrooms and Tutoring Situations

Susan Heinz
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In recent years there has been frequent research and a plethora of literature identifying effective ways to teach reading, writing, spelling and comprehension for learners. These suggestions have noticeably consistent patterns for English Language Learners (ELL), dyslexic and learning disability students and those having difficulties focusing and staying on task.

My awareness in the similarities of approaches and instructional practices began with my doctoral work with the Yup’ik speaking children in western Alaska (USA) as I studied learning patterns and effective response to instruction and continued as I worked with Native American students, ‘high risk’ students in public schools, dyslexic learners and was included in European conferences as a speaker and heard the concerns of professionals in those locations as well.

In addition to using cognitive and intellectually engaging lessons, consistent threads that are apparent include the identification of effective instructional decisions to include multisensory, structured, explicit and sequential practices for children, who are identified by multiple labels that impact their school performance and progress, especially when learning and working with the English language.

Along with instructional practices, it is essential for teachers to understand the structure of the English language and to systematically introduce students to the alphabetic principle, a wide range of phonetic elements, decoding skills and vocabulary enhancement, and the use of morphology. Ways to increase fluency and comprehension and link written responses to reading activities are also requirements for success.

This session will focus on instructional strategies and decisions that effect teaching practices. I will present ideas to incorporate research-based rationale and examples with learners in classrooms and tutoring situations. The intended audiences include teachers, tutors and concerned professionals of students who are learning English for reading, spelling and written expression.
Dealing with a Number of Documents in an English for Specific Purposes (ESP) Course

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To help students develop their English communication skills needed in the workplace and/or an academic setting, English for Specific Purposes (ESP) courses are often offered to different departments in universities in Hong Kong. Students are often expected to learn to write and engage in spoken activities related to a number of documents in one ESP course. Being given so many different unrelated genres to handle in one semester, students could easily get confused about the linguistic, pragmatic and rhetorical characteristics of each type of genre and have problems putting into real practice the communication theories when performing each communicative task. This also inevitably results in a heavy work load for the students and an equally heavy marking load for the teachers especially when some of these assignments have to be designed as individual work. Contextualization and designing individual-to-group assignments were used as the methods to solve the above problems in an ESP course in a university in Hong Kong. Students’ and teachers’ reactions to the two methods used were explored through questionnaire surveys and interviews. Results show that both students and teachers found the two methods effective in solving the problems. Pedagogical implications will be discussed.
The Construction of Primary Teachers’ Subject Knowledge in English: An Exploration of Teaching Partnerships between Universities and Schools (Five-Seven Years)

Pamela Hodson
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The current political discourse in the UK identifies a key role for University Education departments offering teacher training courses: not only are they required to train teachers, but there is also an expectation (monitored by external agencies) that they will have a positive impact on the schools in which their students work. This presentation will explore innovative practice in the development of trainee teachers’ subject knowledge and how this is constructed in the interface between the University and the school. Based on a two year government funded project, it will examine how University tutors and teachers from nine primary schools worked together to secure greater capacity for subject specific training in schools in the teaching of language and literacy. The presentation will also explore how the original directive, to support the government’s policy on the teaching of early reading (DfES: Rose Review 2006), was negotiated and developed by both schools and the University to meet the local needs of the institutions.

Using storytelling as a context for embedding the teaching of phonics in a broad and rich language curriculum, this presentation will explore how close co-operation between the schools and the University allowed for a sharing of expertise and negotiation of course content. It will interrogate government policy which can be short term, reactionary and narrowly-focussed by discussing an approach which encourages students, in their early years of training, to embed the inter-relatedness of speaking and listening, reading and writing in their teaching. The presentation will also discuss issues surrounding the situated nature of students’ learning and will argue that Higher Education should play a key role in shaping students’ subject knowledge.

Key recommendations for the future will focus on how Universities and schools can collaborate and become active agents for change in the context of top-down government policy.
The eXpresser, a Microworld to Support Mathematical Generalisation\textsuperscript{1}: Design Principles and Student Outcomes

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Professor, University of London, UK

Eirini Geraniou  
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Manolis Mavrikis  
Research Officer, University of London, UK

It is well known that students have difficulties in appreciating and expressing mathematical generalisations. In this talk, we discuss the development of a microworld, the eXpresser, designed to support students’ learning of mathematical generalisation as well as assisting teachers in helping students to make the step from the specific to the general in the context of building and describing figural patterns. Our intention is that the microworld supports students in becoming aware of structures underpinning patterns and provides scaffolds to help them express these structures and generate rules for them.

We will sketch the seven major design features of eXpresser (a) the provision of a rationale for generality through animated task presentation, (b) mutually supportive model construction and rule construction, (c) clearly distinguishable constants and variables, (d) making explicit any dependencies between variables, within and between patterns, (e) being able to work on a specific case ‘with an eye’ on the general, (f) using animation as motivation for student-controlled validation of constructions and rules, and (g) being able to assess equivalence of symbolic rules by simple manipulation.

We will also describe functionalities introduced to encourage students to share their constructions and rules. The empirical core of the presentation will detail an activity sequence of individual tasks that embed the use of eXpresser and a final group task during which students, in carefully chosen pairs, explore each others’ constructions and rules in order to assess their equivalence (or not). We will conclude with findings to date concerning learning outcomes and plans for the future.

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Multiculturalism in English Learning and Teaching in Taiwan:  
A Critical Discourse Analysis

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The purpose of this study is to examine the tension of multiculturalism in English learning and teaching in Taiwan. Globalization has led to the phenomenon of English as an international language used for cross-national communication (Block & Cameron, 2002; Lin & Martin, 2005). In Taiwan, English language learning not only plays a role in the gatekeeping social selection and social stratification mechanisms within the society, it is also viewed as a medium that bridges multiple cultures and a better understanding of the increasingly diverse world. As an attempt to prepare students to meet the challenges of a multicultural society, there is a call for the implementation of a multicultural English curriculum within Taiwan’s national education system. In recent years, numerous schools in Taiwan have prescribed a multicultural English curriculum as a way to propagate the current diverse and global culture. The existing literature on the implementation of a multicultural English curriculum within schools has primarily focused on the macro-level and how policy is enacted from the top-down (Chang, 2002; Wang, 2009). Nevertheless, limited studies focus on the role of teachers as well as the local considerations of school/department resources, school expectations for teachers and students, and competing priorities and ideologies.

Using a critical discourse analysis method (Fairclough, 2003), this study examined the curriculum of an English literacy course and an English language and culture course at a university in Southern Taiwan. The written works of 120 undergraduate students enrolled in either course were also examined. Our study attempted to answer the following research question: Does the current English curriculum provide students with opportunities to experience multicultural education? This study found that the English curriculum course objectives and content were predominantly American based. This can be seen from the fact that the textbooks and English curriculum contents implemented within the two courses were narrowly constructed within an American perspective. The textbooks projected a misrepresented general image of Americans as all living lives of leisure, equality, and freedom. Furthermore, students’ written work mainly transmitted the cultures associated with the United States, e.g., value systems and lifestyles. Consequently, the goal of bringing about multicultural and global awareness was equated with a mono-American cultural representation.

The pedagogical implications of this study for English language practitioners, school curriculum policymakers and teacher educators are: 1) using Banks’ typology of multicultural curriculum reform (2009) as a guideline, English language teaching and learning should not focus only on the oversimplified presentation of American culture,
but also emphasize the multiplicity of the world; 2) when designing course objectives, policymakers should take into consideration the ideological content and cultural limitations of the course textbooks; (3) English language curriculum materials should reflect current global affairs and national issues in order to help students create an awareness of the diversity that exists within the contemporary society.
Developing a New Vision for Schooling:
A Systems Perspective for Guiding Students to Develop Capacities, Acquire Virtues, and Provide Service

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Marsha A. Huitt
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As presented in Huitt, Huit, Monetti, and Hummel (2009), there is a great deal of discussion as to how best to prepare children and youth for successful adulthood in the twenty-first century. While there is wide-spread agreement that academic learning is absolutely essential and that schools ought to focus on that task, it is increasingly acknowledged that it is not sufficient for adult success (Gardner, 1995; Goleman, 1995). Additionally, some believe that schools should not be the only social institution responsible for the successful development of children and youth; families, religious organizations, neighborhoods, and communities need to work with schools towards those ends (Bronfenbrenner, 1979; Epstein, 1995, 1996).

This paper will discuss issues associated with creating and implementing a new vision for the school’s role in the education of children and youth. The authors propose three areas that need to be addressed:

1. Developing competencies—the actualization of intelligences that have been defined as multiple intelligences by Gardner (2006) and separately by other researchers (e.g., cognitive processing skills: Sternberg, 1988; Wegener, 2005; emotional development: Denham, 1998; Baumeister, et al., 2007; conative development: Riggs and Gholar, 2009; social development: Goleman, 2006).

2. Acquiring virtues—patterns of thinking, valuing, committing, and behaving; oftentimes associated with moral character development; sometimes referred to as strengths (e.g., Popov, Popov, & Kavelin, 1997; Peterson & Seligman, 2004).

3. Providing service—integrating competencies and virtues through prosocial behavior that addresses needs of the family, school, community, nation, and global society (e.g., Kaye, 2009; Newman, & Balis, 2008).

The paper will also suggest ways of measuring the results of implementing programs to address these three areas as well as coordinating their efforts with other social institutions.
The Future of Urban Public Education in the United States: A Call to Action

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Many urban schools in the United States are in a state of crisis. The students educated in urban schools in the United States tend to disproportionately represent minority and low income groups. While these students may have the same level of innate ability as their more affluent peers, many urban students have not enjoyed the same advantages and experiences as more economically advantaged students. Urban schools are often the first to face sanctions under the No Child Left Behind Act (Hunt, 2006; Mintrop & Trujillo, 2005). The United States is in imminent danger of truly becoming a two-class society. If U.S. urban schools are not rescued and revitalized, this is almost a certainty. Rather than punishing struggling urban schools with increasingly severe sanctions, the author contends that the U.S. federal government should be seeking ways to guarantee the success of these institutions (Nichols, 2005).

A first step in improving urban schools would be to ensure that the best teachers and administrators are assigned to those schools (Guisbond & Neill, 2004). This would require a reversal of the current practice of sending the newest and least prepared teachers into urban settings (Clarke, Shore, Abrams, Miao & Lie, 2002). It would also demand an elimination of the commonly held view that urban schools are only stepping stones to better teaching jobs in more desirable suburban locations. This revised approach would require additional resources, or a redistribution of resources. The author asserts that the highest pay must be reserved for those educators willing and prepared to face the special requirements of working in urban settings. Utilizing research conducted in a Midwestern urban school district as a foundation, the author calls for a national effort of the same scale as the Elementary and Secondary Education Act of 1965 to revitalize U.S. urban schools.
Exploring Primary School Teachers’ Experiences of Managing Challenging Classroom Behaviour: A Qualitative Analysis of the Incredible Years Teacher Classroom Management Programme

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Background: Social, emotional and behavioural difficulties (SEBD) within the classroom pose significant challenges for teachers in terms of effective classroom management, especially in schools located in socio-economically disadvantaged areas where SEBD prevalence tends to be higher than average. This study was undertaken in Limerick-a city in south-west Ireland with high levels of socio-economic disadvantage.

Objectives: The study explores teachers’ beliefs regarding classroom management in primary schools serving disadvantaged areas, and examines teachers’ experiences of participating in the Incredible Years Teacher Classroom Management (TCM) programme (Webster-Stratton, 1999). This short-term, group-based intervention is designed to help teachers better manage disruptive classroom behaviours.

Design: This research comprises a process evaluation sub-study, nested within a Randomised Controlled Trial of the TCM programme. A qualitative, longitudinal design was used to examine changes in classroom management strategies, and teacher-held beliefs regarding problem behaviours.

Methods: Participants were selected using purposive sampling. One-to-one semi-structured interviews were conducted with teachers of junior classes at baseline (n=10), 6-month (n=5), and 12-month follow-up (n=6). Interviews were transcribed verbatim and subjected to standard thematic analysis.

Results: Overarching themes at baseline included teacher stress and perceived lack of control in classroom management. Emergent themes from the 6- and 12-month post-intervention data include perceived empowerment of teachers, workload reduction and improved classroom relationships.

Conclusions: Problematic classroom behaviour presents a major obstacle to teachers in educating the children within their care, whilst also constituting a significant stressor. The Incredible Years TCM programme was reported to improve classroom management skills and empower teachers in their role whilst also fostering the development of positive teacher-pupil relationships in classrooms with a high proportion of vulnerable ‘at risk’ children.
Constructing Identities: Perceptions and Experiences of Male Early Years Headteachers

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This presentation explores research undertaken with male headteachers in early years schools within the UK and examines several influential discourses in relation to male headteachers’ identities. The current UK context depicts a crisis in the recruitment of headteachers. A critical shortage is envisaged which is predicted to get worse. The presentation will explore reasons for this and discuss ways in which different identities are constructed for male headteachers by parents, governors and wider society. It will also consider how such a variety of discourses impact on men’s professional lives. It seeks to examine themes inherent in headteachers’ discourses as they reflect upon their roles and experiences within the school context and consider the practice of identity construction. Semi structured interviews of up to one hour were undertaken with individual men in order to elicit rich data. Analysis of interview transcripts revealed similar themes and patterns emerged. Integral to these patterns were major discourses concerning identity and power. Specifically themes of headteacher as expert, role model, authoritarian and nurturer will be interrogated, most of the heads constructing their identities through drawing upon a range of available masculinities. The presentation will note that tensions are increased as a result of multiple, frequently conflicting identities, for example the pressure to present both distant and caring personae. Male heads are aware that they are constantly measured against the stereotype of hegemonic masculinity which brings both protection- through the demonstrations of power- and restriction in that they are limited in the conduct of relationships. The presentation will conclude that the role of headship functions to protect men from the denigration to which other male teachers are sometimes subject. However, it may operate to distance them from the closer relationships which they frequently desire and as such, the role is characterised by complexity.
A series of quasi-experimental studies carried out in various countries have demonstrated that learning effectiveness of texts contained in school textbooks can be significantly increased when those texts undergo a thorough, well considered and scientific knowledge-based revision. However, most of the studies have dealt with only one dimension of texts, e.g. with readability or ambiguity or cohesion. Much less investigated is the question how much a complex revision of several characteristics of texts contributes to the increase in texts' cognitive effectiveness as well as the question how different types of revision interact among themselves. In our quasi-experimental study we made an attempt at exploring those questions. The central idea of the study was in the following: A selection was made of four textual fragments from four different geography textbooks used in Slovene schools by 9th graders. Each of the fragments consisted of about 300 words, its cognitive content being complete in itself. The fragments underwent a thorough revision conducted by a group of experts in psycholinguistics, didactics, developmental psychology, discourse analysis and geography. Changes were introduced in the dimensions of semantics, syntax, argumentation, coherence, abstractness, readability, concept accessibility, and graphics. However, the core propositional content was not affected. Four groups of students read the fragments; immediately after that their information recall and comprehension were measured by tests of knowledge developed in a previous pilot study. The methodological design was such as to permit each student to function as member of both experimental and control group. Course grades being controlled, significant positive effects of reading the revised texts on the students' test scores were obtained. That is, the results suggest a substantially greater cognitive effectiveness of the revised textual fragments as compared to the original ones. The data gathered in the study also allowed us to estimate to what extent the revisions that were made in particular text dimensions contributed to the overall results. It is hard not to believe that studies like this one should be of interest not only to those who write and publish school textbooks but also to the teachers who make choices among textbooks offered in the market.
Evaluating of Information Literacy Skills of Prospective Elementary Teachers with Respect to Some Variables

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Children’s Museums around the World and Demand for Children’s Museums in Turkey

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The emphasis on educational functions of museums increase with each passing day. At the present day, these establishments exist for being in the service of the community, opening themselves to the public use, researching the materials which are the proof of environment and the humanity and effecting whole life long learning process of the society through new concepts and applications. Museums sometimes only target artlovers, science lovers, tech-sawys or children and young people and make their own collections according to the needs of these target groups and their curiosity. In this study, the aims and the positions of children’s museums which are being watched eagerly all around the world and also alternative and innovative spaces for school education to supply active children’s participation into learning activities are explained. In addition to that, the need of children’s museums and the current situation of museum education in Turkey is also evaluated through related samples.

Children’s museums are permanent recreational institutions initially in the service of children, parents, teachers and their personal development, open to the public, which conserves, researches, communicates and exhibits the knowledge and materials in interactive areas for the purposes of education, creativity, study and enjoyment. Children's museums are fun, creative and interactive gathering places where families can learn and play with other families. These museums are designed for educating and entertaining children and they are inclusive, non-judgmental environments where kids can be kids and lifelong learning is nurtured and childhood is celebrated (92). These unique, face-to-face fun, enlightenment and shared experiences have not established in traditional museums or other popular destinations (ACM, 2009). These visitor-centered institutions are settings where children should be able to make free choices and feel a sense of ownership.

In Turkey, several museums and new generation science centers design permanent and temporary exhibitions and related education programmes for children and young people and of course these activities are very significant to build a new generation which includes people who are interested in science, art and culture. However, the huge increase of child population, the necessity of alternative learning environments, consciousness about spare times in quality and demand for accessible and safe places for children necessitate children’s museums for Turkey.
Acquiring Vocabulary at the University Level: A Comparison of Three Learning Methodologies

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Mobile learning is rapidly developing as an efficient ICT learning strategy. Latest ICT mobile methodologies include cell phone based SMS technologies that provide access to learning materials without being limited by space or time. Sophisticated technological advances in the domain of pedagogical delivery have led to effective, efficient and successful learning processes.

In the present study 112 second year university students studied Talmudic Aramaic language as part of the university mandatory foundation course curriculum. The students were divided into three groups who were exposed to three different modes of Aramaic vocabulary delivery: a) daily SMS messages; b) daily email messages; and c) daily printed handouts. The content of the vocabulary lists delivered by SMS, email and handouts was identical and the students received the learning material daily for a period of one 14 week semester. At the end of this period students in the three groups were tested on Aramaic vocabulary in a standardized achievement test and responded to a questionnaire that examined their levels of learning motivation, learner autonomy, and control of the learning process.

