

# Education

Abstract Book

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Edited by Gregory T. Papanikos



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## Preface

This abstract book includes all the abstracts of the papers presented at the *13<sup>th</sup> Annual International Conference on Education, 23-26 May 2011*, organized by the Athens Institute for Education and Research. In total there were 119 papers and 137 presenters, coming from 26 different countries (Australia, Canada, China, Cyprus, Ethiopia, Finland, France, Germany, India, Ireland, Israel, Italy, Japan, Latvia, Malaysia, the Netherlands, the Philippines, Portugal, Slovenia, South Africa, South Korea, Taiwan, Trinidad and Tobago, Turkey, the United Kingdom, and the United States of America). The conference was organized into 25 sessions that included areas such as Early Childhood and Elementary Education, Higher Education, Technology in Education e.t.c. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

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

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

**Gregory T. Papanikos**  
**President**

FINAL CONFERENCE PROGRAM

**Athens Institute for Education and Research**

**Human Development Research Division**

**Research Unit of Education**

**13<sup>th</sup> Annual International Conference on Education, 23-26 May 2011 Athens, Greece**

**PROGRAM**



**Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece**

## **Organization and Scientific Committee**

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.
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18. Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
19. Gina M. Bondi, Researcher, ATINER.
20. Mr. Apostolos Kotsaspyrou, Researcher, ATINER.

## **Administration**

Fani Balaska, Chantel Blanchette, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki & Sylia Sakka

## CONFERENCE PROGRAM

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

### Monday 23 May 2011

**07:30 - 08:30 Registration**

**08:30 - 09:00 Welcome and Opening Remarks**

- Dr. Gregory T. Papanikos, Director, ATINER.
- Dr. Nicholas Pappas, Vice-President of ATINER and Professor, Sam Houston University, USA.

9:00-10:30 Session I (Room A): Higher Education I Chair: Papanikos, G.T., Director, ATINER	9:00-10:30 Session II (Room B): Early Childhood, Elementary Education I Chair: Pappas, N., Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.	9:00-10:30 Session III (Room C): Teacher Training I Chair: Kefalaki, M., Researcher ATINER.
<ol style="list-style-type: none"> <li>1. Wighting, M., Professor, Regent University, USA &amp; Derrick, M.G., Professor, School of Education, Regent University, USA. Measuring Perceived Learning in Higher Education.</li> <li>2. Racette, N., Professor, Tele University, Canada, Sauve, L., Researcher, Tele University, Canada, Moisan, D., Researcher, Tele University, Canada &amp; Bourgault N., Professor, Quebec University in Outaouais, Canada. The Most Effective Means of Reaching Students Who Require Help.</li> <li>3. Walker, C., Dean, Saint Leo University, USA, Todd, C., Assistant Professor, Saint Leo University, USA &amp; Hahn, K., Associate Professor, Saint Leo University, USA. Changing Pedagogy into Scholarship: Teaching and Learning in Higher Education.</li> <li>4. Vinken, E., Didactic Trainer, Eindhoven University of Technology, the Netherlands &amp; Reijenga, J.C., Associate Professor, Eindhoven University of Technology, the Netherlands. Correlation between Company Feedback and Self-Reflection on Professional Competences for Science and Engineering Interns. (Monday, 23<sup>rd</sup> of May, 2011, morning)</li> </ol>	<ol style="list-style-type: none"> <li>1. *Reis-Jorge, J., Professor, ISEC, Portugal &amp; Fetal Pinto, S., Researcher, ISEC, Portugal. Promoting Social Competences among 5th And 6th Grade Students - An Intervention Programme Proposal.</li> <li>2. Williams, L., Assistant Professor, University of North Florida, USA, Hedrick, W., Assistant Professor, University of North Florida, USA &amp; Hall, K., Assistant Professor, University of North Florida, USA. Measuring Reading Engagement during Independent Reading. (Monday, 23<sup>rd</sup> of May, 2011)</li> <li>3. *Fourie, E., Director, North-West University, South Africa. Siyakhulisa: Towards Quality Early Childhood Education Centres.</li> </ol>	<ol style="list-style-type: none"> <li>1. *Maynes, N., Assistant Professor, Nipissing University, Canada &amp; Julien-Schultz, L., Professor, Nipissing University, Canada. Do Teacher Candidates Perceive the Value of a Conceptual Schematic Model to Support their Understanding of the Planning Components and Sequences Involved in Planning for Direct and Indirect Instruction for their Students?</li> <li>2. *Logan, B.E., Associate Professor, Armstrong Atlantic State University, USA. Like the Phoenix, We will Rise Again: Improving Preparation of Novice Teachers.</li> <li>3. Weinberger, Y., Lecturer, Kibbutzim College of Education, Israel, Dreyfus, A., Professor, The Hebrew University in Jerusalem, Israel. The Confrontation of Experienced Teachers with Some Challenges of M.Ed. Studies in Environmental Education. (Monday, 23<sup>rd</sup> of May, 2011)</li> <li>4. Lewis, Y., Consultant Writer, Imagination Stage, Inc, USA &amp; Humphries-Mardirosian, G., Associate Professor, American University, USA. Transforming the Teacher, Reaching the Student.</li> <li>5. *Mushayikwa, E., Ph.D. Student, University of the Western Cape, South Africa. Scaffolding the Continuing Professional Development of Science Teachers' Classroom Practice.</li> </ol>

<p><b>10:30-12:00 Session IV (Room A): Technology in Education I</b>  <b>Chair:</b> *Fourie, E., Director, North-West University, South Africa.</p>	<p><b>10:30-12:00 Session V (Room B): English as a Second Language</b>  <b>Chair:</b> *Maynes, N., Assistant Professor, Nipissing University, Canada</p>	<p><b>10:30 -12:00 Session VI (Room C): Teaching Methodologies I</b>  <b>Chair:</b> *Logan, B.E., Associate Professor, Armstrong Atlantic State University, USA..</p>
<ol style="list-style-type: none"> <li>1. Hermosa, N., Professor, University of the Philippines, Philippines. Assessment of Student Performance in Online Courses: Paradigm and Praxis.</li> <li>2. Vogel, E., Associate Professor, University of Ontario Institute of Technology, Canada, Percival, J., Assistant Professor, University of Ontario Institute of Technology, Canada &amp; Muirhead, B., Associate Provost Academic, University of Ontario Institute of Technology, Canada. Telecommuting in a Technology-Rich Teaching and Learning Environment: Exploring Students' Perspectives of a Pilot Project Involving Core Faculty.</li> <li>3. Chen, H.L., Assistant Professor, National Taiwan University of Science &amp; Technology, Taiwan. The Influence of Internet-Dependent Coping Strategy upon Integrating the Internet into Instruction of Elementary School Teachers.</li> <li>4. Timmins, B., Lecturer, Dublin Institute of Technology, Ireland. Learning with the Community a Success Story: Undergraduate Product Design Students Active Engagement with Users to Identify and Address Assistive Technology (AT) Needs for the Future. (Monday, May 23<sup>rd</sup>, 2010)</li> <li>5. Su, Y.T., Graduate Student, National Tsing Hua University, Taiwan, Young, S.S.C., Professor, National Tsing Hua University, Taiwan. Innovation in E-Reader_Sharing Note-taking on Social Network Service.</li> </ol>	<ol style="list-style-type: none"> <li>1. *Devlin-Scherer, R., Professor, Seton Hall University, USA. The ESL Classroom Assistant Program.</li> <li>2. Asano, S., Professor, Osaka University of Health and Sport Sciences, Japan. Cognitive and Linguistic Factors Related to Foreign Language Learning Difficulties (FLLD) among College Students.</li> <li>3. Brown, N., Professor, Georgia State University, USA. I-Read, iWrite, iPad: The Role of the 21st Century School Librarian in Addressing the Needs of English Language Learners.</li> <li>4. *Mascreen, C., Assistant Professor, Manipal University, India &amp; Shetty, P.K., Manipal University, India. Learning the Nuances of Written English by fusing the Strategies of Spoken English Learning: An Approach to EFL Students.</li> <li>5. Tzineris, A., Ed.D. Student, University of Massachusetts Amherst, USA. Claiming Identities in EFL Education: A Case Study.</li> <li>6. Lye, M.C., Senior Teacher, Universiti Sains Malaysia, Malaysia, Toh, C.H., Lecturer/Programme Chairperson, Universiti Sains Malaysia, Malaysia, Gooi, P.H., Language Instructor, Universiti Sains Malaysia, Malaysia &amp; Yeap, M.C., Language Instructor, Universiti Sains Malaysia, Malaysia. Difficulties Faced by Learners of English as a Second Language in Writing: A Case Study of Weak Learners at a Malaysian University.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pado, F., Professor, University of the Philippines, Philippines. Tailoring the Fit: Addressing Students' Diversities in Reading Lessons.</li> <li>2. Mesika, P., Teacher, Omere High School, Israel. Fostering Inventive Problem Solving Competences among Middle School Pupils.</li> <li>3. Kokare, M., Ph.D. Student, University of Latvia, Latvia &amp; Rubene, Z., Professor, University of Latvia, Latvia. From Teachers' to Classroom Practices: Action Perspective on Organizational Learning at School.</li> <li>4. Lipovec, A., Associate Professor, University of Maribor, Slovenia, Antolin, D., Associate Professor, University of Maribor, Slovenia &amp; Bezgovsek, H., Associate Professor, University of Maribor, Slovenia. Solving Problems on a Blackboard as a Traditional Sociomathematical Norm.</li> </ol>