Results of the study indicate that there were no significant differences between levels of achievement attained by the three groups on the standardized Aramaic vocabulary test. However, there were significant differences for learning motivation, learner autonomy, and control of the learning process. The students who received SMS messages attained the highest scores on all three factors, followed by the scores of students who received email messages, who in turn were followed by scores of students who received printed vocabulary handouts.

It appears that SMS based vocabulary delivery is perceived as more positive regarding feelings of learning motivation, perceptions of learner autonomy, and feelings of control of the learning process than email based learning which in turn is perceived to be more positive than handouts based learning on the same factors. The results of the study indicate the potential for university vocabulary learning in cell-phone based SMS messaging from the learning motivation, learner autonomy, and control of the learning process points of view.
Negotiating Masculinities in the PE Classroom: Boys, Body Image and “Want[ing] to be in Good Shape”

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Prompted by a growing concern for inactivity among youth (see Active Healthy Kids Canada, 2008) and a noticeable absence of attention to body image and adolescent boys, this research explores the intersection between masculinities, body image and education. Informed by a feminist and men’s studies theoretical framework, I provide data from a nationally funded study that employs qualitative research traditions including interviews, field observations and weblog entries to better understand the complex negotiation and shifting understandings adolescent boys have of their bodies and the impact this have for healthy life practices.

Past research has linked body weight and stigmatization in schools, (see Puhl & Latner, 2007) thus leading to a call for further research examining body image (see Cohane & Pope, 2001) and particularly research at the intersection of gender and health. By extending research in masculinities, sport and schooling (see Connell, 2000; Atkinson, M. & Kehler, M., forthcoming; Gorely, Holroyd & Kirk, 2003; Hickey & Fitzclarence, 1999; Prain, 2000) this paper offers a rich and nuanced analysis of the school experiences of adolescent high school young men routinely unheard in previous accounts. In short, this research brings together the sociology of the body, masculinities and health and physical education research with particular attention to the voices of marginalized young men who have largely been excluded from past research.

The practices of masculinity demonstrated through the beliefs, attitudes, and understandings of what it means to ‘be a man’ and the link to physical health education (dis)engagement is not well understood. This paper contributes to the theorizing of education, masculinities, and physical education to more fully examine a culture of masculinity in schools that contribute to the suppression and silencing of anxieties about body image among high school boys.
Understanding environmental problems is quite important simply because our knowledge, values and skills are determine to what extent we can solve our environmental problems (UNESCO, 1978). With this in mind, pre-service teachers’ attitudes toward environmental problems were studied in this study. In this context, another aim of the study was to investigate whether pre-service teachers’ attitudes toward environmental problems differ in terms of some variables such as gender and department. In the study “Attitudes towards Some Environmental Problems Questionnaire,” developed by Al-Rabaani and Al-Mekhlafi (2009) was used after adapting the instrument to the Turkish. The questionnaire consists of 48 items under 5 dimensions which are energy problems, water problems, air pollution problems, waste problems and desertification problems. The Cronbach’s alpha reliability coefficient of the questionnaire was .84, suggesting high reliability. According to the results of the study, no statistically significant difference was found in the total attitude scores between pre-service biology and elementary science teachers and there was statistically significant difference in the total attitude scores between genders in favor of females.
Examining the Occurrence and Resolution of Conflict in Prekindergarten and Kindergarten Classrooms: Reports from Preservice and Inservice Teachers

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Across the United States, the public school population is remarkably diverse. According to the U.S. Department of Education, children of color in kindergarten through high school represent about 40 percent of the public school enrollment. Cultural diversity in U.S. schools will continue through this century with the U.S. Census Bureau estimating that by 2050, the overall U.S. population will increase by 54%, while Asian and Hispanic proportions of the population will increase 222% and 273% respectively. Due to this increasing cultural diversity, children in U.S. schools may be faced with more conflicts in their daily lives. Different and sometimes conflicting cultural values and norms may converge in the classroom. Unfortunately, children often lack the necessary conflict management skills to successfully negotiate and resolve these conflicts. Thus, minor conflicts can escalate into more serious ones.

The purpose of this study was to examine the different types of conflicts that school children in varying contexts experienced during a school day and to examine how such conflicts were resolved. Data were gathered from reports of children’s conflicts observed by student interns and teachers in public elementary schools in a large metropolitan area of the southeastern United States. Five hundred and fourteen conflicts were reported by teachers and interns during the data collection period. Conflicts were coded as to what the conflict was about, where it occurred, the day and time it occurred and how it was resolved. Significant differences were found on conflicts involving same race and different race children. In addition, more conflicts between same gender children occurred on the playground in comparison to conflicts between children of different genders. Implications for teachers and those involved in conflict resolution training will be discussed.
The Effect of Social Skills Training in Elementary Children with Behavioural Disorders

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Introduction: In recent decades, psychologist have concluded in considering behavioral disorders and social corruptions that many disorders and damages are resulted from lack of ability in correct analysis of self and self situation, lack of control sensation and personal competence in order to facing difficult conditions and lack of intelligence for solving real life problems in a suitable way. Thus, the purpose of current research is studying the effect of training social skills on behavioral disorders of preliminary children.

Materials & Methods: this research was accomplished on 90 students (45=male, 45= female) in third, fourth and fifth grades, that have been identified based on children symptom inventory (CSI-4) affected with behavioral disorders. Educations included educating social skills for Stephens's class and list of social skills of walker that were presented by group discussion, role playing and modeling.

Findings: results showed that training social skills resulted in reducing behavioral disorders indicators (F=2, 026/785). This reduction have a significance level = /001 in male and female groups. (F= 840/777= for male and F= 2,149/150 for Female).

Discussion & conclusion: analyzing findings showed that the children’s problems affected with behavioral disorders who were under social skills training were reduced. These results indicate that hygiene and health affairs professionals must attempt training social skills from preliminary period. Totally, we can say that training social skills result in increased mental health and have an effective role in preventing behavioral problems and psychosis.
The purpose of this study is to compare the answers given to the student surveys by the Turkish students who participated into the TIMSS practice at the level of 8th grade in the years 1999 and 2007. In this study, the data related to the reactions given to the student surveys by the Turkish students who participated into the TIMSS practice in the years 1999 and 2007 was organized getting from its official website and interpreted in the framework of the research questions. 7834 students, 42.1% of whom are females and 57.9% of whom are males, for TIMSS 1999 practice and 4498 students, 46.6% of whom are females and 53.4% of whom are males, for TIMSS 2007 practice composed the sampling group of the study. There were some items in the survey measuring the tendency towards the science, the value given to the science and the learning activities in science course. The common questions within the context of science course in 1999 and 2007 student surveys were multiple choice and Likert type questions and they were categorized as students’ attitudes towards the science, their perception of value and self-efficacy and learning activities related to science topics. At the end of the study, when the answers of the years 1999 and 2007 were compared, it was observed that students’ self-efficacy perceptions about the science course changed in a positive way and the ratio of students who stated that they enjoyed the science course increased. The ratio of students in 2007 who stated that they had short exams, tests or written exams in science course was higher than that in 1997. According to this, it can be claimed that short exams, tests or written exams were used more frequently in 2007. While the computers were hardly ever used in science courses in 1999, 15% of increase was observed in the computer use in 2007. It was observed that the ratio of students who expressed that they associated what they learned in science course with the daily life increased. This finding indicated that more learning activities related to the students’ daily lives were used in 2007 when compared to the year 1999. The most of the 8th grade students in 1999 and 2007 stated that they had carried out small group activities in some courses or they had never had. Besides the fact that the ratio of students who did not completed their homework in classroom increased in 2007, it was observed that the ratio of students who completed their homework in classroom was low both in 1999 and 2007.
Vocational Upper-Secondary Education Learning Outcomes and other Factors Determining the Prestige of Vocational Upper-Secondary Education

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One of the major vocational upper-secondary education objectives is to assist students becoming competitive and motivated employees which may contribute to the state economical development. However, in Latvia fewer students tend to choose vocational upper-secondary education than general upper-secondary education, mainly because vocational upper-secondary education is considered to have lower prestige. Therefore, in this study factors which form the prestige of vocational upper-secondary education were explored paying particular attention to learning outcomes.

To verify the hypothesis of the study that the vocational upper-secondary education prestige will be promoted if the shift towards the learning outcomes based education occurs, discussions were organised for the heads of vocational education establishments, the social partners, and for vocational education students; aquarium for vocational education teachers was arranged; interviews with vocational education experts were carried out. Furthermore, a questionnaire was distributed among individuals whose occupation was not related to vocational education.

The results allow concluding that individuals’ attitude and appreciation of vocational education depends on their personal experience regarding vocational education. In the society the vocational education prestige is underestimated – largely because of the society’s poor understanding of vocational education issues, comparing to general education. The prestige of education is tightly linked to the prestige of particular education establishments and occupations. The major factors influencing vocational education prestige are learning outcomes, vocational education quality and future work opportunities. Learning outcomes, as statements of what student is expected to know, understand and able to demonstrate after learning, are not completely applied in vocational education.

To promote the vocational upper-secondary education prestige, the quality of compulsory basic education should be improved and cooperation among vocational education establishments and basic schools should be promoted. Vocational education programmes have to become more flexible and wider in the content terms.
Changing the Culture of Assessment: From Teacher Preparation to the Classroom

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Recent trends in education focus on standards-based education and accountability, resulting in a heightened need for teacher competency in assessment and evaluation. Currently, there is a lack of research guiding the development of effective assessment curricula for initial teacher preparation. While there is broad consensus that beginning teachers need fundamental skills to produce high quality assessments, there is less consensus regarding the importance of examining the fundamental purposes of assessment. Our research focuses on those purposes and requirements associated with formative and summative assessment. We are concerned about the underlying complexity in the commonly used terms, Assessment “For” “Of” and “As” Learning. Through our work with teacher candidates, we have repositioned these notions of assessment in an attempt to change the culture of assessment that beginning teachers bring into the classroom. Beginning with the notion that assessment needs to be part of teaching pedagogy, we argue that both teachers and students must begin to value assessment as a mechanism to inform teaching and learning. Hence teachers and students must value self-and peer-assessment, supporting teachers’ professional learning and students’ achievement of academic outcomes. This requires active and meaningful participation of students in the assessment process. Yet it is unclear that this level of student engagement and meaningful self-assessment is easy to obtain. Our ongoing work and research with teacher candidates suggests that these beginning teachers find it very difficult to meaningfully “self-assess” their own assessment skills and knowledge for the purposes of professional learning. If beginning teachers are unable to review their own skills to support their professional learning, will they be able to help students develop true self- and peer-assessment skills. Our findings highlight the importance of changing the learning culture surrounding assessment while also identifying the ongoing challenges that must be addressed to create such a learning culture.
Some Sociological and Legal Aspects of the Integration of Human Rights Education in Primary Education

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In modern countries education system is based on the principles of democracy, autonomy and equal opportunities. These principles, which provide a general framework for the reform of the public education system, are founded in the concepts of human rights and the rule of law. In accordance with the principles and theoretical background the White Paper on Education in the Republic of Slovenia declares general objectives of primary education, which are directed towards the full development of human personality and the strengthening of respect for human rights and fundamental freedoms. Primary schools must "promote" understanding, tolerance and solidarity among all peoples, nations, racial and religious groups. Our research question is how and how effectively primary schools integrate human rights education. We have focused on the curricular reform of primary education and the implementation of human rights at an individual level of the education system (the state and school levels). In doing so, we have taken into account forms of the curriculum. In official curricula the integration of human rights is one of the fundamental values which are part of the reform of the national curriculum. With an empirical study we will analyse the official and the actual curriculum and the implementation of human rights in the latter. Human rights teaching can contribute to the creation and training of democratic and active citizens. Integration of human rights in all areas of education will substantially enrich the entire educational work.
Teaching Reading in a Period of Change: Early Years Teachers’ Views

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The final report of the EPPE Project (DfES 2004) underlines the importance of assessment in the Foundation Stage when it suggests that ‘it is important not to ignore or minimise the existence of language or pre-reading differences because of their potential relationship with later attainment and progress in school. It is crucial that school entry assessments are used formatively to assist teachers in planning a programme to meet individual needs. At the same time the Independent Review of Teaching of Early Reading (Rose 2006) places emphasis towards synthetic phonics by five years of age while it states that the use of assessment for learning is improving but overall it is still the least successful element of teaching’ (p.22)

Because of such uncertainty as to the way teachers assess young children’s capabilities, there has been debate regarding what they need to know about young learners, that will give teachers confidence that children are assessed in ways that will empower their learning in the future. Few studies have explored the relationships between assessment beliefs and practices among early years’ teachers.

In this presentation we will discuss the results of a research study into the beliefs of the teaching of reading held by teachers in different early years settings, specifically teachers in day nurseries in school based nursery classes, and in reception classes in primary schools. The study revealed that teachers in private day nurseries viewed assessment as an ongoing process and were against any kind of formal assessment. On the contrary the majority of school based nursery and Reception class teachers were faced with increasing demands to assess skills and knowledge in certain ways presented in the form of goals. These differences in the role of the early years teachers appeared to be associated with significant differences in these teachers’ beliefs and practices in assessing early reading.
What does Chemistry have to do with Art?

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A survey of literature reveals that adolescents have difficulties in relating of what they learn in school to everyday life and to themselves.

This study explores the question to what extent the iconologic method of cognition of the art historian Erwin Panofsky, can be used successfully in chemistry classes to lessen the above mentioned problems. The framework of this method consists of three levels that build on each other, yet merge seamlessly. Six teachers and their altogether ten classes participated in this study. Two groups were formed by lot, containing three teachers with five classes each (the “Panofsky group” and the “control group”). The classroom instruction was identical in both groups with regard to content, but differed in methodology and philosophy of teaching. Teachers in the Panofsky group followed the iconologic method, while those in the control group kept teaching as they were used to.

Directly before and after the intervention, as well as four month after the end of the researched teaching unit on “chemical reaction”, comparative tests were carried out and questionnaires were used in order to capture the differences between the groups.

Analyses of the results showed that both, directly after the intervention and four month later, positive developments and significant differences could be found in the Panofsky group compared with the control group.

Higher interest in chemistry classes and more positive descriptions of chemistry, chemists, and their own chemistry classes are among the outcomes. However, the differences between the two groups become particularly clear in the tests employed for knowledge and for competence promotion. This positive development is also reflected in the learners’ self-evaluation of their personal knowledge gain in the Panofsky group.

The results indicate that the iconologic method can be applied successfully in chemistry classes under the circumstances described in this study.
Identifying the Qualities of the Administrations Giving Service on Catering and Banquet, the Educational Background of the Staff and the Necessities of Vocational Education in the Sector

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This study which is planned and done in order to identify the qualities of the administrations giving service on catering and banquet, the educational background of the staff and the necessities of vocational education in the sector has taken 389 staff and 52 staff working as managers from 20 different companies in Istanbul, which are affiliated to İYSAD, for the survey. With the help of the data obtained it is understood that 60.7% of the people have primary school graduation. It is also found out 63.9% of the workers has the required vocational knowledge from the apprenticeship while working, the remaining have the certificates from either private or the public courses, and 28.6% of the people taking the survey has acclaimed that they would like to have new sections such as trade kitchen organization. It is found out 57.9% of the administrations have workers who got their knowledge from the vocational education and most of them want necessary educational programmers for the sector to be prepared. It is concluded that the staff working for the administrations giving Catering and Banquet service has a very low education, the representatives of the sectors has to be in co-ordination with Turkish Ministry of Education and the other organizations in order to identify the necessary vocational education which can help the sector improve their capabilities, and the educational programmers supplying the needs should be opened.
One of the aims of school education is that students develop knowledge they will be able to use in their professional and personal life. However, it seems that school does not completely reach its goal. Too often, learned knowledge is not used when it should be. Actually, many research results illustrate the fact that well learned knowledge is not necessarily used outside its belonging discipline, for instance in a day-to-day context, even if it could be helpful. We assume that, in those cases, decisions are based on common sense instead of school knowledge, however the later was learned.

Developing a didactic of common sense, our research project has two goals: the first one is to better understand the dynamic between school knowledge and common sense “knowledge” involved in day-to-day situations. The second one is to design a device that will upgrade the common sense in order for it to mobilize relevant learned school knowledge when dealing with problems pertaining to real life situations.

Our communication will focus mainly on the second goal. In order to upgrade the common sense, we have designed a didactic device that should provide the student with an alert bell leading him to stop his spontaneous answer and look for a more relevant one. This device is based on the awareness of being victims of cognitive illusions, just as we can be victims of optical illusions. It involves a phase in which students erroneously use common sense or have an improper way of reasoning and are convinced that they are right; and a phase of destabilization so students become aware of their cognitive illusion and are encouraged to become more attentive and spot them.

The experiments have been held in the study of evolution, in particular about what makes a theory scientific and in mathematics.
Omega-3 Oils and Learning in Children: A New Zealand Perspective

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In the last few decades there has been a great interest in the effects of polyunsaturated fatty acids (PUFAs) on behaviour and learning, with a main focus on the effects of omega-3 (ω-3) fatty acids, particularly those from fatty fish and fish oil. Sales for ω-3 fish oil, flax oil and krill oil have skyrocketed, as parents ‘dose their children up’ in the hope that they will help their children achieve at school. Other than the information generated by these health companies, what proof is there that these products do actually make a difference to childrens’ learning?

The presentation will contain a synthesis of the major findings of the effects of ω-3 fatty acids since 1966 when deficiencies in essential fatty acids (EFAs) were first reported to affect behaviour and neural function (Caldwell & Churchill, 1966). This synthesis will show that little research has focused on healthy school children (Dalton et al., 2009). This situation led to a unique study being carried out in NZ. This randomised placebo controlled double blind study investigated whether ω-3 fatty acid supplementation for a period of 15 weeks was linked to greater academic achievement in 200 healthy primary school children (aged 8-13 years). A description and initial results of this study will be provided.

Omega-3 is being marketed as ‘Brain food’ for children. Is this justified or is the jury still out?
Global Higher Education Ranking Schemes Do not Provide Students and Parents with Relevant Information

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Higher education ranking surveys draw increasing attention with each new media release. Universities ascending in the ratings note with pride their independently documented quality. Those descending quibble over the validity of the metrics employed. Parents and students refer to them when choosing a university. Their decision can carry significant financial burdens and potentially life changing outcomes. The media, often the surveys sponsors, attract readership and viewers with quotes from both the winners and losers. The stakes are high for all constituencies.

Each of these constituencies has strong but differing interests in these annual rankings. Institutional ascent is widely assumed to burnish prestige. A higher ranking is assumed attract more research contracts, philanthropy and goodwill. Higher ranking institutions should also attract and retain high quality faculty and students. Hence, the public relations values are highly coveted. Descent suggests a reverse of fortune, an institution perhaps in decline. The media and sponsors win either way with wide public attention. The attention they create grows each year. Only one constituency, parents and students, has an interest in their relevance and efficacy in selecting a specific institution.

What supports these assessments of relative superiority? More important than institutional bragging rights aside, what is their utility in helping parents and students in making their university choice?

I will examine the makeup of three of the most recognized schemes. US News and World Report Best Colleges, the former Times Higher Education and QS University and Shanghai Jiao Tong University Academic Ranking of World Universities Rankings.

While their blend of indicators may differ, all three share a characteristic flaw. The bulk of their indicators are input variables. Presumably, if you start with quality ingredients the product will be superior.

I will suggest that output measures are more relevant to parents and students. I will suggest the Economist and the Organization for Economic Co-operation and Development’s planned assessment of higher education learning outcomes will provide students and parents will more relevant information.
The Effectiveness of Peer Evaluation Using Student Self-Generated Rubrics for Learning Assessment in Tertiary Chinese Writing Programme in Hong Kong

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Enhancement of Chinese communication skills to meet the needs of Hong Kong society is a long term direction of the language teaching in university. We need to find more and better methods for teaching the subject, particularly those which can promote a more independent, interactive, and student-centred mode of learning.

Research has shown that involving students in their own assessment is to help students to be able to assess themselves, to identify their strengths and weaknesses. They are able to become independent, lifelong learners. It is suggested that a successful assessment for learning is a process that is undertaken in collaboration with students. Peer assessment involving students in their own assessment processes is intended to help students be able to assess themselves, to identify their own strengths and weaknesses, so that they are able to become independent, lifelong learners. Moreover, the effectiveness of student self-generated writing criteria for enhancing the learning of Chinese writing is also examined.

Self-generated rubrics involving students in their own writing assessment is intended to help students to identify criteria of good Chinese writing by themselves, so that they are able to improve their Chinese writing ability by self reflection and promoting self-directed learning.

Using Systemic Functional Grammar (SFG) as theoretical basis in Chinese Writing teaching provides learners some descriptive key concepts. Students can be leaded into the areas of functional linguistics to study the characteristics of writing structure. Other than reinforcing the learning, this helps to set up and utilize an rubric.

The research focuses on the students’ learning process. It is help to understand how these assessment methods could be applied in the teaching of Chinese writing in tertiary level. In order to have good understanding of the process of student’s self generated writing rubrics and peer-evaluation, classroom observation is employed in the research by video recording in the class. A details observation and analysis of the process is done after the implementation.
This paper reports the application of an online support community into prospective EFL (English as a foreign language) teachers’ field experience in Taiwanese secondary school contexts. The premise of the study was based on a new image of teacher professional development that highlights a culture of sharing and sustained supports for novice or experienced teachers (i.e., knowledge networks) to solve problems collectively in learning communities. Relying on the theoretical framework of communities of practice (Wenger, 1999), this study employed triangulations to capture the complexities of an online professional development context being investigated. Multiple data sources from various stakeholders involved 18 preservice English teachers, 6 inservice English teachers, 3 university English teachers, and the present researcher. Multiple data collection methods included online discussion board messages, surveys, interviews, and the researcher’s journals. This investigation revealed “three dimensions of communities of shared practice” (Wenger, 1999, p. 73) among the online community members during the prospective teachers’ filed experience, including 1) the mutual engagement, 2) a negotiation of a joint enterprise, and 3) shared repertoire. The findings of this study implied that it is an alternative approach to mentor, if not supervise, preservice teachers’ learning to teach in an online support community. Such a virtual cohort produced a dialogue and multiple points of feedback between the preservice teachers and various stakeholders, which not only facilitated the preservie teacher’s learning to teach but fostered the other community members’ professional development.
Addressing Diversity:  
What do we really know about Differentiated Instruction?  

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This presentation offers a thorough background of what educators need to understand about an important and useful method of instruction for responding to the diverse populations comprising today’s public schools. By 2035, students of color will be a majority in our schools with increasing populations of children of immigrant and migrant families. Half of all children will live in single-parent homes at sometime during their school years (Tomlinson & Brighton, 2003). The major purpose of differentiated instruction is to maximize each student’s growth by meeting each student where he or she is (Hall, Strangeman & Meyer, 2003). Though differentiated instruction seems to be a broad term, it mainly refers to those classroom practices embodying student learning styles, interest, and prior knowledge (Benjamin, 2002). For the most part, traditional instruction has been equated with teachers who “teach to the middle” or use the “one-size-fits-all approach” (Rock, Gregg, Ellis, & Gable, 2008).

Differentiation is not a novel concept. The one-room schoolhouse attempted to meet the needs of all students centuries ago (Anderson, 2007). Understandably, state standards represent the knowledge to be taught but differentiated instruction gives us a meaningful way to teach those required standards (Protheroe, 2007). Schools need to be concerned with differentiation due to the demands for national assessments and the requirements of schools to produce improvement plans when assessment results are not met (Stradling & Saunders, 1993).

This presenter will facilitate audience participants in understanding the essentials and the necessary knowledge base for implementing the practice of differentiated instruction. This session will review the principles and essential elements of differentiation, the clichés and myths surrounding the practice, and the theoretical and practical support for the practice. In summation, the session will share the surprising results of a likert-style pilot survey that disclosed some interesting insights into the understanding and knowledge teachers harbored about differentiated instruction.
Aim of the paper is to point out the possibility of using the L systems modeling in teaching of computer science at the high school as well as to present the opportunity to evaluate the cognitive aspects of this procedure.

An objective of education in our research was to create a simple model of certain part of world of plants with the help of informatics tools. The L-systems allow us to describe and study phenomena that go along the growth and development of the plants. Theory of the L-systems and their graphic representation provide rich material for methodic processing of this topic for the utilization in the high school education. They allow to illustrate and to present basic properties of algorithms to the students in various rather illustrative ways.

While preparing and implementing our experimental teaching we used the revised Bloom’s taxonomy for determination and assessment of our educational goals. During a development of the model (of a plant) pupils could obtain competence in all points observed by Blooms taxonomy, i.e.: remembering, comprehension, assessment and creation of the new products.

Analysis of the outcomes of our research showed that the creation of graphical plant’s model in programming environment substantially supported the development of cognitive skills of students. A purpose of the further research can be verification, what forms of modelling enhance pupils' higher level cognitive processes and acquisition of meta-cognitive skills.
Parental Cultural Capital Affect on Children’s Social Behavior among Ethnically Diverse Families in Malaysia

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This paper explores the influence of parental cultural capital on children’s social behaviour in an ethnically diverse pre-school in Malaysia. Malaysia is unique in the sense that it has multiple school streams while other countries have only one, regardless of ethnicity and language diversity. The paper presents an overview of the children’s social behaviour and role of parental cultural capital to nurturing good social behaviour in order to promote national unity among young children at early stage. The present study is guided by cultural capital (Bourdieu, 1977), which investigates the families domains involved with children’s social behaviour. This theory was derived the research questions which consider the role of cultural capital of parents from the three main ethnic groups in Malaysia affect children’s social behaviour in ethnically diverse settings. The study involves 25 children and their parents and their teacher from one Tabika Perpaduan Negara (National Unity Pre-school) in Malaysia. A qualitative methodology was applied because of its appropriateness in acquiring and analysing the data in question and the focus on social behaviour. I used direct observation to understand children’s social behaviour over 12 weeks. The children’s naturally occurring social behaviour during classroom activity and free play are recorded through field notes and digital camera. In-depth interviews were conducted with the children, their parents and teacher. The result from analysis of parents’ interview data culminated in the identification of four themes which describe parents’ cultural capital affect that children’s social behaviour include language diversity; respectful; religious practice, and parenting styles.
“Does Learning in Art in Primary Schools Enable Children to Construct Cultural Understanding at a Time of Socio-cultural Transition in Cyprus?”

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My research project explores the ways in which art education can support the curriculum to respond effectively to the educational realities of contemporary Cyprus (specifically multiculturalism and demographic change). The intention is to establish a fundamental position for art, as a subject and as a discipline, to provide opportunities for learning in and about cultures at a time of social and cultural transition.

As part of my research, I have conducted a small-scale pilot study during February 2009 in Cyprus, so as to gain an up-to-date insight on 6-12 year old children’s learning in art in primary classrooms. While acknowledging its limitations, this study revealed some aspects of the way art education is conceptualised and taught by Cypriot primary school teachers and furthermore, how it is interpreted by the children during the technical learning process (when children are, for example, drawing and painting). Specifically, I will focus on two art sessions demonstrating different primary art practices; these were examined thoroughly with regards to how children’s learning outcomes, interwoven with teachers’ input, indicate the development of cultural understanding during school art practice. In order to comprehend and interpret the children’s visual outcomes and interpret their work I have followed hermeneutics as my main methodological approach, drawing on aspects of social semiotics.

Succinctly, my analysis provides evidence of teachers’ unawareness of emerging cultural and demographic change, which has transformed Cypriot culture and education over the last seven years onwards. As witnessed, Cypriot teachers tend to ignore the fundamental role of art education in the construction of children’s cultural identities. Nevertheless, even though there is emphasis on traditional art practices by many teachers, there are some who seem to acknowledge and move towards a modern pan-European view of art education which implicates the construction of a novel European/Cypriot identity. Thus, at a later stage of my research, I will try to identify the imperatives that reflective Cypriot art educators have to bear in mind, in order to enhance learning of, in and through art but, particularly, to enable engagement with art, thus expanding the opportunities for cultivating children’s cultural understanding and personal identities.
The Effects of Social Class on Primary School Children’s Experiences of Extra-curricular Activities and how they Spend their Free Time

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The purpose of this exploratory study was to examine whether any differences exist between ‘working class’ and ‘middle class’ children in Northern Ireland regarding their experience of extra-curricular and free time activities. The following hypotheses were identified:

1. There are differences between ‘working class’ and ‘middle class’ primary school children regarding the number of extra-curricular activities they are involved in.
2. There are differences between ‘working class’ and ‘middle class’ children with regard to how they spend their free time.
3. There are differences between ‘working class’ and ‘middle class’ children regarding the amount of time they spend watching television.
4. There are differences between ‘working class’ and ‘middle class’ children regarding how they arrange to meet friends.

Questionnaires were distributed to pupils aged from nine to eleven year olds in three primary schools; two preparatory schools (‘middle class’ children) and one school located in an economically deprived housing estate (mostly ‘working class’ children).

From the findings of this exploratory study, social class would appear to have an effect on primary school children’s experiences of extra-curricular activities and how they spend their free time. Those children from ‘middle class’ backgrounds mostly are involved in a larger number of extra-curricular activities and also differ with regards to the actual type of activity that they are involved in. There appears to also be a difference as to how both groups of children spend their free time, with ‘working class’ children in the majority of cases playing outdoors with friends in the neighbourhood. ‘Working class’ children tend to spend more time watching television than their more affluent peers. The arrangements required to meet friends also appear to be different with ‘middle class’ children needing an adult to take them by car, in contrast to ‘working class’ children calling for friends at their houses.
Gifted Learners with Learning Disabilities

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Learning disability of gifted learners is defined as the noticeable decrease in the performance of the gifted learners at academic skills such as reading, writing, mathematics, and spelling. The general academic achievement of these learners is considerably lower than their general mental abilities. These learners are able to show their abilities in certain areas with a surprising competence since they are mentally gifted. On the other hand, the ones with learning disabilities are not able to display the expected performance; they may even perform these abilities in specific areas as problems, and therefore they are sometimes considered as ‘problematic individuals’ in the society.

The purpose of this study is to discuss the basic characteristics of gifted learners with learning disabilities and to signpost the ways to identify those learners. In this way, teachers will be informed about gifted learners and they will be provided with a chance to benefit from their potentials. A review of literature to fulfill these aims indicated three basic types of learning disabilities: 1) Gifted learners with low levels of learning disability. 2) The ones with both giftedness and learning disabilities, and 3) Gifted learners with learning disabilities whose giftedness and learning disabilities cannot be differentiated. The paper discusses the distinct characteristics of these three types of learners and provides teachers with some suggestions to identify these learners.
The initial idea of the study was to develop integrated curricular approach to promote pupils learning. The examination of literature, directed us to attend to students’ achievements, in learning and problem solving in context. Our objectives were directed toward both learning and problem solving. In developing and integrated curricular unit, we observed complexity of teaching integrated class. All activities and dialogs were recorded in the field notes and collected artifacts. Central to our study was the need to establish the realistic insight on what is going on in the classroom from the time of planning lesson to assessment phase. Close collaboration with the teacher helped us to examine different aspects of integrated teaching. We observed development of the idea of statistical experiment during paper plane competition. The teacher brought up on the table different concepts both from mathematics and technology curriculum. Our attention was on student-teacher dialogs and how socially negotiation directed classroom activities. In the light of qualitative and quantitative analysis, we suggest positive features and weaknesses of integrated curriculum approach and draw some educational and curricular research questions. Based on our findings, we argue that integrated curriculum reflects social need for wholistic approach to problem solving but requires exceptional teaching qualities.
Applications of Video Self Modeling and Technology Integration for Teaching and Supporting Social, Transition, and Independent Living Skills for Students with Autism

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Students with Autism Spectrum Disorder (ASD) exhibit a wide variety of difficulties in the classroom and the community. One characteristic that is common to all students on the spectrum is difficulty with social interactions. Video self-modeling is a promising intervention addressing this difficulty. A current challenge, however, lies in providing teachers access to the necessary technologies and skills in order for students to benefit from this approach. The purpose of this presentation is twofold: (1) to describe and demonstrate the feasibility of consumer technology (Flip camera and I-Touch) for educators to teach and support students with ASD in social interactions; and (2) to report on a study investigating the utility and effectiveness of these technologies in supporting enhanced social interaction skills of students with ASD. The area of social dysfunction has been noted as the most debilitating to the child’s quality of life and the primary defining feature of children with ASD (Simpson & Myles, 2008). Children with ASD display a range of social deficits such as difficulty gaining their peer’s attention, processing and integrating information from the environment, initiating play and conversation with peers, responding to peers appropriately, and participating in new environments (Bellini, Peters, Benner, & Hopf, 2007). These social skill deficits often lead to isolation and peer rejection and may lead to other more detrimental outcomes such as social failure, anxiety, depression, substance abuse and other forms of psychopathology. There is also evidence that social skill deficits in youth with ASD contribute to academic and occupational underachievement (Howlin & Goode, 1998). Since these skills are critical not only for academic success in school but also for meaningful participation in life and the workplace, developing effective strategies for teaching and supporting students with ASD in developing social competence is imperative.
The Impact of Teenage Pregnancy on the Educational Aspirations of Female Learners, North West Province, South Africa

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The focus of this study was to determine the impact of teenage pregnancy on the educational aspirations learners in the North West Province, South Africa.

Adolescent pregnancy continues to be a major public concern in South Africa, affecting the social, economic and health status of young people. Currently, it is estimated that there are almost half a million pregnant adolescents at any given time in South Africa and the numbers are increasing. By age 19, 35% of adolescent girls are reported as being pregnant or having had a child. Adolescence is a critical moment in the life of any growing human and the events that occur during adolescence have long-term socio-economic, physical and psychological consequences.

The target population for this study was pregnant adolescents and adolescent mothers between the ages 15 and 19 (cases of up to 24 year old mothers formed part of the investigation). The sample was purposive and from rural, peri-urban and urban areas.

The following questions were the focus of the study:
- How prevalent is teenage pregnancy in the North West Province?
- What are the educational aspirations and future career choices of teenage mothers?
- To what extent does motherhood affect the educational aspirations of teenage mothers?

Data was collected using questionnaires.

Findings were as follows:
- There is prevalence of teenage pregnancy in Bophirima region.
- Many teenagers are having unprotected sex that result in unplanned pregnancies.
- There is lack of communication between parents and their adolescent children because of lack of information on sexual matters.
- Motherhood has social consequences on teenage mothers.
Many teacher education candidates, and especially those privileged by racialized whiteness, heterosexuality, or ability, express a yearning for a list of practical strategies that will best equip them to teach and work with diverse learners and many teacher education instructors/programs do indeed center their approach around the creation of materials and activities for the classroom and the teaching of what are perceived to be the best practical strategies to ensure the academic success of diverse students. While the value of such a practical focus should not be underestimated, too often it occurs without a critical examination of teachers' own assumptions, values, and beliefs and without adequate attention to the power of dominant knowledge or truth to shape and inform, often in subtle or unconscious ways, beginning teachers’ perceptions and actions when working with students who are marginalized in and across schools and societies. When, on the other hand, attempts are made to critically examine ways in which social oppressions such as white supremacy, heterosexism, and patriarchy are reproduced via everyday pedagogical and curricular practices and by those teachers and individuals with even the best intentions in mind, these critical efforts are frequently and consistently met with resistance, resentment, and even outright backlash and hostility.