<p><b>12:00-13:30 Session VII (Room A): Comparative, International, Multicultural Education I</b></p>	<p><b>12:00-13:30 Session VIII (Room B): Philosophy of Education</b>  <b>Chair:</b> *Devlin-Scherer, R., Professor, Seton Hall University,</p>	<p><b>12:00-13:30 Session IX (Room C): Teacher Training II</b>  <b>Chair:</b> Pado, F., Professor, University of the</p>
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<p><b>Chair:</b> *Mascreen, C., Assistant Professor, Manipal University, India.</p>	<p>USA.</p>	<p>Philippines, Philippines.</p>
<ol style="list-style-type: none"> <li>1. *Kasambira, K. P., Professor, Bradley University, USA &amp; Willi, M., Professor, Bradley University, USA. Teaching Cultural Diversity Counseling Through Innovative Interview Techniques: A Model for Guidance Counselor Educators.</li> <li>2. Ruiz, R., Professor, University of Arizona, USA. Language Planning, Social Justice and Education on the Border.</li> <li>3. Negishi, M., Assistant Professor, University of North Florida, USA. Effects of International Field Trip on College Students' Cross-Cultural Sensitivity. (Monday, 23rd of May, 2011)</li> <li>4. *Race, R., Senior Lecturer, Roehampton University, UK. The 'Backlash' or 'New Directions' for Multicultural Ideas in Education.</li> <li>5. Georgoulia, A., Ph.D. Student, University of York, UK. The New Acropolis Museum: Towards a New Greek Museology; Interpreting Past, Educating Present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ezuz, Y., Head, Department for Training Principals in Beit Berl College, Israel. Being a Self Learner in a Post-Modern Democratic and Singularity Age.</li> <li>2. Cho, S., Associate Professor, University of St. Thomas, USA. Five Approaches of Cultural Studies in Education.</li> <li>3. Pun, S.H., Assistant Professor, Hong Kong Institute of Education, China. Enactment of Teacher Agency in Experiential Moral and Civic Learning: An Inductive Inquiry.</li> <li>4. *Marandos, S., Assistant Professor, Teacher Education, National University, USA. How Do Various Schools of Philosophy Affect Educational Systems and Practices in the United States- The Impact of Philosophical Thinking on School Curricula, Educational Practices, The Roles of The Teacher and the Students!</li> <li>5. Stylianou Georgiou, A., Assistant Professor, University of Nicosia, Cyprus &amp; Papanastasiou, E., Associate Professor, University of Nicosia, Cyprus. Changing Answers in Multiple Choice Tests: Does Metacognition Matter?</li> </ol>	<ol style="list-style-type: none"> <li>1. *Bhattacharyya, S., Associate Professor, Nicholls State University, USA &amp; Bhattacharyya, K., Associate Professor, Nicholls State University, USA. Investigating the Lasting Effects on Student Teachers of the Science Methods Course and their Actual Performance During Student Teaching?</li> <li>2. Tsotetsi, C.T., Lecturer, University of the Free State, South Africa. Staff Development Teams, Flags Up.</li> <li>3. Harrington, I., Lecturer, University of New England, Armidale, Australia. Recruiting for Teaching Success in Hard-to-Staff Schools in Northern Territory Indigenous Communities, Australia.</li> <li>4. Yephlach- Wiskerman, V., Excellence Program Coordinator, Kaye Academic College of Education, Israel. Development of an Excellence Program for Teaching Students in the Kaye Academic College of Education.</li> <li>5. Uyanik, O., Researcher, Afyon Kocatepe University, Turkey, Kandir, A., Associate Professor, Gazi University, Turkey, Yasar, M.C., Afyon Kocatepe University, Turkey &amp; Inal, G., Afyon Kocatepe University, Turkey. The Study of Pre-School Teachers' Practices for Preparation for Literacy.</li> </ol>

**13:30-14:30 LUNCH**

<p><b>14:30-16:00 Session X (Room A): Curriculum I</b>  <b>Chair:</b> *Kasambira, K. P., Professor, Bradley University, USA</p>	<p><b>14:30-16:00 Session XI (Room B): Early Childhood Education/Elementary Education II</b>  <b>Chair:</b> *Marandos, S., Assistant Professor, National University, USA</p>
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| <ol style="list-style-type: none"><li>1. Campbell, C., Professor, Northern Illinois University, USA. Assessment Literacy Inventory: Examining Technical Adequacy.</li><li>2. Campos, D., Assistant Professor, ESEIG-IPP, Portugal. Teaching Engineering: Motivation.</li><li>3. Gaudelli, W., Associate Professor, Teachers College, Columbia University, USA. Reading an Ethnology Museum as Pedagogical Space: A Multitext Study.</li><li>4. Kim, S.H., Assistant Professor, Silla University, Korea, Kim, S., Researcher, Korea Institute for Curriculum and Evaluation, Korea &amp; Kim, K., Teacher, Seoul Buk Technique high school, Korea. Development of a Mathematical Affects Inventory Using Cognitive Diagnosis Theory.</li><li>5. Greene, P., Director of Assessments, Muskingum University, USA. A Multi-Method Study of the Intersection of Policymakers' Conceptualizations of Democratic Citizenship and P-12 Education Policy.</li><li>6. Kok, C.O., Post Graduate Researcher, Durham University, UK. Development of Extended logic, Self-confidence and to learn Art History through visual arts education: A desired skill for the Singapore Creative Economy</li></ol> | <ol style="list-style-type: none"><li>1. Kaya, S., Professor, Kocaeli University Umuttepe Campus, Turkey. Nature of Science Views of Early Childhood and Elementary Preservice Teachers.</li><li>2. Devjak, T., Associate Professor, University of Ljubljana, Slovenia, Bercnik, S., Assistant (to professor), University of Ljubljana, Slovenia &amp; Devjak, S., Associate Professor, University of Ljubljana, Slovenia. Preschool Teachers about Introducing Special Educational Principles of Reggio Emilia Concept in Slovene Curriculum for Preschool Education.</li><li>3. Bingham, G., Assistant Professor, Georgia State University, USA &amp; Kesner, J., Associate Professor, Georgia State University, USA. Examining the Balanced Literacy Beliefs and Practices of Elementary School Teachers in the United States.</li></ol> |
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**16:00-17:30 Session XII (Room A): Adult Education**