This paper discusses the importance of infusing teacher education curricula with critical pedagogical principles and fostering a critical consciousness in teacher education candidates that enables them to read and act upon the world and their classrooms in ethically and politically responsible ways. It delineates some of the challenges in attempting to do this and offers up for discussion a few practical strategies for teaching against or through the resistance and denials which often accompany efforts to teach critically in university settings.
The Bastardisation of the Free School: From Left Liberalism to Right Wing Tory Policies

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Over recent decades the dominant discourse in the neo-liberal educational policy of the major political parties in the UK has become a mantra of ‘freedom,’ choice’ and diversity (DfE 1992; DfES 2005). In their manifestos for the immanent general elections the clamour to develop ‘free’ schools – be they the Academies of New Labour, the New Academies of the Conservatives or even the ‘Sponsor-managed Schools’ of the Liberal Democrats – has reached a crescendo.

Choice policies and freedom in education have become the magic bullet for social justice: to create a fair future for all, to raise standards and attainment, and to eliminate the attainment gap between the most and the least privileged children.

This paper outlines research the authors are conducting into the Free School Movement of the 1970s, beginning with a focus on the Scotland Road Free School in Liverpool which was described by Shotton (1993) as the vanguard of the movement in the UK.

The research calls into question neo-liberal definitions of freedom, education and choice, and highlights the fundamental misapplication of the term ‘free school’ to the institutions pioneered by current educational policy.

The contention is that neo-liberal educational policy in the UK offers a pseudo-choice. In reality, it is a choice between different school structures and not between different educational ideologies. The Free Schools of the 1970s offer us an example of real choice and educational freedom and of the possibility of challenging dominant, global educational discourse.
Factors that Influence Students’ Choice to Study Information Technology

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The South African Information Technology Industry Strategy (SAITIS) remarked that the ICT sector has a unique opportunity to contribute directly, or to act as facilitator in economic development, social upliftment, job creation and empowerment (SAITIS, 2000). It is therefore important that a sufficient number of students enter the study field in order to provide the necessary human resources to fulfil this potential. Although a reasonably large number of students do enter the computing and IT study fields at South African universities, the pass rates and attrition rates are generally quite low. This is especially true at the University of South Africa, a large Open Distance Learning university. Various reasons for this, and possible interventions to alleviate the problem, have been researched. However, very little/no research into the possible influence of an inappropriate choice of computing/IT as study field, has yet been conducted at Unisa.

This paper will report on a study done under first year computing/IT students at Unisa to determine the most important factors and career anchors that attract students to the field. The results could be useful in providing career guidance and advise to students, and to lure prospective students to the field. The possible factors were grouped under three main categories: genetics, environmental influences and learning experiences. Although it may have been expected that “Good remuneration” would top the table as the biggest luring factor, some of the other results obtained were very interesting and surprising. Some recommendations on the way forward will also be discussed.

Although the study involved Computing/IT students, the results will probably be applicable and useful for other study fields as well. It may also be applicable to non-ODL tertiary institutions as well.
Doing Education with Indigent “Street Children”

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Although in Sub-Saharan Africa, South Africa has the strongest and most stable economy (together with Botswana), the majority of its population is averagely poor, with less supportive subsistence economy and close to zero employment opportunities in its rural villages. Even small towns in this country have their share of shack-dwellers. South Africa’s economy is further burdened by economic refugees, not only from its neighbouring countries, but also as far north as Sudan, Ethiopia and Somalia.

A big number of children who end up soliciting means of survival on the streets of towns and cities in South Africa comes from these urban informal settlements. A small percentage of these children come from families that can afford to keep them at their respective homes and at school. These are fittingly referred to as “Run-aways”. The common feature of all these children is that they all come from broken or unstable family background.

Efforts by South African government Social Development Department personnel and Non-Governmental Organisations to have these children back to their homes and families have had a limited success.

This paper engages this persistent group of “Street Children” in the small town of Mafikeng in the North West Province, South Africa. All of them are at Primary School age and all of them are boys.

These boy-children challenge the professional skills of educators, the enveloping and persuasive force of education and the collective socio-cultural responsibility of adults and all parents in the communities that award them the status of being a daring challenge.

Sixteen years ago, Fred Schultz (1994:41) wrote:

The effort to reassess and reconceive the education of others is a part of broader reform efforts in society as well as a dynamic dialectic in its own right. How can schools, for instance, better reflect the varied communities of interest that they serve? How can they be better perceived as more just, fairer places in which young people seek to achieve learning and self-fulfillment?
The Incredible Years Teacher Classroom Management Training Programme: A Randomised Controlled Trial in Ireland

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Background: The Webster-Stratton Incredible Years Teacher Classroom Management (TCM) programme (Webster-Stratton, 1999) is a short-term, group-based intervention designed to help teachers manage disruptive behaviours in the classroom more effectively.

Objectives: To assess the effectiveness of the Incredible Years TCM programme in improving teacher classroom management strategies and pupil conduct in a sample of disadvantaged primary schools in Ireland.

Design: This study involved a Randomised Controlled Trial (RCT) of the TCM programme.

Methods: Eleven schools, 22 teachers (two teachers from each school) and 445 children from 22 junior classes participated in the RCT. Half the teachers were randomly allocated to an intervention group and the half to a waiting-list control group. Randomisation was restricted by school so that one teacher from each school was assigned to the intervention group. Teacher strategies and child behaviour were assessed at baseline and six months later using standardised psychometric measures and independent classroom observations. An analysis of covariance (ANCOVA) was carried out to examine post-intervention differences between groups.

Results: The analysis is ongoing, but preliminary results indicate that the IY intervention had a significant positive effect on teacher strategies used in the classroom. Teachers who participated in the TCM training gave more direct instructions to pupils and showed more positive and fewer negative teaching strategies. Improvements in pupil classroom behaviour, (e.g. increased compliance to teacher instructions) were also found. Further findings will be presented.

Discussion: Our findings, to date, provide encouraging evidence to indicate that this programme can lead to improvements in the classroom environment for both teachers and pupils.
A Self Exploration of the Relationship between
Art Teaching and Artistic Practice

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Through the introduction of the researcher’s lived experiences as a high school art teacher, some issues became visible: self-questioning of her ability as an effective art teacher; teaching topics with little or no knowledge; limited opportunities to gain knowledge; and lacking of energy or time to create personal art works. Uncovering these issues prompted the researcher to look back on her experiences and reflect on the changes that occurred. This qualitative study employs self-study to examine the researcher’s professional practices as a teacher and an artist and how these experiences affect her actions as a high school art teacher.

The related topics that are explored include teacher knowledge (Connelly & Clandinin, 1999), art making as knowledge (Eisner, 2002, 2004), teacher practice (Connelly & Clandinin, 1999; Eisner, 2004), the impact of professional development (Hutchens & Pankratz, 2000), on teacher identity (Connelly & Clandinin, 1999; Beijaard et al., 2004; Cohen-Evron, 2002) and artist identity. The qualitative research method, narrative inquiry (Connelly & Clandinin, 2000; Elbaz-Luwisch, 2005) and arts-based research methodology, a/r/tography (Irwin, 2005) are used to conduct this self-study. Narrative inquiry is used as a method to weave together the researcher’s professional and personal stories while a/r/tography highlights experiences she encountered through creating artworks.

By using critical reflective practices, this allows the researcher to have an in-depth understanding of her reactions to experiences that occurred throughout her practice as a teacher. This study allows the researcher to understand her dual identity in the art education profession and supports her to continue to critically reflect (La Boskey, 2004) upon her practice as a teacher and an artist. This study also provides a scholarly account for other art educators as they examine the relationship between their teacher and artist identities, a matter of critical importance to the art education enterprise.
University Students Drop-out and Graduation: A Case Study

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The permanence of students at a university and the successful completion of their studies is topic of considerable interest, not only for higher education institutions but also for society in general, due to its multiple consequences. The purpose of this document is to establish when a student is most likely to drop out of, or graduate from a university, and to determine the personal and academic characteristics that are most relevant to the duration and risk of each event. The data sample includes a group of students from the Pontificia Universidad Javeriana in Cali, Colombia. The estimates of survival models in discrete time lead to the conclusion that drop-out is more influenced by academic covariates, but graduation is more influenced by personal as much as academic characteristics.
Sexuality Education in the University Setting: Necessity or Luxury?

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In the U.S., a decade of abstinence only education or no sexuality education has created a generation of young adults who have little accurate sexual health knowledge combined with high risk behaviors. Nationally, increases in unplanned pregnancy among 20somethings and high rates of sexually transmitted infections demonstrate the need for sexuality education for these young adults.

One venue for this education is the university setting. While administrator and college personnel may feel that this type of education should have occurred previous to entering the university, the reality is that students are lacking information and skills to have healthy relationships and reduce health risks associated with unprotected sex. These factors have implications for the overall mission of the university; they affect the academic process which can result in a negative impact on graduation and retention rates.

This paper will review U.S. sexual health data, data from one U.S. University and discuss potential strategies to improve the sexual health of young adults. A programmatic review of one successful university-based sexual health program that is women-focused and culturally sensitive will be provided. In addition, perspectives related to sexual health and the challenges of addressing sexuality education on universities, to include lack of funding and support as well as potential controversies will be discussed from both the academic and student service points of view. Finally, while research supported direct linkages are difficult to find, the connection of increased sexual health education and student success in the university will be explored.
Differentiating Instruction Based on Individual Differences in Primary School Science Classrooms

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The aim of the study is to determine the perceptions of primary school teachers related to individual differences and to observe that whether these teachers implement individualized instruction in their science classrooms. Teachers are expected to use visual, auditory, and hands on activities for serving different learning styles of their students to deliver a fruitful instruction for their students. Teachers to teach science can and should change their direction toward the individualized instruction and must be aware of the individual differences among their students. The data collection methods of the study were interview and observation in the primary school classes. To evaluate whether primary school teachers in Yenimahalle and Çankaya in Turkey implement the individualized instruction, teachers were interviewed to get their opinions on individual differences of their students and the degree of their perceptions on their implementations in primary degree science and technology classes. They were also observed in the classroom environment. Based on the results, primary school teachers believe that students are different in many respects such as in their perception, intelligences, family life, and learning styles. Also a few of the teachers acknowledged that variety of instructional strategies should be used to reach each student and to attain maximum learning. However results of the observations revealed that teachers’ did not encounter individual differences of the students as much as they stated. In general, based on the results of this study, it can be stated in spite of the fact that they use some strategies of individualized instruction, primary school teachers did not implement individualized instruction as a whole in science and technology classes in primary school classes. Also they don’t gather any information about their students’, for example students’ learning styles and multiple intelligences.
Readiness for the First Grade as Predicted by the Bender Gestalt Test in a Turkish Sample

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The Bender Gestalt test and Human Drawings are frequently utilized tests in assessing school readiness in children. This study was a pilot attempt to evaluate these two tests in a Turkish sample as they relate to first grade behavior as measured by teacher ratings.

106 children were evaluated at the end of kindergarten using the Bender Gestalt test, Draw a Person Test and a shortened version of the Metropolitan School Readiness Survey. The Koppitz (1973) system was utilized in the scoring of both tests. The children were followed up and teacher ratings on three academic dimensions and three behavioral dimensions were obtained at the end of the first grade. Teachers were blind to the children’s evaluated status at the end of Kindergarten. Linear stepwise regression analysis indicated that the Bender Gestalt test results were most powerful in terms of predicting teachers’ ratings at the end of the first grade. It was observed that before Bender scores were entered into the regression analysis Total School Readiness scores and Developmental scores obtained from the Human Figure Drawings also contributed significantly to the prediction. However, when Bender scores were entered in the third step, the only significant predictor was Bender scores. Further, the children were divided into two groups based on teacher ratings. One group was the poorer adjusted students who were below the 50th percentile in terms of teachers ratings. While the other group, scoring above the 50th percentile of teacher ratings were defined as better adjusted. It was observed that the better adjusted group scored higher than the poorer adjusted group on Bender, Human Figure Developmental scores and Total School Readiness scores. Comparisons on other variables did not provide significant results.
Assessment of Breakfast Habits of Elementary School Students and their Participation Situation in Classroom

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Yucel Gelisli
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This research aims to assess breakfast habits of elementary school students and their participation in lessons. 378 students (consists of 191 girls and 187 boys) of 6th, 7th and 8th grade of public and private schools (range 11-14 years old) in Ankara were studied in this research. Face to face meeting form was used for data collection. This form consists of three tools and it is performed in groups in public schools. These are: “personal information form” is used to collect demographic information about students, “daily diet habits information form” to determine breakfast habit and “classroom participation form” to assess their participation in the classroom.

When the data, which is collected by this study, analysed it is determined that most of the students always have breakfast and very few of them never have breakfast. Significant differences were found in academic success levels according to the average points of breakfast habits of elementary school students and their participation in lessons. It is observed that the academic success level of the students who have breakfast are higher when compared to students who do not have breakfast. It is determined that students who don’t have breakfast do not participate actively and exhibit enough degree of skill in mental and physical activities than the students who have breakfast. Statistical significant difference is also determined (p<0.05).

As a result of this study, suggestions should be made about the importance of having breakfast for the healthy growth and development of children who are the future of the society: Accordingly via mass media, promotion of students to have breakfast and/or improvement of the quality of the nutritional education programmes may be ensured. Additionally educators should be suggested that it is necessary to increase the number of nutrition classes in school curricula and get students to adopt breakfast habits with different activities. Parents also should attend the seminars about the relationship between the breakfast and participation in classroom and by this way the importance of having breakfast is emphasized.
Benchmarking the Practices of Teacher Education Institutions in Science Education in the National Capital Region, Philippines

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Based on the premise that quality education demands effective teachers, this qualitative-quantitative study was pursued to determine the practices of Teacher Education Institutions (TEIs) that are capable of effectively implementing the New Teacher Education Curriculum (NTEC). A total of 25 TEI faculty and 68 pre service teachers from four (4) TEIs were the participants of the study.

Both qualitative and quantitative approaches were employed in data collection. The three educational tiers were explored in this investigation-planned curriculum, implemented curriculum and attained curriculum. Content analyses of course syllabi and other relevant artifacts were conducted to describe the planned curriculum of the TEI’s. Classroom observations, focus interviews and survey questionnaires were also utilized to describe the teaching practices employed by the TEI faculty which is the implemented curriculum. Standardized Science Concept Tests such as Force Concept Inventory (FCI), Chemical Concept Inventory (CCI), and Biology Concept Inventory (BCI) were used to assess preservice teachers’ competence in content knowledge of Physics, Chemistry and Biology, respectively. A researcher-prepared attitudinaire was also utilized to describe the pre-service teachers’ attitude towards Science. On the other hand, focus interviews were conducted to describe the pre-service teachers’ attitude towards teaching. These tools provided data on the implemented curriculum.

Findings showed that all the components and variables in the planned, implemented and attained curriculum are inextricably linked. Generally, the faculty in the four TEI’s are qualified and posses enough experiences to teach science effectively. They also demonstrated to a great extent, content and pedagogical knowledge as well as the utilization of assessment tools. However, the students’ performance in the standardized tests, (BCI, CCI, FCI and SPST) in TEI’s 1 and 3 did not reach the 50% level. Hence, the planned and implemented curriculum was not attained in these two institutions.

On the other hand, the test results of the pre-service teachers from TEI’s 2 and 4 are above 50% level. As a whole, enriched curricula and syllabi, a well implemented faculty development program and strict admission policies are practices that can bring about the
attainment of the implemented curriculum and that educational qualification, length of service, high attitudes towards science and science teaching even efficiency in teaching do not necessarily lead to the attainment of TEI’s goals and objectives. Other factors like provisions for the professional growth of teachers, school culture, capabilities of the students are very imperative to the success of an institution.

It is therefore strongly recommended that the practices which resulted to the attainment of the planned and implemented curriculum be translated into policies and should be disseminated to all TEI’s in the country.
Cooperative Learning in Higher Education Statistics Classrooms: What does Educational Reform in Cyprus Suggest?

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Research carried out during the last few decades, points towards the benefits of instructional methods, such as cooperative learning, which promote conceptual understanding (Carpenter, Fennema, & Franke, 1996; Carpenter, Fennema, Peterson, Chiang, & Loef, 1989) and student engagement in explaining and reasoning with concepts (Aquilonius, 2005; Franklin & Garfield, 2006; NCTM, 1991, 2000). Cooperative learning has been found to improve student achievement (Giraud, 1997; Keeler & Steinhorst, 1995), help students develop statistical reasoning (Chance and Garfield, 2002) and overcome their statistical and probabilistic misconceptions (Sáenz, 1998; Shaughnessy, 1977, 1981). According to the UNESCO Report on Education in Cyprus, one of the problems of the country’s educational system is that teachers do not involve students in the learning process (Papastylianou, 1997). Students “need opportunities on a regular basis to engage with tasks that lead to deeper, more generative understandings about the nature of mathematical concepts, processes, and relationships” (Stein, Smith, Henningsen, & Silver, 2000, p.15; see also Jones, 2004, p.3). Given this statement and considering the increased demand by employers for university graduates who are able to work cooperatively to solve problems in their work environments (Mackisack, 1994), it is essential that university-level students are provided with opportunities that help them develop their problem-solving skills as well as their verbal and written capabilities of presenting the results of their solution methods. This paper closely examines the educational reform efforts currently under way in Cyprus while focusing on the use of cooperative learning as an instructional method in higher education statistics classrooms.
Cognitive and Metacognitive Preceptorship in Instrument Music Education: A Starting Point

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Studies related to instrumental music education are not something new in the wider context of education. Various music education research examples have informed wider educational practice in the past (i.e. research by Gardner, Welch, Hallam), approaching through music a more general perspective of the learning process.