**Chair:** \*Leonard, W.P., Vice Dean, Sol Bridge International School of Business, Korea.

**16:00-17:30 Session XIII (Room B): Curriculum II**

**Chair:** \*Bhattacharyya, S., Associate Professor, Nicholls State University, USA

1. Tanase, M., Assistant Professor, University of North Florida, USA. Teaching Children Numbers 1-100: Are Romanian Parents Involved in their Children's Learning at Home? (Monday, 23rd of May, 2011)
2. \*Henry, L., Assistant Professor, University of Kentucky, USA. Designing an Innovative, Contextualized Curriculum to Develop 21st Century Literacy Skills in Adult Education Programs.
3. Marshall, J., Lecturer, The University of Central Lancashire, UK. Church Education of Parents in a Postmodern Society.
4. Nikitopoulos, A.P., Scientific Associate, Ludwig-Maximilians University, Germany, Weisweiler, S., Researcher, Ludwig-Maximilians University, Germany & Frey, D., Professor, Ludwig-Maximilians University, Germany. Adults' Training Motivation: Antecedents of Participating Voluntarily in Professional Development.
5. Upmale, I., Ph.D. Student, University of Latvia, Latvia. Health Education as A Leading Factor in Adult Health Competence Building.

1. Beck, C., Associate Professor, University of Colorado at Colorado Springs, USA. A Heuristic Systems Model for Education: Practical Implications for Instructors and Administrators.
2. Kim, B., Assistant Professor, Wonkwang University, Republic of Korea & Lee, C.H., Professor, Ewha Womans University, Republic of Korea. Instrument Development for Mathematical Learning Motivation and Causal Attribution in South Korea.
3. Barnett, D., Department Chair, Morehead State University, USA. The Impact of Providing Voice to All Students. (Monday, 23<sup>rd</sup> of May, 2011, afternoon)
4. Lo, W.Y., Assistant Professor, The Hong Kong Institute of Education, China. State and society: The Rhetoric and Practice of mass education in China from a case study in Quizhou Province.
5. King, C., Lecturer, The University of Central Lancashire, UK. Religion and Citizenship: Is there a Conflict Inherent Within this Curricular Relationship Within Faith-Based Schools?
6. Pudule, G., Ph.D. Student, University of Latvia, Latvia. Career Education in Latvian Comprehensive Schools, Problems and Opportunities.

**17:30-19:30 Session XIV (Room A): Higher Education II**

**Chair:** Nikitopoulos, A.P., Scientific Associate, Ludwig-Maximilians University, Germany

1. Katz, Y.J., Professor, Bar-Ilan University, Israel & Yablon, Y.B., Professor, Bar-Ilan University, Israel. Affect and Digital Learning at the University Level.
2. \*Leonard, W.P., Vice Dean, Sol Bridge International School of Business, Korea. Higher Education, The Business Cycle and Executive and Board Irresponsibility.
3. Venetoklis, T., Researcher, University of Turku, Finland. Loyal Voters and New Recruits in Finnish Universities. Do Policy Issues Matter?
4. Heron, G., Lecturer, University of Strathclyde, UK. National Qualifications Frameworks and the Assessment of Social Work Students: Devil in the Detail.
5. Germen, M., Professor, Sabanci University, Turkey. Muta - Morphosis.

**17:30-19:30 Session XV (Room B): Sociological-Cultural Foundations of Education I**

**Chair:** \*Henry, L., Assistant Professor, University of Kentucky, USA.

1. Bailin, A., Associate Professor, Hofstra University, USA & Grafstein, A., Associate Professor, Hofstra University, USA. Evaluating Research: Beyond the Gold Standards.
2. Poonosamy, M., Ph.D. Student, Monash University, Australia. Foreign Languages in Australia: Historical Prejudices, Contemporary Challenges and Political Indecision for a Gloomy Future.
3. Turnsek, N., Assistant Professor, University of Ljubljana, Slovenia. What Kind of Children do we want? - A Cross-Cultural Study of the Desired Children's Characteristics in Europe.

**19:30-20:30 Session XVI (Room A): Early Childhood/Elementary Education III**

**Chair:** Bondi, G.M., Researcher, ATINER.

1. Erdem, A. Research Assistant, Ankara University, Turkey & Gokce, E., Associate Professor, Ankara University, Turkey. Effective School According to Elementary Education Teachers and Student.
2. Gun, E.S., Researcher, Hacettepe University, Turkey. Effect of Repeated Technique on Reading Comprehension Skills.

**21:00 - 23:00 GREEK NIGHT AND DINNER**



## Tuesday 24 May 2011

### **08:00-10:00 Session XVII (Room A): Comparative/International/Multicultural Education II**

**Chair:** Racette, N., Professor, Tele University, Canada.

1. Lussier, D., Emeritus and Adjunct Professor, McGill University, Canada. A Conceptual Framework of 'Intercultural Communicative Competence' and Issues to Be Addressed In Language Education.
2. Choi, S., Associate Professor, Indiana University, Purdue University Fort Wayne, USA. Ethnic Brethren and National "Other": North Korean Refugee Youths in South Korean Schools.
3. Leslie, T., Researcher, New York University, USA. The Creation of a Discourse, or Forming the Literary Habitus of the African American Child. (Tuesday, 24<sup>th</sup> of May, 2011)
4. Felis, M., Ph.D. Student, University of Massachusetts Amherst, USA. Recollecting Heritage Languages and Constructing Identities: Long Term Student Perceptions and Experiences of Greek Heritage Language Education.
5. Pan, B., Ph.D. Candidate, Monash University, Australia, Nyland, C., Professor, Monash University, Australia & Cooper, B., Monash University, Australia. Family Utilization of Child Care and Education Services in Urban China.

### **08:00-10:00 Session XVIII (Room B): Early Childhood/Elementary Education IV**

**Chair:** \*Carta, A., Researcher, University of Cagliari, Italy.

1. \*Trotman, D., Associate Dean, Newman University College, England, Martyn, M., Researcher, Newman University College, England, Dixon, S., Lecturer, Newman University College, England & Tucker, S., Emeritus Professor, Newman University College, England. Young People and Risk: Potentiality, Paranoia and the Pedagogy of the Possible. (Tuesday, 24<sup>th</sup> of May, 2011)
2. Ozcan, S., Assistant Professor, Celal Bayar University, Turkey. The Examination of the Effects of Problem-Solving Method on Student Achievement in Science and Technology Course. (Tuesday, 24<sup>th</sup> of May, 2011)
3. \*Kostopoulou, A., Lecturer, Birmingham University, UK. The Importance of the Environment in Teaching Reading: Beliefs and Practices. (Tuesday, 24<sup>th</sup> of May, 2011)
4. Gurton, P., Lecturer, University of Wolverhampton, UK. Developing Sustainable Landscapes: A Mid-Point Evaluation of a Regio Comenius Project to Develop the Use of Outdoor Learning in Primary and Special Education in Schools in Warsall, West Midlands, UK and Kefallonia, Greece.
5. Ksigou, A., Ph.D. Candidate, University of Sheffield, UK. Definitions of 'Childhood Apraxia of Speech' (CAS) with Reference to the Literature. How Might a Teacher and a Speech And Language Therapist Work Together to Assess and Support a Child with CAS at School and Home.

<p><b>10:00-12:00 Session XIX (Room A): Sociological-Cultural Foundations of Education II</b>  <b>Chair:</b> *Trotman, D., Associate Dean, Newman University College, England</p>	<p><b>10:00-12:00 Session XX (Room B): Teaching Methodologies II</b>  <b>Chair:</b> *Reis-Jorge, J., Professor, ISEC, Portugal</p>	<p><b>10:00-12:00 Session XXI (Room C): Higher Education III</b>  <b>Chair:</b> *Ballenger, J., Professor, Stephen F. Austin State University, USA.</p>
<ol style="list-style-type: none"> <li>1. Schuttloffel, M., Chair &amp; Professor, The Catholic University of America, USA. An International Exploration: The Influence of National Culture on the Identity of Catholic School Leaders and Their Creation of a Catholic School Community Culture.</li> <li>2. *Sarıçoban, A., Associate Professor, Hacettepe University, Turkey &amp; Sarıçoban, G., Hacettepe University, Turkey. Ataürk And The Foreign Language Education Policies. (Tuesday, 24<sup>th</sup> of May, 2011, morning)</li> <li>3. *Gurmu Balcha, G., Lecturer &amp; Dean, Adama University, Ethiopia. Students' Perception of Gender Role Difference in the Study Fields of Technical and Vocational Education and Training Schools of Ethiopia.</li> <li>4. Ozola, A., Researcher &amp; Lecturer, University of Latvia, Latvia. Factors Influencing Gender Differences in Reading Achievement.</li> <li>5. Fereshteh, M.H., Associate of Professor, Bloomsburg University of Pennsylvania, USA. The Multi-culturalization/Globalization of U.S. Teacher Education: Diversity/Cultural Differences, and the Unique Learning Experiences of the Arab/Muslim - American Students.</li> <li>6. Popova, A., Lecturer, University of Worcester, U.K. Undergraduates' Journey to Gaining a</li> </ol>	<ol style="list-style-type: none"> <li>1. Chen, S., Associate Professor, National Taiwan University of Science and Technology, Taiwan. What Role Does Physical Manipulation Play In Science Laboratory Learning?</li> <li>2. O'Shea, P., Assistant Professor, Appalachian State University, USA. The Use of Augmented Reality in Education: Can Student-Created Scenarios Work?</li> <li>3. Dempsey, Senior Lecturer, The University of Newcastle, Australia &amp; Warren-Forward, Associate Professor, The University of Newcastle, Australia. Students Conceptions of Group Work Learning is strongly associated with The Development of Metacognitive Awareness about Team Based Learning and Social Competence.</li> <li>4. *Carta, A., Researcher, University of Cagliari, Italy &amp; *Podda, C., Researcher, University of Cagliari, Italy. The Effect's of Active Methodologies on the High Schools Student's Pro-Social Behaviour: Teachers' Views.</li> <li>5. Tang, M.C., Master Student, Gevirtz School of Education at the University of California, USA &amp; Wong, Y., Ph.D. Student, University of California, USA. A Model for The Use of Person Centered Planning in IEP Meetings. (Tuesday, 24<sup>th</sup> of May 2011)</li> <li>6. Cheng, M.L., Lecturer, The Hong Kong Institute</li> </ol>	<ol style="list-style-type: none"> <li>1. *Saleh, A., Professor, Arkansas State University, USA. A Closer Look at the Marriage of For-Profit and Public Higher Education Institutions.</li> <li>2. Queiroz, A., Assistant Professor, ESEIG-IPP, Portugal. Teaching, First, Year, Engineering, Students: Interdisciplinary is the Key.</li> <li>3. Patelis, T., Vice President, Research &amp; Analysis, The College Board, USA. The Development of an Instrument of College Aspirations and College-Going Behaviors.</li> <li>4. Cohen, U., Lecturer, Tel Aviv University, Israel &amp; Yael, E., Lecturer, College of Management, Israel. Academia and Class: Higher Education and the Rise of the Mizrahi Middle Class - The Case of Private Colleges in Israel. (Tuesday, May 24<sup>th</sup>, 2011)</li> <li>5. Timmins, F., Lecturer, Trinity College Dublin, Ireland. I Hate GIBB's Reflective Cycle 1988 (Facebook, 2009): A Consideration of The Usefulness of Gibbs (1988) Model of Reflection in the Context of Nursing Students' Public Commentary.</li> </ol>

<p>Professional Status in Early Years Sector in an English University: A Socio-Cultural Analysis of Personhood Functioning.</p>	<p>of Education, China &amp; Chan, S.P., Lecturer, The Hong Kong Institute of Education, China. Extending the Study of Conceptual Change to Early Childhood: The Challenges and Potentials of Questioning-Exploration-Experience Learning.</p>	
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<p><b>12:00-13:30 Session XXII (Room A): Teacher Training III</b>  <b>Chair:</b> Woodcock, L.S. Academic Member, ATINER &amp; School of Education, University of Leeds, UK.</p>	<p><b>12:00-13:30 Session XXIII (Room B): Technology in Education</b>  <b>Chair:</b> *Kostopoulou, A., Lecturer, Birmingham University, UK.</p>	<p><b>12:00-13:30 Session XXIV (Room C): Higher Education IV</b>  <b>Chair:</b> *Saleh, A., Professor, Arkansas State University, USA.</p>
<ol style="list-style-type: none"> <li>1. Szecsi, T., Associate Professor, Florida Gulf Coast University, USA. Trans-Cultural Electronic Professional Dialogues for Nurturing Teacher Candidate's Competencies.</li> <li>2. Yamin-Ali, J., Lecturer, University of the West Indies, Trinidad and Tobago. Teacher Education Programme Development as a Metamorphic Experience. (Tuesday, 24<sup>th</sup> of May 2011)</li> <li>3. Petersen, N.F., Lecturer, University of Johannesburg, South Africa &amp; Petker, G., Lecturer, University of Johannesburg, South Africa. I Don't Know How I Actually Ended Up in this Field of Study: The Views of Pre-Service Elementary Teachers on Reasons for Their Choice of Specialisation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parette, H., Professor &amp; Endowed Chair, Illinois State University, USA. Readily Available Technology Integration in an Early Childhood Education Preservice Curriculum: Issues and Strategies. (Tuesday, 24<sup>th</sup> of May, 2011)</li> <li>2. *Lee, C.C., Professor, Kangwon National University, Korea. The New trends of Technology in Education and Its Implications of Korea.</li> <li>3. Goulao, M., Assistant Professor, University of Aberta, Portugal. The Effects of E-Learning in Teaching a Course Unit.</li> <li>4. Lin, Y-T., Assistant Professor, National Chi Nan University, Taiwan. Teaching Computer Science with Social Media.(Tuesday, 24<sup>th</sup> of May 2011)</li> <li>5. Yan, Y., Postgraduate, Peking University, China, Guodong, Z., Associate Professor, Peking University, China &amp; Hui, Y., Associate Professor, Capital Normal University, China. Design and Research on Interactive Whiteboard Based Teaching Reflektion DST.</li> <li>6. Hong, W-C., Graduate Student, National Tsing Hua University, Taiwan, Young, S.S.C., Professor, National Tsing Hua University, Taiwan. Integrating the Four-Frame Webcomics with Hyperlinks and Social Networking Site as Motivations of Learning about Chinese Lunar Festivals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shann, M., Professor, Boston University, USA. Achieving Interdisciplinary Learning in Doctoral Study in Nanomedicine. (Tuesday, 24<sup>th</sup> of May, 2011)</li> <li>2. Tixier, D., Professor, ESSEC Business School, France. Pre Business 101 Professors, L'Oreal and Students unite Through the Kallystee Game.</li> <li>3. Zelazek, J., Professor, University of Central Missouri, USA. Intrusive Advisement: A Necessary Process to Retain Graduate Students and Bolster Graduation Rates. (Tuesday, 24<sup>th</sup> of May 2011).</li> <li>4. Chesser-Smyth, P., Nurse Lecturer, Waterford Institute of Technology, Ireland &amp; Jones, A., Psychotherapist, Betsi Cadwaladr University, Health Board, North Wales, U.K.. Working Together towards life-long learning: Meeting Undergraduate Students' Needs in Higher Education for the 21<sup>st</sup> Century.</li> <li>5. Md Zabit, M.N., Ed.D. Candidate, University of Strathclyde, UK &amp; Karagiannidou, E., Lecturer, University of Strathclyde, UK. The Effects of Problem-Based Learning on Business Education Students' Critical Thinking Skills in a Malaysian University.</li> </ol>

**13:30 - 14:30 LUNCH**



**14:30-16:30 Session XXV(Room A): Educational Leadership**

**Chair:** Patelis, T., Head, Psychology Research Unit, ATINER & Vice President, Research & Analysis, The College Board, USA.