However, while research has started to emerge relating to music learning, there has been less focus on the scientific understanding of the analogous teaching process. Although many books have been written on how to approach music learning effectively, and how this approach further informs wider educational relationships, no substantial research has been experienced on perceptions of preceptorship, the mechanisms involved and the general framework of engagement. As a result, little information is available for instrumental music teachers, mentors, supervisors and coaches on how to be engaged on a one-to-one basis with students in a more efficient manner, and thus produce more effective learning outcomes.

This paper, considering this gap of knowledge in the one-to-one music teaching process approaches a new perspective on this topic through a practical application of learning facilitation. It investigates the parallel theoretical framework of education and music education, while further discusses a practical line of research through the lens of a two-natured teaching substance: cognition and metacognition.
Validity Evidence of Student Self-reporting on the SAT Questionnaire

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The SAT Questionnaire is an instrument that students complete as part of the registration process for the SAT™. The SAT is the most widely used and rigorously researched college admissions test in US history. Administered seven times a year and taken by more than two million students each year (including almost 6% from outside the US), the SAT is used by virtually every college in the United States to measure the critical thinking skills students need for academic success in college. The SAT Reasoning Test measures critical reading, mathematical reasoning, and writing skills that students have developed over time, both in and out of school, and that they need to be successful in college. SAT scores are intended to supplement your students' secondary school record and help them demonstrate their college readiness. In addition to measuring critical thinking scores, as part of the SAT students complete the SAT Questionnaire. This instrument has hundreds of questions that represent the spectrum of student experiences including academic courses, intended majors, aspirations, demographic information, extra-curricular activities, among other aspects. This instrument is administered using both paper and web delivery methods with approximately 80% of the students completing the SAT Questionnaire online. This presentation will provide a variety of validity evidence representing different aspects of this instrument. The factor structure, criterion-related, and convergent validity evidence are presented from national samples of data. The results, implications and limitations will be shared.
The Problem of Inconsistency in Reasoning in Engineering Education –
A Case Study about the Mental Model of Sound

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Every planning of an efficient teaching has the aim of achieving satisfactory learning outcomes. From a constructivistic point of view, it is a commonly accepted fact that such a planning has to take into account the prior ideas that students bring to the class. In order to know them, we carried out a survey about the prior ideas on the nature of sound that our fifteen third-year Engineering students had at the begin of an elective subject on acoustics. We used a questionnaire made up by a few multiple-choice questions, some open questions, where the students had to express their prior ideas with their own words, as well as open-ended questions, where the students had to explain their choice in the first multiple-choice part of the question. Although the students expressed scientifically accepted ideas in about 2/3 of the individual questions on a whole, a cross comparison between each student’s answers for the different scenarios revealed a great number of inconsistencies in the mental model of the nature of sound (wave model): only about 1/3 of our students were acceptably consistent in all these scenarios. The inconsistencies in their reasoning were still clearer when each student had to apply his/her respective mental model about sound to several properties of sound, for instance the relationship between pitch and intensity. Altogether, only about 1/5 of our students were completely consistent in all their answers. We analyse the state of the art in the literature about the issue of students’ consistency, and we consider some proposals suggested in the literature, which we apply on part in our own teaching resources, in order to overcome this inconsistency problem.
Locally Elected Politicians’ Perspectives of Citizenship Education in Scotland: Is there a Secure Foundation for Fostering Youth Political Literacy?

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Responsible citizenship has been propounded for over a decade within Scottish education and is now one of the key capacities of the Curriculum for Excellence. Education for citizenship in Scotland differs from that of England in that it is not assessed and is not regarded as an individual curricular area. The discussion paper Citizenship Education (Learning and Teaching Scotland, 2002) states that the four elements of citizenship education are required to be woven throughout other areas. The elements are economic, social, cultural and political.

Qualitative data was gathered by the writer from local elected members in three Scottish authorities in Spring 2008 and analysed to explore the possibility of increased youth voice in local politics. The data was the result of a series of one-one, semi-structured interviews. The study explored councillors’ perspectives of education for citizenship and political literacy. The findings raise questions about inclusion of all voices in political democracy and the implications for policy and practice considering apparent conflicts in politicians’ viewpoints as to what ‘Citizenship’ actually is and their worry that there are ‘no queues at the door’ to follow in their political footsteps.

This was a study carried out within the auspices of the Applied Educational Research Scheme Schools Governance and Management Project 2 (Citizenship and Democracy). It was undertaken because of the researcher’s firm belief that political citizenship education should involve local politicians as well as teachers and parents and that this involvement would strengthen the young peoples’ knowledge of democratic proceedings in their local area. It appears that a great deal of work is still required for this to be successful.
Childhood Government and Scholar Education. 
The Emergency of new Student and Teacher Identities

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This paper focuses results from a study – a doctoral thesis in Educational Sciences – that analyzed discourses about childhood expressed in initial teachers’ education curriculum and in biographical narratives of primary school teachers. The study considered that the school institution was the one that was most involved in intention to transform subjectivities and sociabilities that modernity has tried to bring about and which chose childhood as the prime subject of its intervention. It considered also that school institution is today a social place of tensions and conflicts that forces teachers to make a constant effort to produce and to justify their work. All of which interferes with the relation that teachers develop with children, with the ethical dimension of school education and with the way children live their relation with schooling.

Childhood government is related with the everyday life in school and is part of the conditions that contribute to the identities’ construction in school.

The study revealed different narratives about childhood, scholar education and teachers’ professionality that are expressed in the discourses analyzed. It revealed also that the childhood government in scholar education is destabilised and more conditioned by teachers’ ethics an ideology and by contextualised justifications and types of justice than by legitimised institutional social mandates. This situation is related with the emergency of new students’ and teachers’ identities that changes the school institution and the paths of childhood government.
Challenges of Interculturalism in a Globalized World: Sexuality, Gender and Education Policies for Sexuality

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The contemporary global world in which intensify the migration on a global scale issues such as emigration, immigration, corporate identities and crossbred frozen force us to question the representations and marks left by a secular education that was silent on the different privilege in the uniform reinforcing concepts of race and purity, promoting violence and intolerance. This research puts at stake the present challenges to sexuality education that takes into account the cultural diversity present in all human dimensions, without denying the digressions on life practiced by cultures that ignore the scientific and technological advances are able to cancel conceptions traditional ritual that no longer meet the needs of today's world. In this direction we take axle the teacher training with a view to promoting a emancipatory and holistic education in light of the following considerations: (i) conceptions of gender and sexuality that are transformed from culture to culture in the dynamics of history; (ii) policies that of a sex education often globalizing majority the history of social control of the masses from a desire to know about the bodies, pleasure and fertility (iii) from generation to generation cultures modify their ways of acting and thinking about sexuality, facing the intensification of the influence of the mass media; (iv) the paradox between the transformation and retention of supports socio-cultural and personal in subject and should be considered in our studies, (v) construction of teachers as subjects of sex and its effect on their on their teaching practices, (vi) training needs of teachers in the field emanating from the issues previously said. Thus, we intend to show that the world imagined by us is still a world focused in what they think "the fittest" and if we think about intercultural education we should think them without violating the traditions but to help include everyone in the "good finds "that we jus.
Misconceptions and Misinformation about Education in Canada

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Education in Canada is usually thought to be constitutionally the exclusive responsibility of the provincial and territorial governments. It is difficult to find any acknowledgement of the federal government’s constitutional responsibilities in education (i.e., First Nations/Indian). Statements regarding provincial and territorial exclusivity for education may be found throughout the literature, texts, reports and studies from provincial and federal governments, and international organizations. Such statements allow the federal government of Canada to ignore their constitutional responsibilities in First Nations/Indian education and encourages the federal government to relinquish their national role in national education organizations (e.g., Council of Ministers of Education, Canada [CMEC]) and international education institutions (e.g., Organization of Economic Cooperation and Development [OECD]), United Nations Education, Science and Cultural Organization [UNESCO]) to provincial and territorial governments and their organizations.

The result of these misconceptions and misinformation is that questions need to be asked about the validity and reliability of Canadian information and statistics used by these national and international education organizations due to the absence of information and statistics from Canada’s only national educational institution – Indian and Northern Affairs Canada (INAC).

This paper examines reviews the use of “pan-Canadian” (i.e., provincial) education information and statistics by international organizations and makes recommendations.
Lexical Semantics and Deverbal Nominalizations in Sesotho

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The aim of the study is to explore a semantic analysis of deverbal nouns in Sesotho within the assumption of lexical semantics with a focus on Generative Lexicon Theory. The objectives are to prove that - nominals derived from an event description inherit the properties of that event - there are correlations between words that are not derived and morphological derived forms - deverbal nominals are characterized in terms of events, irrespective of whether or not the event is presupposed; i.e. nominals in general should then be named after the events they each fulfill and lastly that a further assumption of the research is concerned with the necessity of a representational structure to distinguish between stage-level and individual-level nominals. A variety of verbs from intransitive, transitive and ditransitive will be used in which nouns from classes 1/2, 3/4, 7/8, 9/10 and 14 will be formed. The argument structures of all the derivations in classes 1/2 and 7/8 shows an argument of human and no derivations in classes 1/2 and 7/8 are possible with Weather verbs. All other nominalizations in the noun classes 3/4, 9/10 and 14 have an event as an argument; while Experiencer verbs do not allow nominalizations in class 3/4. In the event structure, four default event structures have been recognized with nominalizations from various verbs which show the same event structure. In terms of Qualia structures, two qualia have received extensive coverage, i.e. the formal and the agentive qualia. The semantic features of these derivations consist of human, human intensive, inchoative state, manner of inchoative state, results, quality event and the manner of event. These derivations provide a behavior of both individual - level and stage - level nominals. The theory of Generative Lexicon provides a better analysis of deverbal nouns in Sesotho.
Deficit-based Teacher Discourse: Unpacking “Teacher Talk” about Students of Color and their Families

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Informal teacher discourse about students is ubiquitous and deeply embedded in school culture, yet it remains largely unexamined. The purpose of this qualitative study was to shed light on and critically examine teacher talk about students of color and their families. This inquiry was guided by the following questions: (1) What is the nature and content of informal teacher talk about students of color, their families, and their communities; and what does this commonplace discursive practice convey? (2) What role does deficit-based teacher talk play in the education and workplace socialization of teachers? The participants in this study were 10 students enrolled in a school leadership preparation program at a small private college in northern California. All were experienced educators working in public, charter, or independent elementary, middle, or high schools located in urban settings. Data were collected through journal entries, group discussion, and one-on-one interviews. Findings revealed three dominant discursive themes that (1) reinforce educators’ deficit thinking about, and differential behavior toward, students of color; (2) contribute to a school culture characterized by low expectations for students of color; (3) contribute to an abdication of responsibility and diminished self-efficacy among teachers; and (4) contribute to the workplace socialization of beginning teachers and newcomers. These findings contribute to a better understanding of informal deficit-based teacher talk as a manifestation of the uncritical habits of mind and discourse that perpetuate dysconscious racism and educational inequities. I argue that the nature and content of informal teacher talk about students of color needs to be explicitly acknowledged and interrogated in teacher and school leadership preparation programs. This study highlights the need for further investigation into the relationships between informal deficit-based teacher talk about students of color, teacher expectations and behavior, and student outcomes.
Education Reform in Hong Kong and Taiwan: A Comparative Perspective

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Education all over the world has undergone drastic changes since the 1990s because of globalisation and changing economy. The traditional monolithic education system has to give way to a multifarious education system, which can provide a breeding ground for a life-long learning community and multi-talented people. The new vision of education needs to be realized through education reform. Education reform has become a global phenomenon and drastic measures have been taken to change the education system in different countries, particularly those in the Asia-Pacific region.

Hong Kong and Taiwan are both open and capitalistic Chinese societies rooted in the same traditional Chinese culture. Both belong to the ‘Four Little Dragons in Asia’. In order to increase their competitive edge in the globalised economy, they both see the need to reform their education systems, which are rigid and examination-oriented in nature. Taiwan initiated its reform in 1994, four years ahead of Hong Kong. The actual implementation started in 2001. Numerous measures have been taken to change different aspects of education, for example, the admission system, the curriculum, the assessment system, school and university types, teacher training, etc. Issues and problems have arisen from the education reform in these two regions during the past decade.

A comparative study comprising both the quantitative and qualitative components has been conducted on the education reform in the school sector in Hong Kong and Taiwan. This paper examines the changing visions and missions of education reform in Hong Kong and Taiwan, and attempts to address some key problems and issues, drawing on the data from the documentary study, the surveys, and the field study conducted in Taiwan during September 2007 and April 2008.

One finding of the present comparative study is that Hong Kong and Taiwan share similar visions and missions in their education reform but with different foci due to their own historical and social development. Both regions are also facing common problems as well as respective unique problems.
Teacher Professional Development within the Context of Post-political Reform: Focus, Form and Fatalities

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Twenty years into democracy and what has changed in education in South Africa? This paper attempts to present teachers’ voices as they experienced post-political reform agenda within the schooling context. Through vignettes, the paper alludes to the kinds of teacher professional development activities teachers had to engage with, the form and processes through which teacher development activities took place, and outcomes of such endeavours. The vignettes portrait the individual and systemic gains and challenges of teacher professional development with a view to articulating models and processes for effective teacher professional development for reform at systemic levels of conceptualization.

The paper contributes to the body of knowledge on continuing teacher professional development (CPTD). Theoretical models shaping CPTD are abundant in the literature and are categorized often as binaries: deficit and aspirational, self-initiated and state-initiated, individual and communities of practice. Through this paper a Cartesian plain conception of CPTD is proposed to explain teachers’ experiences of teacher professional development within a context of post-political reform agenda.
Increasing Student Achievement Outcomes by Linking Science and Literacy across K-5 Classrooms: A Longitudinal Study

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Efforts at increasing the engagement of students in science while also promoting meaningful learning are critical goals of science education the world over. Any meaningful approach to accomplishing those goals must embrace and apply an interdisciplinary framework to the design and delivery of the science curriculum to diverse learners across grades K-8. In doing so, the integration of reading/language arts, mathematics for problem-solving and concept mapping within science instruction provide students with opportunities to communicate and clarify their thinking and broaden their understanding of concept relationships within an active, inquiry-oriented, and integrated approach to science learning and literacy development. Presented in this session are the findings from a multi-year study funded by the National Science Foundation in which science instruction (using the Science IDEAS Model) is linked with literacy development during a daily 1 ½ hour instructional block of time across the school year in grades 3-5. Implementation of the interdisciplinary model, Science IDEAS, has been shown to (a) increase instructional time for and build student interest in science, (b) significantly increase student achievement in science ($F(1, 6457) = 18.8$, $p > .001$) and proficiency in content area reading comprehension ($F(1, 7145) = 22.53$, $p > .001$) and writing/journaling process using nationally-normed tests (e.g., Iowa Test of Basic Skills), and (c) prepare students for the more complex levels of scientific discourse found in middle/high school and beyond (e.g., significant transfer effects across grades 6-8 without further intervention). Similar effects in science and reading comprehension were obtained in both grades 1-2 resulting from a daily 45-minute implementation of Science IDEAS across the school year. Discussed will be the implications for policy and practice emanating from this 5 year study and the importance of studying the cumulative effects of such in-depth science instruction as a basis for curriculum reform.
ID4C (Instructional Design for Competencies):
An EQF Compliant Model for Learning Paths Design

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The macro design of learning paths represents a complex process that can entail methodological issues about how to define learning outcomes in terms of competencies. Instructional designers must identify several variables: instructional objectives, course macrostructure, learning strategies. Anyway, current models only partially meet the required didactic needs. In most cases, models don’t include a rigorous analysis of conceptual structures and the integration of EQF (European Quality Framework) levels.

In this paper we’re assuming that to be effective a macro design model must:

- aim to assess learning outcomes in terms of competencies;
- represent an effect of the learning needs analysis;
- integrate mental models and observable behaviours;
- describe the instructional objectives flow;
- include a method to describe instructional objectives by EQF levels;
- draft the logical structure of the learning path;
- provide contents analysis and design tools;
- be integrated in a sustainable productive flow.

Main goal of our researches has been identifying a macro design model able to satisfy all these requirements: the “ID4C” (Instructional Design for Competencies) model.

The method we followed was based on:
1. the selection of two macro design models: (a) the Dick and Carey “ISD” model and (b) the adaptation of the “ISD” model, currently used from our team;
2. the identification of strength and weak points of each model;
3. the compared analysis of the models in order to integrate them;
4. the description of the new integrated model (ID4C);
5. the definition of a method to attribute the levels of complexity, according to EQF;
6. the application of the ID4C to a case: a course addressed to secondary education teachers about the use Interactive Whiteboard in the school;
7. the identification of all new model’s advantages.
Inclusion, Additional Support Needs, Transitions

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This paper represents the final result of a long term research programme, dealing with Inclusive policy and practice and their impact upon the life and development of a single child, a girl with Spina Bifida. It follows her through entry into Nursery, progression through all stages of the primary school, transition to High School and finally, the potentially difficult first year of secondary education. Since the Scottish Executive has identified Inclusion as one of five National Priorities, the monitoring of its introduction into schools and the assessment of its effects and effectiveness constitute important, legitimate areas for investigation. These are areas addressed in detail by this paper.

The pupil who forms the subject of this research requires assistance to meet her Additional Support Needs. Data collected and conclusions derived throughout the research programme now make it possible to explore and describe how these needs have developed, altered and been addressed, over a period of almost nine years. The views of parent, pupil, educational staff and other professionals are aired and accorded appropriate consideration.

The paper aims to provide answers to the following questions:

How has educational provision matched parental wishes and expectations?
- Does practice in the establishment fulfil the real needs of the child?
- How does the reality of inclusion for staff and pupil compare with the policy of the inclusive ideal?
- What are the practical difficulties encountered and how have they been overcome?
- In which ways has Heather’s situation changed over the years and what are her prospects for the future?