1. Bjork, L., Professor & Chair, University of Kentucky, USA. Characteristics of American School District Superintendents: Findings from the 2011 National Study.
2. Addi-Raccah, A., Senior Lecturer, Tel Aviv University, Israel. Supporting or Opposing Privatization in Education: The Effect of School Leadership on Teachers' Attitudes. (Tuesday, 24<sup>th</sup> of May, 2011)
3. \*Ballenger, J., Professor, Stephen F. Austin State University, USA. Cultural and Structural Barriers to Upper-Level Leadership for Women in Higher Education.
4. Slovacek, S., Professor, California State University, USA. Founding and Governing Highly Successful Charter Schools through Universities.
5. \*Watkins, S., Associate Professor, Western Illinois University, USA, Hunt, J., Assistant Professor, & President of Illinois Council of Professors of Educational Administration, Southern Illinois University at Edwardsville, USA, Tripses, J., Associate Professor, Bradley University, USA & Kersten T.A., Associate Professor, Roosevelt University, USA. State Study of Superintendent Perceptions of Essential Knowledge and Skills for Exemplary Leadership.
6. Kersten, T., Associate Professor, Roosevelt University, USA & Ballenger, J., Professor, Stephen F. Austin State University, USA. School District Relationships Post NCLB: Voices of Principals and Superintendents.

16:30-19:30 Urban Walk

20:00- 21:30 Dinner

**Wednesday 25 May 2011**

Cruise: Departure at 07:00 Return at 20:30

**Thursday 26 May 2011**

Delphi Visit: Departure at 08:10 Return at 19:30



**Audrey Addi-Racah**

Senior Lecturer, Tel Aviv University, Israel.

## **Supporting or Opposing Privatization in Education: The Effect of School Leadership on Teachers' Attitudes**

The consequences of neo-liberal policies in education regarding inequality and efficiency are controversial. Based on the pros and cons of neo-liberal policies in education and on the micro-politic approach the preset study had two aims: 1. to examine teachers' attitudes toward the effect of privatization on social inequality and educational improvement and 2. to examine the link between school leadership strategies and teachers' attitudes regarding privatization. For these purposes an anonymous questionnaire was administered to all 423 Israeli high school teachers in an affluent, medium-sized locality, of which 254 (60%) participated in the study. Three groups of teachers were defined: supporters of privatization, those who oppose it, and those who hold ambivalent attitudes. Discriminate analyses were employed in order to distinguish between these three groups according to school leader strategies. The findings indicated that the largest group comprised teachers who hold mixed attitudes regarding the outcomes of privatization, whereas those who support privatization and those who oppose it, were similar in size. The supporters who were found to hold high ranking positions in school, view school leaders as high in cultivating human relations, whereas teachers who resist privatization, were mainly focused on teaching and view the school principal as having a structural and supervising role. Thus, school leaders who emphasize control over teachers, seem to undermine teachers' profession whereas, basing leadership on human relations appears as a strategy for engaging teachers in the process of privatization. It can be concluded that schools are an arena for discussion and debate among teachers around new educational policies such as privatization. In this case, the controversy over privatization reflects the power relation within school and intensified the distinction between the managerial and professional rank in school. In this context, teachers' ability to act counter to the trends of privatization is limited.

**Sachiko Asano**

Professor, Osaka University of Health and Sport Sciences, Japan.

## **Cognitive and Linguistic Factors Related to Foreign Language Learning Difficulties (FLLD) among College Students**

The majority of students the investigator teaches English to have already studied English as a foreign language (EFL) for six years before entering the university. However, their linguistic skills have shown little sign of improvement over the academic years at the university. It is hypothesized in this presentation that the causes of their low linguistic outcomes fundamentally reside in dual deficits of processing the phonological stimuli and simultaneous integration of visuo-spatial stimuli for concept formation. The findings in second language learning research have verified that phonological processing skills including phonological awareness, phonological working memory and word recognition are crucial in the acquisition of a native and non-native language for learners of all ages.

Based on the hypothesis, this study examines linguistic factors in auditory/verbal information in Japanese and cognitive/visual processing of non-verbal stimuli, and their relations to the basic reading and listening comprehension skills in EFL. It then attempts to find out the root causes of the EFL difficulties associated with the linguistic and cognitive functions. The 12 subtests of the Wechsler Memory Scale (WSM-R Japanese version) were given to 50 university students to measure all three memory components (indexes): concentration/attention, visual immediate/delayed memory, and verbal immediate/delayed recall. The basic reading and listening comprehension skills were examined by a modified cloze test the author had developed, and the standardized JACET Basic Listening Comprehension TEST.

Pearson's Correlation analysis revealed that visual immediate memory is significantly related to basic reading skills and that verbal delayed recall is significantly correlated to listening skills. MANOVA was used to compare each of the two memory components of 3 linguistically different groups; high, middle and low. The lowest reading comprehension group demonstrated significant inferiority in visual memory and the lowest listening comprehension group demonstrated inferiority in logical memory respectively. The results suggest that a specific instructional method be differentially applied to FLLD students according to their linguistic and cognitive abilities.

**Alan Bailin**

Associate Professor, Hofstra University, USA.

**Ann Grafstein**

Associate Professor, Hofstra University, USA.

## **Evaluating Research: Beyond the Gold Standards**

In teaching students how to evaluate research, it is standard practice for educators to stress the importance of what might be called the “gold standards” for evaluating the quality of research: peer review, the credentials of the author(s), the reputation of the publisher, and the degree and quality of documentation provided. This paper will argue that while these gold standards continue to be essential criteria for assessing research, the contemporary research environment poses additional challenges for critically evaluating research. Changes in the ways research is funded, control over its dissemination, and the development of new technologies for the production, dissemination and consumption of research suggest that a thorough and penetrating assessment of research require the consideration of additional factors.

We argue that scholars and scientists do not live and conduct research in a vacuum divorced from such worldly concerns as money and ideology. We will show that across the disciplines these factors influence the way research is conducted, how it is disseminated, and the conclusions that are reached.

Among the factors we discuss are:

- The financial interests of researchers and sponsors
- Dominant theoretical paradigms
- The political ideologies of researchers and funders

While these factors are sometimes discussed in relation to specific fields such as medicine, we argue that their influence, in fact, is pervasive in research conducted in all disciplinary arenas, including literature, psychology, finance and the visual arts. They affect how we structure our financial institutions, how we educate our young and how we attribute value to artistic creations. Because the factors we discuss are integral to the research process, and not limited to a few exceptional cases, we argue that they should be essential components of the way we teach students to evaluate research.

**Julia Ballenger**

Professor, Stephen F. Austin State University, USA.

## **Cultural and Structural Barriers to Upper-Level Leadership for Women in Higher Education**

The Labor Force 2008 projections reflected that the rate of growth for women in the labor force will increase at a faster rate than that of men (Fullerton, 1999). In 2008, the majority of employed women (39 percent) worked in management, professional, and related occupations (U.S. Department of Labor, 2008). Although women's participation in the U. S. labor force has increased, and women occupy 44 percent of management jobs in American companies, top management ranks remain dominated by men (Powell, 1999; U. S. Bureau of Labor Statistics, 1998). Goodman, Fields, and Blum (2003) refer to the exclusion of women from top managerial positions as evidence of a glass ceiling. A glass ceiling is defined as "...those artificial barriers based on attitudinal or organizational biases that prevent qualified individuals from advancing upward in their organizations into managerial-level positions" (U.S. Department of Labor, 1991, p. 1).

This glass ceiling is evident in the supposedly progressive world of higher education. While women have made significant inroads into the senior leadership of American higher education, parity for women presidents has yet to be reached. In 2006, the percentage of college presidents who were women represented 23 percent which more than doubled the 10 percent of women college presidents in 1986. However, the rate of change has slowed since the late 1990s. These trends suggest that higher education institutions have been slow to expand opportunities for women to enter senior leadership (American Council on Education, 2007). This research focuses on the exclusionary practices and lack of access to higher education leadership for women. It is argued that attitudinal and organization biases against women in higher education tend to exclude women from upper-level leadership positions. Therefore, from a social justice perspective, the researcher will examine cultural and structural conditions and practices that create barriers to and opportunities for the advancement of women in higher education leadership.

**David Barnett**

Department Chair, Morehead State University, USA.

## **The Impact of Providing Voice to All Students**

Instructional design, examples to address curriculum goals, and teaching resources often embrace the customs of the dominant culture, sometimes with little regard for other cultures that are represented in the classroom and school. Students from traditionally marginalized groups often lack voice and are at times almost invisible within the educational setting. Yet, an evaluation of assessment data typically finds an overrepresentation of students from traditionally marginalized groups falling in the lower tiers of student achievement creating achievement gaps.

To address these achievement gaps, educators develop improvement plans, conduct extensive curricular alignment activities, and create instructional strategies in an attempt to eliminate or at least minimize the identified achievement gaps. Nevertheless, it seems that too seldom do these efforts including infusing the curriculum with ideas and examples that are more easily understood by the less-dominant cultures. Too seldom do improvement strategies focus on creating a greater understanding for marginalized cultures, providing voice for the silent.

This paper examines programs to provide greater voice for all students that have been used in classrooms and schools. In this research, providing voice means implementing practices that are intentional and ensures that the ideas, needs, and concerns for all students are heard. Additionally, the notion of privileged thinking and its impact on school policy, practice, and tradition will be examined. Foundational questions in this research include: (1) What is privileged-thinking and how does it discourage voice for all students?; (2) What influences achievement gaps in assessment data and what successful strategies are being used to lessen those gaps?; (3) Does providing voice for the silent lessen the voice for the dominant culture?; and, (4) What happens to the culture and student achievement in classrooms and schools when the voices of all students are heard?

**Charles Beck**

Associate Professor, University of Colorado at Colorado Springs, USA.

## **A Heuristic Systems Model for Education: Practical Implications for Instructors and Administrators**

### **Summary**

A systems model serves as a heuristic to examine key elements of the educational process. Building on a rhetorical model of communication, the model identifies the crucial elements of education as a system: objective and subjective inputs; purpose, method, and pedagogy as the throughputs; output outcomes and experiences; and feedback. The elements provide a means of organizing and integrating research findings from diverse sources. In particular, the heuristic model helps categorize practical findings from the research that can help two groups of distance education practitioners: instructors and administrators.

### **Objectives**

- Understand the rhetorical basis of the systems model, and the objective-subjective split
- Know the 8 categories of the systems model
- Be familiar with recent research in distance education
- Know the specific research-based guidelines for instructors and for administrators in distance education.



**Sumita Bhattacharyya**

Associate Professor, Nicholls State University, USA.

**Kakali Bhattacharyya**

Associate Professor, Nicholls State University, USA.

## **Investigating the Lasting Effects on Student Teachers of the Science Methods Course and their Actual Performance During Student Teaching?**

This study is a longitudinal research project (Bhattacharyya, Volk & Lumpe, 2009, Carpenter, 2006, Rogers & Gentemann, 1989) tracking pre service elementary science teachers from the time they took their science methods course based on the inquiry method in the teacher education program to completion of student teaching semester. In this study we are interested in determining, (1) how well our methods course prepares students to become effective science teachers or, more formally, determining institutional effectiveness and (2) are our student teachers practicing the inquiry method faithfully and effectively?

The population of this study was students enrolled in science method course for four consecutive semesters. A combination of qualitative and quantitative data (Frey, 2004) was collected for this study to answer the research questions. Quantitative Data was (STEBI) collected before and after science Methods course. The qualitative analysis involved case studies of the participants on the basis of data obtained from classroom observation; lesson plans; and structured interviews during their student teaching. The data was triangulated and analyzed by analytic induction and constant comparative method for further modification and refinement of the initial categories and relationships (Lincoln and Guba, 1985).

The study reveals that there was a trend in shifting instructional practices from traditional to inquiry despite participants' poor school and college science experiences. The science method course helped to change their science teaching beliefs. Even though every participant did not perform equally well, we have to understand it takes time to process what is learned and to internalize it in order to assimilate it into practice and it happens over the years (Mulholland, 2003). The effective practice of inquiry method is an uphill struggle. As was evident in this research, it calls for relatively high content knowledge, understanding of students' learning styles, and the use of multiple teaching strategies.

**Gary Bingham**

Assistant Professor, Georgia State University, USA.

**John Kesner**

Associate Professor, Georgia State University, USA.

## **Examining the Balanced Literacy Beliefs and Practices of Elementary School Teachers in the United States**

Balanced literacy is a philosophical perspective that seeks to combine, or balance, skill and meaning-based instruction in order to ensure positive reading and writing achievement in children. While many embrace balanced literacy as a framework for quality literacy instruction, the way in which teachers operationalize the tenets of balanced literacy can vary greatly. The purpose of this project was to examine teacher's beliefs about balanced literacy and their self-reported implementation of balanced literacy principles.

**Method/Techniques:** A self-report survey was used to explore 1) teachers' beliefs regarding how children acquire literacy knowledge, 2) teachers' beliefs about effective literacy instruction, 3) teachers' self-reported literacy behaviors, and 4) teacher characteristics (e.g., years of teaching, education, grade level). Five hundred and eighty one teachers from four school districts participated in this study.

**Findings:** Ninety-five percent of teachers endorsed a skills based philosophy. Teachers in this sample appeared to have a balanced theoretical orientation into how children development reading skills and how reading should be taught. Results also revealed a significant overall effect for teachers' grade level, but not for years taught or endorsements. Follow-up analyses showed that teachers differed by grade level in their endorsement of certain literacy skills. Descriptive statistics also revealed that teachers varied in their implementation of reading and writing routines. In contrast, teachers reported guided writing and independent writing occurring barely three times per week with shared writing and interactive writing activities occurring only two times per week.

Subsequent analyses revealed that teachers differed in their implementation of guided reading, shared reading, read aloud, independent reading, shared writing, interactive writing, writer's workshop, and independent writing as a result of the grade level they taught and that teachers in 3<sup>rd</sup> thru 6<sup>th</sup> grade reported participating in the utilization of comprehension strategies during shared reading routines less frequently than teachers in kindergarten and 1<sup>st</sup> and 2<sup>nd</sup> grade. In contrast 1<sup>st</sup> thru 6<sup>th</sup> grade teachers reported utilizing more

comprehension strategies than kindergarten teachers during guided reading and read aloud instructional contexts

Current research and theory suggest the need for a balanced or comprehensive approach to literacy instruction in order to achieve successful literacy programming for young children. The data from this study demonstrate that although teachers' beliefs reflect a balanced literacy mindset (with little variation across grade level); their self-reported behaviors are less convincing. Given such data, it would appear that additional research is needed to understand how balanced literacy is being implemented in U.S. schools and how we can help teachers enact their literacy beliefs in a way that will benefit all children.

**Lars Bjork**

Professor & Chair, University of Kentucky, USA.

## **Characteristics of American School District Superintendents: Findings from the 2011 National Study**

### **Background of the Study:**

During the last several decades (1980-2010) education reform reports in the USA presented compelling arguments for improving schooling and fundamentally altering the manner in which they are structured, managed, and governed (Björk, 1996). As the emphasis of school restructuring shifted in the late 1980's (Murphy, 1990), it was accompanied by a lack of clarity about the characteristics and roles of superintendents in reform (Tyack, 1990; Bjork, Kowalski and Young, 2005). Recent scholarly examinations of a wide spectrum of issues relating to school superintendents have been informed by ten-year studies published by The American Association of School Administrators (AASA) (Glass, 1990; Glass, Björk & Brunner, 2000; Kowalski, McCord, Peterson, Young and Ellerson, 2010).