The paper closes by defining and identifying a number of issues, issues deserving further thought and consideration, so that a resolution, satisfactory to all parties, may ultimately be achieved.
Teaching and training practices have rapidly evolved in the past decades, integrating an amazing amount of computer facilities (e-mail, web sites, web 2 interactivity, wiki, computer-based collaboration, etc). On the other side of the teaching-learning relation, did the learning practice follow the same evolution? Do the learners learn differently? Did they develop new learning strategies? If yes, where is the difference? Do they learn faster, better? Are we about to change our way of looking at knowledge and competence? Who influences whom, and in what sense, with what consequences?

There can be an unending list of such questions. And the answers would become obsolete in a fraction of time, because the reality they refer to will have changed, often radically, by the time the findings are written down. In this context of constant change, characterized by fast and constant adaptation to new opportunities, needs and perspectives, our New Teaching Laboratory Team, at SFIVET (Lausanne, Switzerland), has tried to keep a line of pragmatism based on systemic analysis and aiming at finding the best new practices possible in teaching and training.

Our lab has experimented with various types of eLearning environments. This paper will focus on Blended Learning, which appeared the most efficient formula we have experimented. A research on learning strategies was associated with this development. The data collected in the frame of this research project allowed us to improve the learning environment we offer and also gave us interesting information on new learning strategies. The summary of these findings is going to be presented here.
A Model for the Education of Gifted Learners in Lebanon

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The purpose of this paper is to present a model for developing a comprehensive system of education for gifted learners in Lebanon. At present, programs for the gifted are virtually non-existent in the country. The reason is due, to a large extent, to the lack of a fundamental understanding of the construct of giftedness, as well as the unavailability of valid measures and assessment procedures for identification purposes.

The proposed model consists of three phases, preparation, implementation, and evaluation and includes key elements for establishing gifted education in Lebanon. The first phase consists of preliminary action steps to ensure that the system is ready to be put into action. The steps include educating the Lebanese community in the concept of giftedness, embedding the program for gifted learners in a solid theoretical basis, and developing teacher training programs. Basically, the purpose of the first phase is to ensure that a program for gifted learners in Lebanon will be well accepted by the community and adopted by schools in Lebanon.

The aim of the second phase is to put in operation a system for educating gifted learners in Lebanese schools. This phase consists of implementing major tasks, such as adopting valid identification measures and designing effective curricula. The model is based on DISCOVER, a non-traditional system for identifying and educating gifted learners, developed at the University of Arizona and based on Gardner’s theory of multiple intelligences. This phase also consists of finding strategies to involve the parents as well as developing national policies on assessment and placement procedures to protect against discrimination.

Finally, the aim of the last phase is to determine the success of the model. It consists of steps for evaluating the model, such as conducting research on the overall effectiveness of the model, enhancing successful procedures and correcting flaws. The model could be emulated by other Arab countries where it can be adopted and adapted to the unique needs and particulars of each culture.
Pre-service Primary Teachers' Self-efficacy toward the Constructivist Approach and their Opinions about their Efficacy Levels

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Changing society and rapidly developing technology have caused a transformation in the perspectives about teacher training. Particularly in recent years, there has been striking shifts from the behaviorist approach to the constructivist approach in curricula. In Turkey, where a similar trend has been experienced, the results obtained from PISA 2006 and TIMSS 1999 necessitated a transformation in the curricula. Therefore, the curricula in Turkey have been reorganized on the basis of the constructivist approach. As required by the in-class applications of the constructivist approach, new methods and techniques were incorporated into the curricula that allow students to actively participate in the process and to structure new information. In parallel to the change in the methods and techniques in transition to the constructivist approach, there have been some salient changes in teacher and student roles. While students actively structure information and act as active participators in classes, the teacher’s role in this approach has been changed to providing the students with appropriate environments in which they can structure their knowledge. In addition, although constructivism is a student-centered approach, teachers who act as guides also assume great responsibilities, including encouraging students to actively participate in classes; helping them structure information by using examples from daily life; promoting their access to information resources; identifying students’ previous information and misconceptions-alternative conceptions about their previous knowledge, if any, and eliminating them so that they can structure information on firmer grounds; and evaluating students throughout the process using different evaluation techniques. Apparently, the constructivist approach entrust teachers not with lesser, but with greater responsibilities. It is believed that, in this approach in which teachers assume such significant roles, their self-efficacy toward constructivism and relevant opinions are of great importance. A pre-service teacher with a low self-efficacy level will be inefficient in using this approach in classroom environment in his/her future career or will fail to apply it with required success. Thus, this projected study aims to identify the current state concerning the pre-service teachers’ self-efficacy and efficacy levels about the constructivist approach and to offer some recommendations on the basis of the obtained findings.

In order to identify pre-service teachers’ self-efficacy toward the constructivist approach, this study will employ a scale on self-efficacy toward application of the constructivist approach, a quantitative data collection instrument, and a semi-structured interview form, a qualitative data collection instrument, both of which to be developed by the researchers. The applications involved in the study will be carried out on the
students of a primary school teacher training department studying in a medium-sized university in Turkey. This projected study can be argued to contribute to the literature on pre-service teachers’ self-efficacy toward the constructivist approach and their opinions about their efficacy levels, as well as the effects of the university curricula upon pre-service teachers.
Practices of Management, Pedagogical Projects, Challenges and Constrains

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Problem statement:
Professional development (PD) of school staff (teachers, school directors, pedagogical advisors) is at the heart of a research that was undertaken in 2007. Traditional means of PD (university-based workshops for instance) have proven ineffective (Fullan, 2001; Fullan and Hargreaves, 1992; Hargreaves, 2003) since few transfers are observed in actual professional practices. Scholars have thus started to pay attention to learning that take place in professional groups, stressing the social dimension of school-based professional development and its impact upon not only professional development but also on students’ school achievement (Dufour and Eacker, 1998). The concepts of community of practice (Lave and Wenger, 1991) and of learning community (Schussler, 2003; Wenger, 2001) are then seminal to our research. If many researches have stressed the value of learning communities (Savoie-Zajc, 2007; Sergiovanni, 1994), few have questioned the dynamic of support needed by these communities to evolve and sustain themselves. One of the research objectives is then to model the dynamics of support needed by school staff in order to learn to collaborate with colleagues and contribute to the group’s professional development.

Methodology:
An action research was conducted since the fall of 2008 with 13 pedagogical advisors. They wished to develop competencies to accompany teachers within school communities. This was done by sharing within their own learning community. Parallel to this action research, two focus groups were conducted with 15 school staff in order to better understand the challenges they experiment when implementing pedagogical projects whose goals are to support collaboration among teachers and students’ school achievement.

Goals of this communication:
The communication will address 1) the challenges and constraints pedagogical advisors face when working towards the implementation of learning communities in schools as well as the strategies they put forward; 2) the challenges and constraints school staff face when working towards the implementation of pedagogical projects in schools that call for collaboration as well as the strategies they put forward; 3) the needed support they seek to reach their goals.
The Relationship Between Dietary Iron Consumption and School Achievement

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In a research carried out 309 students have been involved and the research has been carried out to determine the dietary iron consumption rates of the students of the primary education schools and the effects of this dietary iron consumption to the student's success. Nutrient intake was estimated from 24 h recall. According to the results of the research, the number of the boys and girls participated in the research are almost equal to the each other. Ages of the students range from 11-16. More than half (54%) of the children live in low-income families. There have been significant varieties (p<0.05) between the ages, sexes, schools, classes of the students and the amount of their dietary iron consumption. Most of the students have shown the symptoms of the dietary iron deficiency anemia. There have been significant varieties (p<0.05) between the sexes of the students and prevalence of dietary anemia in girls and the student's end of year performance. There have been significant varieties (p<0.05) between the symptoms of the anemia; comprehension deficiency, amnesia, pins and needles in arms and legs (tingling and pricking, paraesthesia) strong tendency of sleep and difficulty in both climbing up and (climbing) down the stairs, and the student's end of year performance. In order to prevent malnutrition, nutrition education should be given to the students.
Examining Elementary Second Grade Students’ Level of Knowledge about Air Pollution

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Barriers to the Implementation of whole School Evaluation at selected Primary Schools in the Southern Free State

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It is important to note that evaluation policies regarding teacher development and whole-school improvement have been put into place since 1994; however, even though schools express willingness to participate in such evaluation actions, they remain deeply suspicious of, and even subvert, the original goals of these policies.

This study explores the implementation of Whole School Evaluation (WSE) at selected primary schools in Motheo and Xhariep Education Districts (Free State Province). WSE is the official evaluation system in South Africa. Schools undergo both external and internal evaluation. Results thereof are used by schools together with the District Support System to draw up School Improvement Plans.

Literature study made was on school evaluation within the international context, the South African context and the existing WSE model. In this study, a mixed mode approach was used. Quantitative investigation was done in selected primary schools within the Motheo and Xhariep Education Districts in the Free State Province. Qualitatively, interviews were conducted with relevant stakeholders in the schools sampled. Simple random sampling of schools evaluated was done so as to give each school an equal chance of being selected. Data was gathered by means of questionnaires and interviews with stakeholders in WSE of the selected schools as well as the WSE supervisors, Chief Education Specialist: Whole School Evaluation and the Director: Quality Assurance Directorate, Department of Education, Free State Province.

Data analysis required the researcher to be comfortable with developing categories and making comparisons and contrasts. It also required the researcher to be open to possibilities and see contrary or alternative explanations for the findings. The study revealed that the Provincial WSE unit is faced with a problem of shortage of resources and that the manner in which training on the WSE process is offered to stakeholders needs to be revisited. In essence, when stakeholders are not trained and are not aware of the role they should play in the process then recommendations stated by the WSE teams on reports they send to schools evaluated will always remain words in the wind which will in turn frustrate schools. Analysed data was therefore used to formulate recommendations and areas for further study / investigation that would enable smooth implementation of WSE in the Free State Province.

Conclusions drawn will help enhance the level and quality of education not only in the Free State but South Africa as a whole.
Forty-Five Years in the Academic Jungle - without a Ph.D.

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This presentation is based on my experience after joining the history faculty at Sam Houston State College in August 1965. In the intervening decades, much has changed – the college has become a university and I have become a Texan. I came to Texas from Iowa my head full of stereotypes about the South from news accounts, television, and movies. I was prepared to encounter a culture of wall-to-wall redneck racists and cowboys on wide-open plains. Rather I found a community, a society, rich with wonderfully ordinary human beings. This society was dealing with the last days of Jim Crow segregation in which, to be honest, race-relations between blacks and whites were closer and friendlier than anything I had ever encountered up north in Iowa. Early in my stay in Huntsville, Texas, I also met fascinating and extraordinary people, including my future wife, Mexicans. My original plan had been to finish my Ph.D. and then move on to the mythical “someplace better.” Because I met my wife and became a part of her quite non-traditional Baptist Republican extended Mexican family, I never did move on.

The topics that will be addressed in this paper include the fight for tenure, changes in administrative processes including hiring (and firing) as well as the type and quality of students and, finally, the fundamental change in a university (what it is and how it serves its community).

The fight for tenure was not actually my fight; it was Sam Houston’s. When I arrived, the American Association of University Professors (AAUP) had blacklisted Sam Houston for disregarding their tenure procedures regarding the dismissal of a professor. Complicating the problem of Sam Houston’s lack of tenure was its failure to establish any set policies and procedures for hiring or firing. For example, I got my job, when I sent out approximately a dozen resumes to numerous institutions in 1965, Sam Houston was one of three that responded and the only one to offer me a position sight unseen with a starting salary $3,000 more than St. Mary’s College in San Antonio. I earned $8,500 – a fortune for that time period. (My friends who accepted positions at more prestigious institutions back in the Midwest earned thousands less and my father, who had been a factory worker, had never earned more than $5,000 a year.) No one had informed me that there was no tenure at Sam Houston and that the institution was on AAUP’s blacklist (and I cannot honestly say that I would have been concerned about it; the selling point for me was that Sam Houston had become racially integrated a year prior). For my first several years in Huntsville, the university faculty was involved in a struggle to adopt an AAUP-approved tenure policy in order to get us off the blacklist. While the administration generally agreed with the faculty, the hang-up was the demand of the aggrieved professor for financial compensation which was finally paid when the Sam Houston faculty took up a collection among themselves to raise $10,000. It was voluntary and most of the faculty contributed either because they sympathized with the professor or because they wanted the university to be removed from the blacklist (since neither the state of Texas nor the university would or could pay it). I paid $100.
My own tenure was far less stressful. In 1972 I was barely aware that I was up for tenure – I was never called on to submit any documentation or demonstrate any qualifications – I was simply informed after the fact that there had been a meeting and I had been granted tenure. Tenure discussions and tenure votes are supposed to be secret; it was at that time that I became aware such deliberations are not kept secret – I was even told about the one person who had voted against me. I have always realized since that time that secret tenure votes have more leaks than the CIA. If I had a negative comment on a dean, I would say it at one of these “top secret” meetings and it always got back to them. The procedures for tenure are far more cumbersome and complicated today even though they still rarely remain secret. These reflections and more will comprise my paper.
The purpose of this paper is to investigate differences in students’ individual and group assessment results with regard to their within group attitudes. It has been tried to find the link between positive, negative or neutral attitudes of group members in the group work and their final group and individual marks. This issue has been studied while examining some characteristics of groups’ members such as gender and age. The literature review showed that within group attitudes and their connection with the performance have not been explored in higher education environments. This study can help the academics to understand the issues associated with group attitudes and performance and help students to form more effective groups. The study has been done on two cohorts of post graduate students in a general engineering module which were assessed based on one individual and one group assignment. Within group attitudes have been evaluated using peer ratings in three types of behaviours. The given and received peer ratings for each student has been studied together with their individual and group results. Different attitudes of students within each group were then correlated to the differences in their individual and group marks. Students who have been rated to have positive attitude on the group work were mostly obtained higher individual marks. Likewise, those who have been known to pose negative or neutral effect on the group work proved to get higher group marks. There are also proofs for a genuine gender effect in given and received peer ratings and their effects in group and individual assignments’ results. Findings of this work may not be applicable to other educational levels or industry settings; however, the method can be examined in different situation to test the versatility of the results.
A Study on Secondary School Teachers’ Teaching Concerns in Macao

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It goes without saying that producing high quality teachers mainly depends on the pre-service and in-service teacher education programs. In general, most of the teacher education programs aim to develop pre-and in-service teachers to become good teachers based on the expectations of the society. In fact, teachers are unique individuals with personal needs and concerns. It would be difficult on achieving the targets if the design of the teacher education program does not take the pre- and in-service teachers’ needs and concerns into consideration, and put effort to help them to resolve their concerns. According to Fuller’s theory of teachers’ concerns, teachers’ aroused job concerns need to be resolved, then they could be able to concentrate on the work of teaching so as to foster student learning outcomes. Therefore, understanding teachers’ concerns will be vital reference for the design of teacher education programs and the practice of in-service teachers’ guidance.

The situation of secondary school teachers’ teaching concerns in Macao has not yet been explored. The main purpose of this study is to understand what dimension of the teaching work that teachers at secondary schools in Macao concern about, and further to investigate the situation of teachers’ concerns in different backgrounds and different contexts. The results of this study will sever as a reference for educational institutes and organizations to design and adjust education programs for pre- and in-service teachers. The study is based on Fuller’s theory of teachers’ concerns, together with the self-designed teaching concerns questionnaire. The sample subjects are from those secondary school teachers who take the Post Graduate Certificate Education (PGCE) courses during year 2008-2009 at the Faculty of Education, University of Macau. The results of this study are tested according to MANOVA procedure and posteriori comparisons. At last, some conclusions and suggestions will be offered.
Application of an Introspective Approach for Investigating Pre-Service Teachers’ Thinking about Student Assessment Issues

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Pre-service teachers are usually preoccupied with student assessment and see related issues through varied experience and background knowledge. To date, understanding about how they think about assessment issues within the current educational context is limited. This paper reports the study on the use of a concurrent verbal introspective approach based on Popper’s rational criticism by pre-service teachers. The approach provides them with a structure to guide their decision making process about assessment issues and allows them the freedom of reflecting on the validity of the process and the resulting solutions. Essentially, the data collection approach involves invites the participants to identify an initial problem, to propose a tentative solution, and to rationalize the validity of the solution in a way to refute or to refine the initial problem or tentative solution. In 2008, three sections of the Curriculum Design and Evaluation course, each with approximately 25 pre-service students, were invited to take part in this exercise. All received a one hour workshop, which was part of their first module on assessment. The workshop included a formal lecture on the introspective approach, examples, guided practice, and group work involving practical exercises. Students were then asked to complete an assignment for the course in which they were asked to apply the approach to work through an assessment issue. Sixty percent of pre-service teachers agreed to submit their written work to the research team for analysis. In addition to expose the strengths and limitations associated with the application of this relatively new introspective data collection approach for educational research purposes, the paper provides insight into the nature of the assessment issues that initially come to mind in pre-service teachers and how they rationalize their tentative solutions to solve them.
Setting Valid Performance Standards on Educational Tests

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Throughout the world, educational tests are used to make important decisions about students and the quality of teaching. In many cases, standards are set on such tests to classify students into achievement level categories. Examples of such categories are “pass” and “fail” on graduation tests, and “basic,” “proficient,” or “advanced” on the National Assessment of Educational Progress, which is a nationwide test used in the United States to evaluate and monitor the condition of education in the country.

Although many psychometricians and educational policy makers agree that setting standards on educational assessments is important, there are many differences among methods used to set the standards. The research on standard setting has proposed many different standard setting methods, but there has been little research on building validity into the standard setting process, regardless of the specific method used. In this paper, we discuss critical elements that should be included in standard setting studies that involve experts making judgments of test items or student performance. These elements include extensive training of panelists, surveying panelists during the study, providing multiple opportunities for discussion and review of item and student performance data, and allowing them to arrive at a set of cut-scores that represent the consensus of the group. Finally, drawing from an extensive review of the literature, we present criteria for evaluating standard setting studies and describe the types of empirical evidence that should be put forward to defend standards that are set on educational tests. Suggestions for future research in this area are also provided.
The Study Skills of Distance Education Students in Upgrading Programmes at the North-West University (South Africa)

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**Background:** Distance Education students in upgrading programmes at the School for Continuing Teacher Education (SCTE) at the North-West University in South Africa are adult learners between the ages of 23 and 60 and from 11 official languages spoken in South Africa. When students enrol, it is assumed that they have the academic background and potential to succeed in their studies, but students may not be adequately prepared for re-engagement in tertiary education. This under preparedness may be due to the previous and current educational situation in South Africa. A study approach, similar to that which a student used at school, may not be sufficient for the adult student to apply to tertiary studies. Poor study skills often originate while the student is still in the secondary school and as SCTE Distance Education students are mostly adult learners, trained in the old, traditional method of teaching and learning, these study skills may not be appropriate for their current studies in Higher Education.