### **Research Methods:**

The 2010 survey instrument included items from 1982, 1992, and 2000 studies to facilitate collecting trend data. Survey items were updated, reworded and added to understand superintendent problems. The final instrument for the 2010 study contained 88 items and was used to collect data from an estimated population of 12,600. A total of 1,867 usable surveys were returned and analyzed.

**Research Findings:** A brief review of the structure of the American education system and as well as a summary of the roles of administrators and board governance will provide a context for presenting study findings. 2010 empirical data will be reported in areas including: demographic characteristics, how they perceive and enact their role configurations, career patterns, tenure, turnover and attrition, school board relationships, and superintendents' opinions on important problems facing them in 2010.

**Nancy J. Brown**  
Professor, Georgia State University, USA.

## **i-Read, i Write, iPad: The Role of the 21st Century School Librarian in Addressing the Needs of English Language Learners**

Providing a quality education for the rapidly increasing numbers of ethnically and linguistically diverse children in American schools is a significant issue that must be addressed by educators at all levels across the country. The increasing enrollment of students who do not speak English as their first language challenges schools to provide programs and materials to address the unique needs of this special population.

School libraries have historically served a vital role in basic literacy education. The school media specialist (librarian) is in a unique position within a school, addressing the needs of administrators, faculty, and students. The media specialist should be seen as vital in providing services and materials to students in their pursuit of becoming literate citizens.

It is very important that graduate classes for pre-service school library media specialists offer rich opportunities for students to learn to work with English Language Learners (ELL). The faculty in the Library Media Technology (LMT) Program at Georgia State University has been in the forefront of considering the needs of ELL and of incorporating successful teaching strategies and assignments to better prepare future media specialists to work with this special population.

Teacher-librarians are in positions within their schools that allow them to play pivotal roles in working to effectively meet the educational needs of the many linguistically and culturally diverse children in American classrooms. The professional roles of elementary school teacher-librarians serving EFL students, suggested resources and programming for the school library, and age-appropriate available technology applications to support English-language acquisition by this special population will be discussed in the conference presentation.

**Cynthia Campbell**

Professor, Northern Illinois University, USA.

## **Assessment Literacy Inventory: Examining Technical Adequacy**

With the growing momentum of high stakes testing in the United States, assessing student learning is one of the most critical responsibilities of classroom teachers. Yet, many teachers do not feel adequately prepared for this task. Teachers often believe that they need remediation or assistance in conducting assessment and making assessment-related decisions. The purpose of this study was twofold: (1) to develop an instrument that could accurately measure preservice teachers' assessment literacy, and (2) to determine the psychometric qualities of this instrument (i.e., validity, reliability, item difficulty, item discrimination).

An instrument, titled the *Assessment Literacy Inventory (ALI)*, was designed to parallel contemporary *Standards for Teacher Competence in the Educational Assessment of Students* (AFT, NCME, & NEA, 1990). The *ALI* consisted of 35 items, embedded within five classroom-based scenarios, featuring teachers who were facing various assessment-related decisions. Each scenario presented a brief classroom vignette followed by seven multiple-choice items.

Reliability and item analyses demonstrated the *ALI* to be a useful measure of preservice assessment competency. Evidence of concurrent validity was supported when correlating preservice teachers' *ALI* score with their assessment coursework final exam score.

The results of this study have two practical applications. First, the *ALI* may provide a summative measure for documenting preservice teacher knowledge of and abilities to apply assessment concepts and techniques to inform decision-making and guide practice following assessment instruction. By examining *ALI* scores, instructors of classroom assessment are better able to evaluate curricular strengths and weaknesses by standard, make necessary adjustments accordingly, and more effectively prepare preservice teachers for conducting assessment during student teaching. Second, considering the current state of high-stakes accountability in U.S.A., the *ALI* could provide school districts with an effective, as well as efficient way to allocate resources for developing or otherwise selecting teacher professional development opportunities on the topic of classroom assessment.

**Daniela Campos**

Assistant Professor, ESEIG-IPP, Portugal.

**Ana Queiroz**

Professor, ESEIG-IPP, Portugal.

## **Teaching Engineering: Motivation**

Keeping engineering students motivated is a challenge that goes beyond the first year students. The Engineering degrees have very broad spectra courses in the first years and tend to be more specific in the later years. In fact, most of five year engineering courses have common first and second years.

Teaching in polytechnic schools, where the duration of an engineering degree is of three years, takes this problem one step further. Students expect to have nothing more than specific courses, and the shock is greater, since all basic/complimentary courses are usually taught in the first year and in the first semester of the second year. Students are reluctant and motivation is difficult.

This students' generation is also used to have all the information in the minute, it is difficult and often they fail to understand the usefulness of the information that seems, at a first glance, unrelated to their degree.

Our challenge is to keep them motivated and interested in courses that are complementary of their degree.

One of the utmost important things is to keep the students interest. This is done with practical examples, related with their future work or just with current events but keeping up to date is very important in engineering. Also, to keep in close contact with the industry and the latest technology developments has always great impact with the students.

Make use of resources like software tools (numerical analysis tools, e-learning platforms, etc) but, also and most importantly, use the evaluation as a tool. The evaluation should be easy (focus on the most important issues), simple (small tests or assignments) and often.

Not all students lack motivation but most students do and more and more teachers are pressured to obtain good success rates. The first step to obtain these rates is to have motivated students who understand the relevance of what they are learning.

**Alessia Carta**

Researcher, University of Cagliari, Italy.

**Carla Podda**

Researcher, University of Cagliari, Italy.

## **The Effects of Active Methodologies on the High Schools Student's Pro-Social Behaviour: Teachers' Views**

This paper presents the intermediate results of a research project, funded by the European Social Fund - Operative Program - Sardinia 2007-2013 -, and, realized by the University of Cagliari, in collaboration with the University of Skopje, started in May 2010. In order to contribute to the knowledge of the needs of the school system during the decentralization process, that interests different countries, the results presented hereby describe the first survey evaluation carried out in FYROM high schools.

The project aims to analyze teachers' views on the relationship between the active methodologies and students' pro-social behaviour. School represents a privileged relational context to experience social abilities, included in the concept of social competence. Active didactic methodologies increase the growth of a positive social contest in school's daily life. If the teacher is a model of cooperative and altruistic behaviour, its role will represent an acknowledged guide or helper in the processes of pro-social education of students. For this reason, the research explores how different approaches to school teaching are strongly linked with adolescents' pro-social behaviour and the teachers' didactic choices. Those approaches make sense when compared with training teachers' offer and demand, and, with intercultural schools needs. The European issue of Intercultural Dialogue suggests to bridge the growing divide learning between cognitive and emotional processes, and identifies in pro-sociality skills one of the most important goals to follow. However, most of didactic educational programmes, do not include specific methodologies plans to improve pro-sociality abilities. On the initial phase of the research this paper analyses these issues, highlights perceptions, experiences and expectations that teachers have about the influence on learning and pro-sociality in the act of choosing teaching methods in education.



**Hsiu-Ling Chen**

Assistant Professor, National Taiwan University of Science & Technology, Taiwan.

## **The Influence of Internet-Dependent Coping Strategy upon Integrating the Internet into Instruction of Elementary School Teachers**

This study examined the effect of Internet-dependent coping strategy on behavior in integrating the Internet into instruction. 389 elementary school teachers in Taiwan responded surveys of Internet coping strategy and integrating the Internet into instruction. The teachers' behavior of Integrating the Internet into Instruction was classified as three factors: course preparation, teaching activities, product sharing. The Internet coping strategy was classified as four types: people-dependent problem solving strategy, Internet-dependent problem solving strategy, postponing temporarily strategy, and avoidance strategy. The SEM analysis indicated that the Internet-dependent coping strategy influenced elementary school teachers' behavior of Integrating the Internet into Instruction. This study further investigated the relationships among the variables considered in this study.