**Purpose of research:** to make an analysis of the study skills of Distance Education students in upgrading programmes enrolled with the SCTE at the North-West University, South Africa. This comprises that there will be determined to what extent the students have appropriate study skills for distance learning.

**Setting and subjects:** 3000 students of SCTE that attend facilitated classes at 6 facilitation centres in South Africa.

**Research design:** The MSLQ and the R-SPQ-2F questionnaires were used.

**Data collection methods:** Questionnaires was distributed to students (n=300) that volunteered to complete the questionnaire when they attended a facilitation centre.

**Findings and conclusions:** Research in progress and findings and conclusions will be available by the end of January 2010.
Should Schools be Responsible for Children’s Happiness?

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The state of children’s wellbeing and happiness is a growing area of research (Ben-Arieh, 2006). Nel Noddings has argued that ‘The atmosphere of classrooms should reflect the universal desire for happiness’ (Noddings, 2005) however what constitutes happiness in the context of 21st century global change and insecurity is up for debate as is the question of whose responsibility it is to safeguard children’s emotional wellbeing. Placing the responsibility for children and young people’s happiness with schools calls into question the very values and purpose of education in addition to placing further demands on already over-stretched teachers. Critics such as Frank Furedi (2004) and Ecclestone and Hayes (2007) have argued that bringing the emotions into the curriculum devalues traditional subjects, problematises the role of the teacher and embeds a culture of dependency. This paper explores recent educational initiatives which have been introduced to address the wellbeing needs of children and young people such as in the UK context the Social and Emotional Aspects of Learning (DfES, 2005 and DCSF, 2007) and in the US Promoting Alternative Thinking Strategies (Curtis et al, 2007). The paper explores the perception that children and young people’s wellbeing needs to be addressed within the context of the school and considers the implications this has for the purpose of education and the role of the teacher. This paper analyses the relationship between mass education systems and children’s wellbeing in the light of emerging theories of childhood as a distinct identity from adulthood (Ben-Arieh, 2006), and the accompanying rights and subjectivity that ascribing this status to children as persons in their own right, rather than incomplete adults, may have on how we conceptualise children’s wellbeing and the appropriateness of government devised interventions to tackle perceived emotional deficits and dysfunctions.
Dual-immersion Early Language Programs: Some Cautions and Lessons Learned

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Currently, world-wide interest in providing second-language programs for young children is growing. These vary from having a language teacher come into the classroom for short periods of time to full-immersion programs. In this presentation, we will share our observations and documentation over a five-year period about how to effectively structure a dual-immersion program for children from 3-8 years of age where children have instruction for three hours a day in Mandarin and another 3 hours a day in English. The model that will be presented will be useful to professionals in developing any dual-language experience for children (ex. Greek/English, Arabic/English, Mandarin/Korean, etc.).

Children benefit enormously from bilingual, multicultural programs in preparing for their role in the 21st century. There is greater cognitive growth and flexibility, expanded awareness of the structure of language, and development of naturalistic prosody or phonology in both languages. Still, it is a myth that children simply absorb second languages effortlessly. The experience can be more or less stressful depending on the child’s personality, motivation to learn a second language, pressure from parents, experienced instruction from teachers, and learning climate established in the classroom. Meaningful ways to integrate curriculum and instruction and consistent, ongoing assessment to insure accountability must be an explicit part of high-quality programs. Teacher training and on-going support in delivering second-language instruction is necessary for even experienced teachers. Parents have to be maintained as supportive allies in the process through involvement in all aspects of the program. Examples of successful classroom activities to support young language learners will be shared, including brief video episodes of children interacting with teachers and peers. Handouts will be provided.
The Influence of Idols on Adolescents' Development. Should Parents and Teachers be Afraid of it?

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One of the main tasks of upbringing children and later teenagers is to support them in developing their identity and searching for values that they will follow in life. To achieve these goals youngsters need authorities and role models.

However, contemporary culture replaces authorities by mass media promoted idols, who act as role models. Adolescents are the most vulnerable and influential age group to the impact of idols. Available studies indicate that the level of idolatry is the highest at the age of about 16, and for most young people in this period of life idols are celebrities. They become models whom young people want to follow, which in turn influences the development of their personalities. They try to resemble their idols in terms of behaviour, their way of speech and other external characteristics such as hair, clothes, make-up, figure, etc. Moreover, young people while admiring the beauty, musical and acting skills or sporting talents of their idols often ignore and even forgive the darker side of their life like drunkenness, taking drugs and betrayal on their partners. Acceptance of such behaviour worries parents and teachers.

One of the main developmental tasks during adolescence is to establish your own identity. Young people trying to find the answer to the question "who am I?" refer very often to the idols known from magazines, or television. This carries a risk of a negative identity formation.

Is idolatry really as a negative phenomenon as it seems? Or perhaps, idols play a positive role in young people’s development?

In my paper I am going to attempt to answer this question, referring to development needs of adolescents. I shall mainly focus on presenting idols’ role in shaping youth’s identity by referring to E. Erikson’s, J. Marcia’s and A. Waterman’s identity theories. I shall also explain the benefits of negative identity formation by the young people resulting from identification with celebrities.
Aggression amongst Junior Secondary Schools Students as One of the Educational Problems Occurring in Polish Schools

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Subsequent aspects of the students’ aggression disclosed in schools have been reported for several years by the media in Poland with an increasing frequency. The problem is alarming to the teachers, class headteachers, school principals, and obviously to the entities directly exposed to it, namely the students and their parents. Notwithstanding an extensive knowledge and awareness of a highly qualified educational staff, the occurrence of aggression has become an inseparable element of the issues related to upbringing the youth. Consistently high rate of aggressive behaviour patterns amongst the students as well as their diversified forms are equally disturbing. Again and again, principals, teachers and educators are undertaking various forms of activities aimed at eliminating the problem. Insightful research carried out by Polish empiricists, the results of which are published in books or numerous articles, is the source of valuable guidelines. The scientists seek to determine the factors that are most closely correlated with the aggression revealed in schools. A group of the most frequently analysed factors includes: school conditions, family conditions and influence of the media.

The article presented herein depicts the problem of aggression being unveiled in schools. Substantial prerequisites and the data shall be based on the Polish empirical studies published between 2000 and 2009. The stage falls on a young person's adolescence, hence the accompanying educational difficulties. The level of aggression occurring amongst Polish junior secondary school students shall be presented basing on the selected publications of empirical studies. The study elaborates on specific patterns of behaviour; their intensity as well as research methods applied by the scientists, suggested and implemented types of preventive actions.

Overview of the study results extends to great psychological concepts: theory of frustration, learning theory, and sociological concepts: theory of anomy or theory of subcultures, for instance.
Making Taiwan a ‘Model China’: Preserving Aspects of Traditional Chinese Education and Arts during the Cold War in Asia

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In 1958 the People’s Republic of China (PRC) under the leadership of Chairman Mao Zedong and the Chinese Communist Party (CCP) initiated a skirmish over small islands off the coast of China that had remained in the hands of the losers of the Chinese Civil War after it concluded in 1949. The losers of the Civil War were the President of the Republic of China and his Nationalist Party-dominated government that had fled to the 200-mile long island of Taiwan. Although Chiang’s hold over Taiwan and other small outlying islands such as Matsu and Quemoy at first appeared quite tenuous, the outbreak of the Korean War in June of 1950 followed by the PRC’s entry into the conflict in the fall of that year convinced President Harry Truman to support Chiang and his claim to be the rightfully-elected president of all of China. As noted, Chiang held a few small island groups just off the Chinese coast which he used to launch small invasions of the Mainland. These invasions were intended to irritate the PRC while keeping hope alive among exiles in Taiwan that the Nationalist military might one day recover China. Similarly the PRC at points during the Cold War initiated bombings on the small islands some of which sat less than a mile from the shoreline. Although documentary evidence shows that the PRC in 1958 initiated a skirmish against the nearby island groups of Matsu and Quemoy primarily for domestic reasons as well as to challenge the Soviet Union, the international community feared that such skirmishes may lead to a wider war with the United States. In the midst of the 1958 crisis, the Americans failed to convince Chiang to remove his Nationalist troops from the offshore islands despite the fact that the exiled Chinese government relied on the Americans for the defense of Taiwan as specified in a defense treaty signed in 1955. The release of documents in the PRC in recent years reveal that the PRC’s leader Mao Zedong did not want to recover the offshore islands, but the world did not know that. Hence, there was tremendous pressure on Washington from its allies to contain Chiang from exacerbating the tense situation in the offshore islands.

When the American Secretary of State John Foster Dulles met with President Chiang after the 1958 crisis suddenly ended with the tacit understanding between the two Chinese governments that the PRC would bomb the islands on alternate days only, Dulles insisted that Chiang use peaceful means to legitimize his claims to rule China. He recommended that Chiang turn Taiwan into a “model China.” Interestingly, both the Chinese Communists and Nationalists had previously rejected aspects of traditional Chinese life such as foot-binding and the subjugation of women. The trajectory of change from traditional ways was expedited after CCP’s 1949 victory. Mao’s revolutionary changes to society had only just begun. In 1958 Mao began a campaign known as the Great Leap Forward which was designed to change China in a fundamental way by creating large farming communes as well as expediting industrialization. Although the campaign was intended to jump-start the economy while
introducing Communist economic theories, it had a dramatic impact on society – the least of which was changing the traditional rhythm of life for the peasants and challenging the supremacy of the family as parental authority was superseded by the supremacy of the state. From that point, the differences between the societies and lifestyles in Taiwan and the Mainland grew increasingly pronounced. The distinctions widened as a result of the destructive events of the Great Proletariat Cultural Revolution that rocked China between 1966 and 1976. That cataclysmic event continues to shape China to this day in terms of the willingness of Chinese to challenge authority, even that of a teacher. In 1971 Mao went so far as to start a campaign that required young school children to demonize China’s greatest teacher, Confucius himself! On the other hand, in Taiwan the Master’s birthday was celebrated each September to honor teachers.

This paper will study and analyze the success of the Nationalist government on Taiwan in selling itself as the protector of Chinese traditions and education: a “model China”. In addition to Mao’s attacks on Confucius (who it should be noted has been reintroduced into the PRC’s curriculum in recent years to promote harmony in society), the Chinese Communists introduced a new writing system by creating what is known as “simplified characters”. The Nationalists rejected adopting this system not only because it was developed (to promote literacy) by the Communists but also because it meant that ancient books and calligraphy could not be read and interpreted by the next generation. Confucian moral tales continued to be studied not only by school children on Taiwan, but Chinese language books designed for use by non-Chinese foreigners based language lessons or those same tales. This promoted traditional learning and culture along with a dose of Chinese language studies.

The claim to being a “model China” did not, however, help the Nationalist government to maintain its claim that it was the rightful ruler of China indefinitely. Even before President Richard Nixon’s “ping pong” diplomacy of the early 1970s, the international community increasingly called for the PRC to be seated in the United Nations in place of Nationalists. Indeed, it was probably only the Cultural Revolution and Mao’s decision to withdraw his ambassadors for re-education in the late1960s that prevented Beijing from gaining the China seat in the New York earlier than it did in 1971. That does not mean that the Nationalist government did not benefit from its decision to be a protector of Chinese traditions, particularly in the field of education, but as shall be seen, this is hard to measure. Taiwan and the offshore islands have not been re-unified with the Mainland. In the last decade, the native Taiwanese majority have rejected the concept of the island being a “model China” as it could be argued that education and culture were yet one more prong used by the Nationalist Party to stifle Taiwanese identify during the Cold War when the island was under martial law. Native Taiwanese say in public opinion polls that they would like their island to become an independent nation, but not immediately since the PRC has threatened to invade in they do. In the meantime, the people of Taiwan have left the Cold War behind as evidenced by the election of a Taiwanese independence party (DPP) to government in the 21st century including the presidency. Although the DPP did not follow up on a campaign pledge to hold a referendum on formal independence (although Taiwan operates as an independent state from the PRC), it made a major step towards de-politicizing education
and rejecting the “model China” concept when it dramatically changed its standard history texts: instead of the majority of chapters focusing on China’s history starting with the early dynasties on the Mainland more than 5,000 years ago leaving room for only a few paragraphs or pages on the history of Taiwan, the new texts teach students about Taiwan (even the aborigines who are not of Chinese origin). To add insult to injury, the late President Chiang Kai-shek himself is being air-brushed from the island’s history, present future as important sites that bore his name including not only a memorial park downtown that showcased elements of traditional Chinese architecture but also the international airport have been renamed. Taiwanese see themselves as Taiwanese and the idea their island being a “model China” is becoming a distant memory along with Chiang, but many elements of traditional Chinese education and culture remain – including full Chinese characters.
The Meaning and Place of Studies and Relations in the Study of the International

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Capacity Building for School Improvement: Knowledge Production and Utilisation

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Educational reform, focused on promoting student learning, depends on schools’ capacity to improve. Building capacity for school improvement is critical. This paper explores capacity building in one low decile, multicultural New Zealand primary school from the perspective of teacher (individual and collective) and systemic knowledge production and utilisation. The research, positioned within an interpretivist paradigm, utilises a case study and grounded theory approach to explore knowledge production and utilisation that is situated, connected, involves leadership and management and is outcomes based. Knowledge production and utilisation is time and context dependent and is unique to setting. It occurs in response to individual and systemic need. It is a critical factor in sustaining school capacity building. Capacity building for school improvement is defined as maintaining equilibrium while generating movement in the direction of improvement.

The paper explores key attributes of knowledge production and utilisation within a framework of: school vision that secures a sense of direction and purpose; school culture which provides a suitable platform for enacting performance; professional development that facilitates individual, collective and systemic learning; and school stakeholder activity that promotes knowledge acquisition, distribution, adaption and usage systems and processes. The individual, collective and systemic dimensions of knowledge production and utilisation serve a predictive purpose. Predictive purpose is defined as the ability to determine future pathways for improvement based on evidential data processed, analysed and modified to site specification. Knowledge production and utilisation holds considerable promise for school improvement and, as such, requires deeper investigation.
Research in Autonomous Learning of Chinese College Students in English Major

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Today, autonomous learning model, assisted by network technology under the guidance of student-centered teaching ideals, has fallen to be the tendency of college English teaching reforms in People’s Republic of China. Internet is an access to the world of information, which assumes affluent scripts, pictures and audio materials as well. A college student puts himself in a genuine English environment so long as he is in the front of a computer, which greatly stirs his enthusiasm in English as what he learns is beyond English vocabulary and grammar, English culture. Internet has brought a breakthrough to college English teaching in China, which is no longer under the limitations of time or space. The students can undertake autonomous learning in English anywhere at their will, set up targets according to their English levels, do self examinations on line and get the scores instantly so as to adjust their due procedures. English teachers have to, accordingly, convert their roles in class, acting as organizers and managers rather than explainers of language points. In order to apply autonomous learning model, the universities need to involve the teachers’ staff, and cultivate more and more teaching resources on the line for the students to make use of. For instance, the College of Foreign Languages of NUAA (Nanjing University of Aeronautics and Astronautics) has designed a set of software system concerning English listening, reading, writing and testing. Besides, the college students’ potentials in autonomous learning should be further cultivated, such as self planning, self management and self supervision. The conversion from duck-filling teaching to autonomous learning has brought the changes of teaching environment, what is more important, changes of teachers’ and students’ attitudes and ideas on how to learn English. As a nascence in China, autonomous learning model calls for more and more participation of English teachers and scholars.
Relationship between Pre-service Science Teachers’
Conceptions of the Nature of Science and their Knowledge
Construction during Laboratory Work

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The purpose of this study is to explore the influence of pre-service science teachers’ conceptions of the nature of science on the quality of knowledge produced during laboratory investigations. The study was grounded in contemporary view, which regards science learning as an active process of meaningful generation of meaning influenced by the learner’s epistemological belief and prior knowledge. Such view of learning plays an important role in interpretation and construction of scientific knowledge because these views act as filters through which new concepts; and consequently new knowledge is built.

The study was designed to provide answers to questions about (a) the characteristics of scientific knowledge produced by participants who differ in their conceptions of science and (b) the level of influence of the participants’ conceptions of the nature of science on their knowledge construction. The data for this study were obtained from analyses of (a) laboratory reports written by the participating pre-service science teachers and (b) questionnaire responses designed to illicit participants’ conceptions of the nature of science.

The findings of the study indicate that generally participants who ascribe to contemporary view of science produced richer and extended knowledge from their observations and were capable of further transforming the initial ideas obtained through observations to produce further knowledge. The level of transformation of the initial information was significantly different from those who ascribed to the traditional view of science. It was suggested that the participants’ beliefs and conceptions of science have to a large extent, interacted with how knowledge was produced during laboratory investigations. The study concludes that an appropriate and sound contemporary conception of the nature of science should be emphasized as an essential ingredient in pre-service science teachers’ preparation.
Cognition and Problem-based Learning Environments

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Problem-solving acumen is developed through experience, immersion and observation. Problem solving in real world contexts involves multiple perspectives and multiple ways of knowing and multi-disciplinary learning. In the 21st century knowledge is increasingly characterized by the creative integration of information and learning from diverse disciplines. Education needs to address the challenge of preparing the young to function in changing and new environments. Problem-based learning (PBL) is an active-learning and learner-centered approach where unstructured problems are used as the starting point and anchor for the inquiry and learning process. In recent years, PBL has gained new momentum as a result of several developments such as knowledge explosion, new possibilities in the use of multidisciplinary problems, and developments in learning, psychology, and pedagogy. This paper will illustrate case examples of how PBL and e-learning environments have been used in various educational settings in universities and future school projects in Singapore. It will elaborate on the challenges and benefits of PBL. Cognition and PBL involves: (i) Managing large amount of information and data through capturing problem scenario richly and re-presenting them in multi-modal ways for retrieval across time and space, (ii) Recognizing that good problem solving is about connectivity. The ability to connect data across domains, prior knowledge, contexts and perspectives is key in problem resolution and creative problem solving. (iii) Replicating the situation for analysis and study. The paper will conclude with discussions on importance of design and use of PBL and e-learning environment as tools not only to vary the mode of learning but importantly to scaffold and enhance thinking and problem solving.
A Blueprint for Building Effective Service-Learning Programs:
A K-12 Service-learning Typology

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Service learning emerged from the developmental theories of John Dewey who stressed the importance to learning of interaction with the environment. Throughout the world today, service learning is enjoying the spotlight in education. Most educators recognize the educational gains brought about when a student learns while involved in a meaningful service experience that is relevant to the student and beneficial to the community. Such experiential learning experiences have been shown to improve student achievement and personal development. Because of this, some schools are now requiring a specified number of service hours as a condition of promotion. Other schools are incorporating service learning experiences into the curriculum by tying the student service to an activity related to a specific area of study.

Service learning, however, generally has been perceived as a “one size fits all” programming tool in education which has led to findings that only confuse educators trying to determine effective programming for their students. In order for schools to determine how to implement service learning, it is important that they understand the differences between service learning activities and the outcomes associated with these activities.

This session will highlight a K-12 service-learning typology, which addresses the differences between service learning activities based on the level of student involvement and its related impact on student learning. This research-based service learning typology is correlated to developmental theories and distinguishes between three levels of service learning: Community-Service, Community-Exploration, and Community-Action.
Virtual Education: An Enhanced Alternative Learning and Practice Tool for Pre-service Teachers and Counselors

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Technology permeates all facets of our lives. Advances in education have shown us that technology can improve learning outcomes for students. In the United States, Distance Education, in on-line or blended formats has created opportunities for more people to be involved in education. In like manner education in the form of a virtual community is responsive to the diverse learning need of millennial students. It provides an alternative tool for basic skills training and development. The students that are being taught today require both interactive and experiential applications of education. Educators are creating lesson components that are animated and interactive in order to draw upon the behavior skill sets of current students. When a learner practices a procedure in structured simulated environment, methods of interaction have the potential to become crystallized skills, and competent professional behavior becomes a consistent practice. The presentation purpose is to describe a model for virtual pedagogical support, using Second Life and other innovative technologies. Second life has been used primarily as a supplemental reinforcement for education and training in industry and at colleges and universities. Goals of this approach include enhancing the learning experience of pre-service teachers and counselors; fostering intrinsic motivation in students; providing support and detailed real-time feedback; and providing multiple scenarios to apply content knowledge for skill development. Drawing upon projects that developed a counseling center in Second Life and teacher training through animated case studies, the objective of this presentation is to discuss an alternative tool for basic skills training in counselor education as well as provide a set of automated case studies to train undergraduate teacher education students. Both foci inform educators about the uses of interactive simulations for training and practice; formative and summative evaluation of education competence and academic performance. This will be an interactive presentation.
Is There a Need for an SEN Specialism in Initial Teacher Training in the UK?

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The move towards an inclusive educational provision has been a longstanding priority for those involved or interested in the field of education. There is widespread support for this trend among parents, teachers, academics and policy makers. Government policies support inclusion and drive schools and other educational providers towards making appropriate provision for all individuals within these settings. Therefore, once teachers are in schools they are governed by the legislation and school policies to implement practices which support inclusion (i.e. differentiation). The focus of this paper is on how Initial teacher training programmes support trainees to meet the needs and demands of this group of students before they complete their initial teacher training programme.

There are three main routes to QTS (Qualified Teacher Status) in the UK: an undergraduate programme, work based or school based programmes and the PGCE—Post Graduate Certificate in Education (one year intensive programme for those with a first degree). The last of these is perhaps the most common route for training teachers. The curriculum for this route is firmly established and due to the short duration of the training, often leaves little room for focusing beyond the core syllabus. Therefore what is frequently happens is that those teachers who successfully complete the PGCE programme may not have the opportunity for wider training in the area of special needs. Therefore it could be argued, this cohort may lack sufficient confidence to address the demands of an inclusive classroom. In addition, this lack of focused training in SEN has an impact on staff recruitment in specialist settings. Staff applying for teaching positions come with self taught or self initiated experience. There is no longer a named recognised route for special teacher status.

This paper will argue for the need for specialist teacher training which results in a named specialism. It will share the experiences of a pilot study by one provider who used a blended learning module (distance and taught sessions) in conjunction with placements in a special school to provide focused opportunities to gain the skills and confidence necessary to support learners with additional needs.
Thinking and Acting both Locally and Globally: From Sustainability to Strategic Leadership

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The paper will argue that over the course of history, education has had four major shifts in focus, with each shift bringing new understandings of what education means. This commenced with localized education, characterised as thinking and acting individually, where only those that could afford it were given any kind of education and subsequent stages have been thinking locally, nationally and internationally, but still acting locally. The evidence suggests that these changes have not brought as much improvement in terms of student achievement as was expected and it is time for a new way of approaching education, which is identified as thinking and acting both locally and globally. This shift has policy implications, for education systems, for schools, for what happens in classrooms, and for both teacher and school leader development. This paper focuses on the leadership aspect. When it comes to deciding what leadership is appropriate, there are a number of choices, such as Sustainable Leadership proposed by Hargreaves and Fink (2006). However, as Hardman (2009) argues, once we have reached the point where resources have been depleted and we still have not attained the goals that we wanted, then sustainability is no longer enough. In order to reverse the trend towards an unsustainable future, we need to adopt Regenerative Leadership. Pisapia (2009) argues for Strategic Leadership as being appropriate at times of confusion, when the world is moving from one way of thinking to another. Regardless of the type of leadership that is best, it has implications for leadership development. Townsend and Bogotch (2008) argue that leadership is artistry and both the 'what' and 'how' of leadership need to be developed. The paper will provide a tentative look at how this type of leadership might impact on learning.
Use of Colour Element in Some Rhymes
Published Between 2000 and 2009

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Assessing Preschool Children Attitudes towards Animal

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Children's relationships with animals provide an opportunity for emotional investment and expression that is free of negative evaluation and not subject to being rejected. In recently, an increasing research has suggested that an effective method for promoting the development of empathy in children is to encourage direct contact with animals. It has been proposed that caring for animal companions fosters self-esteem in preschool and primary-school aged children. Caring can also engender a sense of achievement, nurturing capacities, cooperation, and socialisation. Moreover, children’s voluntary participation in animal care activities in school was associated with their understanding of animal care procedures. Children who often participated in such activities had better understanding of animal care procedures, based on physical characteristics specific to target animals. Furthermore, when children care animal, they are less cruel to animals even other living being. There is also an interesting research that showed caring an animal in childhood was reducing the adults violent toward their children and people.

This study was designed to examine preschool children attitudes towards animal. One of the aims of the childhood education is to nurture children’s respect, kindness, empathy, and positive attitudes towards animal and all living creatures. In early childhood settings children can learn animals and identify them according to kinds, behaviours and basic needs. They also have many experiences of caring for animals. Consequently in this study, it is assumed that preschool education can be improved children positive attitudes toward animals. The Children’s Attitudes towards Animals (CATA)” questionnaire was used to collect data. 150 preschool children who were six years old and attended the preschool education class at the centre of Ankara in Turkey were took part in the study. Each child was interviewed in a separate class in the school and was assessed by researchers using CATA questionnaire. Study results were discussed considering children gender and some parental demographics, such as maternal education, age etc.
The Perception of History in Preschool Children

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History includes events and actions happened in human past. In other words, past can be thought as history. The place of history in human life is the result of efforts to create a better habitable world by establishing the relationship of yesterday, today and tomorrow.

The abstract structure of the history based past events and actions prompts a thought that history can address people at a certain age. Therefore, preschool children do not have the opportunity to meet with history and be away from history.

By supporting the social and affective development in childhood, Preschool education enables people to be active, productive and to use their own capacity. Consequently, the meeting of children with history at preschool period assists not only their future educational life but their social life as well. This is the starting point of the study.

The purpose of the study is to investigate the perception of history in preschool children by means of visuals. People, places, and objects that are appropriately selected for the level of preschool children are employed to determine whether they establish relationship between visuals and past. Pre-test and post-test techniques are used as a research method. The study can be considered as original since there is no research about the topic and it is believed to provide contributions to the field.
Selective Mutism in a Pre-school Classroom: A Case Study Using Art as Assessment Tool

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Selective mutism as a learning disorder is a rare condition that is characterised by a consistent failure to speak in specific social situations in which there is an expectation for speaking. Children with this disorder have the ability to both speak and understand language, but fail to use this ability. A study in the USA found that 32% of learners with learning disabilities dropped out of school.

Dealing with selective mutism in the classroom can be very difficult and frustrating for teachers. It sometimes seems that a learner with selective mutism is merely acting up by not speaking or participating and it can be hard to assess the learner against the learning outcomes of the national curriculum.

Selective mutism is often a barrier during the important years of language development. Most children with selective mutism have adequate comprehension and reception, but will for instance not speak to name alphabet letters, produce phonics sounds, or “read” texts. This presents a challenge to the teacher in assessment of the child’s reading development and suitability for promotion form pre-school to the primary school.

Because children with selective mutism often show other anxiety symptoms, one treatment goal in the school is to promote spontaneous behaviour. Various art media (drawing with markers, cutting paper, using modelling compounds, and messy finger paints) can help the learner to be less constricted in actions. These media also provide the learner opportunities to communicate in a nonverbal way.

This paper is based on the following hypotheses: Art is a form of therapy as well as a form of assessment that will help the teacher to assess the learner’s progress and help to lower the anxiety levels of the learner with selective mutism in the pre-school classroom.

A study of related literature is the backdrop for the research and for original practical application of art as an assessment and therapy tool in the classroom situation, in this case study.

This study investigates the use of art is an effective and essential assessment and therapy tool in the treatment and assessment of language development in learners with selective mutism.
Challenges in establishing early Childhood Education System in Villages of Southwest Mainland China – A Preliminary Study

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Guizhou has been for many years ranked as one of the poorest areas in mainland China. The various ethnic groups are the main habitants in the province. Their ideas of education for young children differ from that of the Han people who make up the majority of the population and have set up the education system in mainland China. The Miaoos are known for their beautiful handcrafted silver ornaments and many earn their living by selling these ornaments to tourists, thus playing an important role in the tourism industry in the Guizhou province. This paper describes a preliminary study which examines the current status of early childhood education for children of the Miao ethnicity. It aims at revealing the Miao ethnic group’s ideas of education, in particular, education for children under seven years old. The study also scrutinises the kinds and forms of education provided for young children of this age. As primary education is provided for children at the age of six and seven, this study also aims at exploring the ways that primary schools employ to help these young children adapt to school life. Government officials in the education sector, school principals, teachers and parents will be interviewed and visual data will be collected in a field trip to two different villages in Guizhou province in December 2009. There is a strong opinion that links poverty to the possibility of schooling. Findings will hopefully shed light on providing the appropriate type(s) of early childhood education for young children in the villages of study. Discussions about some of the challenges of early childhood education in rural areas of mainland China will also be canvassed.
Music and Morality: Exploring the Challenges for the Music Educator

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This article discusses the relationship between moral knowledge and music education. It examines the extent to which ethics and morals are learned through music and ways in which music is used to shape the moral fabric of societies. The obligation of children to receive an education in music is rarely disputed. Music has the power to educate individuals and equip them for life in a community.

Practices of various music education programmes in several countries, including England, Sweden, China, Korea and New Zealand, are investigated. In Korea, for example, the Ministry of Education supports “Children’s Song Contest for Fire Fighting” which is held annually. Through this nationwide contest, CSSM (Children’s Songs for Social Morality) the children’s songs relate to ideals such as safety, morals, environment protection and preventing fires. Often taught in New Zealand schools is the intimidating Māori haka, a composition played by many instruments, including the hands, feet, legs, body, voice tongue and eyes, which can at times convey such qualities as defiance and even contempt. The challenge is to recognise and preserve cultural traditions within the ethical and moral boundaries of ever changing contemporary societies. Such instances across contexts (countries/cultures) provide a discussion of the role of music education in respect of moral issues.

The “universal language of music” does play a role in shaping the lives of children but to what extent it influences the individual in terms of morality raises a number of issues for the educator to consider. The article concludes by arguing that if moral and spiritual values are to be found in music education, they must be found in the music educator and that what the teacher reveals through the art of music may be truth so exalted that neither the teacher nor anyone can “moralise” about it.
Academic Librarianship Issues in Developed and Underdeveloped Countries

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Academic librarianship serves specific functions in higher education institutions. This paper will attempt to compare and contrast the role of the academic library in four of the nations where the author has worked as an academic librarian (Mexico, United States, Kazakhstan, and South Korea). An issue of particular interest is the impact of the new forms of information access and dissemination; undoubtedly university libraries are facing new challenges and have to make hard decisions regarding traditional paper sources versus electronic materials, physical space versus virtual presence, unlimited access versus intellectual rights protection, etc. Academic librarians should realize that their decisions will have a long-lasting and pervasive impact in their institutions.

A second major issue is the presence and strength of library consortia. Beyond serving as the voice of the library community it is valid to ponder their utility vis-à-vis the new challenges faced by academic libraries. Is it worth for academic libraries to band together with other types of institutions like special libraries, government libraries despite their differing goals? Are library consortia the best means to strike deals with suppliers of digital information?

A third major issue to explore is the societal status of the academic librarian; the profession is appreciated differently in accordance to a country’s culture, traditions, and socio economical situation. What are the career opportunities for academic librarians in Latin America, North America, Central Asia and the Far East? Do these opportunities greatly differ? Is there a correlation between education and compensation for academic librarians in those regions?

The final issue to be examined is the varying expectations of faculty and administrators regarding the job of the academic librarian –relationships that get complicated when the academic librarians work under faculty appointments and occupy tenure-track positions. Is the academic librarian seen as an academician by their fellow faculty members?
Express Yourself: Facilitating the Development of Expressive Music Performance Skills through Body-mind Movement

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Musicians and music educators have long searched for ways to develop teaching and learning strategies connected with improving performance. Musical performance entails an extraordinary combination of cognitive, physical, emotional and social skills. It also requires a performer to have an understanding of the elements and features in music capable of expression and the expressive skills to animate those features in a way that connects with audiences. With this in mind my adventure explores how musicians and music educators might develop expressive music performance skills through body/mind movement. My research is driven by my passion for exploring the interplay between movement and sound, sound and movement and my curiosity about how expressive ability in music performance is manifested. Through empirical research with undergraduate music performance students I hope to provide new insight into embodied teaching and learning strategies that might be useful for musicians and music educators wishing to develop and deepen their expressive ability and personal style.
The Relation between the Results of Peers and self Assessment of Teacher Candidates and Teacher Scores

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In science and technology programmes developed and modernized especially in the view of measurement and evaluation, many changes have been done. The most prominent characteristics of the changes are measurement and evaluation techniques like peers and self evaluation in which students are included to process and the teachers take the responsibility. However, even though it is mentioned about its advantages, it has not been given the essential importance by both practioners and the students. In our works, it is aimed to determine the reliability of scores which the students gave when they took this responsibility. The work has been realized by the attendance of 27 students studying at the Gazi Osman Paşa University Science and Technology Department in Tokat, Turkey. In the study, as part of the programmes of the science and technology and planning lessons, students are divided into groups according to the spiral principle of Science and Technology teaching programme. The students in the groups have presented the units in the 6., 7., 8th grades with different activities. The work took 14 weeks, before the practice, curriculum programme of science and technology is promoted and knowledge is given about alternative measurement and evaluation techniques which take place in the curriculum by the teacher. Every week students present the determined subjects of science and technology, then, the form of peers and self assessment forms developed by students and practioner teacher are used and the results are compared with the evaluation that teacher has made. To determine the relation between the teacher scores and scores that students gave their classmates, the quotients of Spearman Brown is used. According results a positive high correlation is found between the scores of peers and teacher scores.
The Effects of Web-based Learning in Teacher Education: A Case Study on the Development and Learning Course

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Web-based education has been widely implemented in various educational settings as a learning medium but there is a doubt about its superiority over text or lecture-based, teacher-centered traditional education. The purpose of this study was to examine the effects of web-based learning on the prospective teachers’ achievement in the Development and Learning course, which is one of the basic teacher training courses, in comparison with traditional education. Moreover, the students’ attitudes toward web-based learning were evaluated. Post test only quasi-experimental study was conducted in the Department of Office Management Education in the Faculty of Commerce and Tourism Education, Gazi University, Turkey. 70 students registered for the course in the Fall semester of 2009-2010 academic year were divided into two groups (experimental and control groups) and they were assigned into groups randomly. Web-based learning was conducted for three weeks for three topics: cognitive, moral, and personality development. An achievement test was administered to both groups at the end of the study. According to the results, the groups did not show difference. In addition, an attitude scale was administered to the students in the experimental group in order to ascertain their perception toward web environment, web-based course, course instructor, course assessment, and students’ achievement on the course. The findings showed that the students, on the average, had positive feelings about each construct. This result pointed out that though the impact of web-based learning on the course achievement did not differ between the groups, its positive impact on the students’ impression about teaching-learning process of the course, instructor, and course assessment should not be ignored. Within the scope of this study, the results implied that web-based learning in teacher education should be applied in order to provide better learning environment rather than better knowledge gain.