**Sufen Chen**

Associate Professor, National Taiwan University of Science and  
Technology, Taiwan.

## **What Role Does Physical Manipulation Play In Science Laboratory Learning?**

This project investigated high school students' learning by two modes of experimentation— physical and virtual laboratories. Both modes involved hands-on activities, manipulating either physical or virtual materials. Previous research compared virtual laboratories with traditional laboratories and found that the conceptual learning in either context was about equivalent. However, the research often did not control the amount of information and the availability of dynamic visualization provided for the experimental and control groups. Moreover, previous studies often focused on concept learning and overlooked the other cognitive and affective aspects of laboratory learning. For example, simulations physically and mentally simplify the task of physical laboratories. Virtual laboratories considerably reduce distractions by constraining the learners' interaction within the learning environment or by scaffolding an optimal inquiry path for the learners. Such a perfect match of scientific laws enhances students' learning of those laws, compared with ordinary noisy experiments. However, oversimplified laboratories may direct students to a naïve thinking path and a distorted view of nature of science. In addition to concept learning, students' attitudes and views about scientific inquiry should be investigated. As a result, probes and handheld computers were used for the physical laboratories so that the two modes were compared with more extraneous variables controlled, and attitudes toward laboratory were evaluated along with concept learning. A total of 63 11th graders at an urban public high school in Taipei were randomly assigned to the physical and virtual settings. The participants conducted two experiments and completed pre- and post-tests and interviews. The results showed that students of both groups performed equally well and had remarkable gains on pretest-posttest learning achievement. Physical manipulation engendered more ideas for designing new experiments and a passion for inquiry. This study concluded that virtual laboratories are as effective as physical laboratories in learning physics concepts, but the latter grants learners a deeper level of ownership and seems to lead to more serendipitous discoveries.

**Mei-lin Cheng**

Lecturer, The Hong Kong Institute of Education, China.

**Sing-pui Chan**

Lecturer, The Hong Kong Institute of Education, China.

## **Extending the Study of Conceptual Change to Early Childhood: The Challenges and Potentials of Questioning-Exploration-Experience Learning**

Much existing studies on conceptual change are focused on primary and secondary students' learning, this paper aims to contribute to the field of knowledge acquisition by extending the study of conceptual change to young children, and in particular the forms and processes of conceptual change. In the context of preschool setting in Hong Kong, this paper investigated into a group of fifteen Chinese young children's concept learning which took place under a process model of questioning, explorations, and experience-construction (QEE) in the spring term of 2010. The QEE learning takes a sociocultural approach to teaching and learning which adopts group discussion and hands-on activities building on children's prior knowledge and redefining views for further exploration of knowledge. In order to learn about children's collective understanding into various concepts of the physical world, this study used qualitative methods of data collection and analysis. The primary sources of data included the concept maps co-constructed by the teacher and the children, the transcript of discourse between the teacher and the children, and notes of interview with the teacher. The paper addressed the questions of the forms and processes of young children's conceptual change in the context of QEE learning. We further discussed the findings in relation to our previous findings of a working framework for understanding into young children's path to conceptual change published in 2010. Taking into account of various viewpoints of conceptual change in particular children's mental state and group learning, this paper finally generated the challenges and potentials of the QEE learning in supporting young children's conceptual change in the process of knowledge acquisition. We hope to modify the working framework for understanding into young children's conceptual change and enrich the literature in this regard.

**Patricia Chesser-Smyth**

Nurse Lecturer, Waterford Institute of Technology, Ireland.

**Alun Jones**

Psychotherapist, Betsi Cadwaladr University Health Board, UK.

## **Working Together Towards Life-Long Learning: Meeting Undergraduate Students' Needs in Higher Education for the 21st Century**

### **Introduction**

The explosion of knowledge and technology, the complexity of healthcare and in the wake of the economic downturn emphasise the importance for nursing undergraduates to be prepared for the complexities of healthcare. Self-confidence and empowerment are important concepts for life-long learning. Until now, there is little empirical evidence available that demonstrates their full utility in nursing.

### **Methods and Outcomes**

**Paper 1** discusses the second phase of a doctoral study using three focus groups that explored the influences of self-confidence among first year nursing students. Four themes emerged from the content analysis: **Starting Out, A Balancing Act, Growth and Learning and The Stiflers.**

**Paper 2** describes the progress of a project concerning mixed group of students, nurses from different specialties, midwives and social work students. The paper describes their participation in organizing a *Student Representative Committee*, with autonomous responsibilities. The study suggests that a process of maturation, self-awareness and respect for others is possible that was demonstrated through the project work.

### **Discussion**

Undergraduate students need to feel empowered in ways that help to develop competencies critical to developing self-confidence and empowerment. Understanding the different ways that students can work effectively together with educators could contribute to improving the quality of education programmes that are responsive and relevant.

**Seehwa Cho**

Associate Professor, University of St. Thomas, USA.

## **Five Approaches of Cultural Studies in Education**

During the last three decades, “culture” has become dominant in the social sciences and the humanities, used widely in cultural theories, cultural studies, cultural power, cultural resistance, and cultural politics. It is, Michael Denning (2004) says, as if we discovered culture, realizing suddenly that culture is everywhere, and it is culture that really matters. With the emergence of new critical theories (poststructuralism and postmodernism), culture has been instituted as a privileged site for resistance and emancipatory politics.

These cultural theories have had significant influences on critical education. Since the 1980s, we have witnessed an outpour of education literature from cultural theories and cultural studies. The emergence of critical pedagogy and the revived interest in multicultural education in recent years can be understood as the effect, or at least a signal, of the discovery and dominance of culture in educational discourses.

However, what is meant by culture and cultural politics is not simple. Cultural politics could mean quite different things, such as cultural politics as a popular culture against elite/institution culture, or as a civil society against the State, or as multiculturalism and subaltern/postcolonial project against Eurocentrism. In education literature, some conceptualize culture as a medium of discipline and social control, while others posit culture as a site of resistance and possibility. These diverse and different conceptualizations can be quite confusing, and without proper understanding, culture could be mis-used, or over-used.

Therefore, I think there is a great need to sort out the different meanings and approaches to culture. This paper attempts to address this need, and clarifies how culture is conceptualized and utilized differently in various cultural theories in education literature. I will identify five cultural theories in critical education theories: Hegemonic theory of culture (Gramsci), Commodity theory of culture (Bourdieu), Resistance theory of culture (Paul Willis), disciplinary theory of culture (Foucault), and identity/post-colonial theory of culture (Stuart Hall).

**Sheena Choi**

Associate Professor, Indiana University, Purdue University Fort Wayne,  
USA.

## **Ethnic Brethren and National “Other”: North Korean Refugee Youths in South Korean Schools**

This study examines how the South Korean educational system envisions and articulates the integration of North Korean refugees into South Korean society. In particular, this study focuses on educational issues faced by this population and the services, both formal and informal, available to help them adjust in cosmically different social milieus. This study seeks to understand how traumatic refugee experiences and family separations have impacted North Korean youths' identity formation. Through this understanding, this study hopes to contribute ways to improve the North Koreans youths' transition into South Korean society and ultimately facilitate their smooth integration into South Korean society through the educational system.

When we consider the record of North Korea over the past several decades, our thoughts turn to an unpleasant even bizarre state - a nation of a time bomb: a country owned and controlled by a crazy leader and his circle of militarists who acquired a substantial nuclear weapons capability. Domestically, North Korea poses a multitude of human rights and humanitarian challenges as well, including well documented abuses of the most fundamental rights and civil liberties, the maintenance of an elaborate Soviet-style gulag, the suppression of religion, and persistent food shortages triggered by politics which pose security and ethical problems for the international community, especially neighboring countries.

The gravest crime of North Korea, however, is the plight of ordinary North Koreans who are denied even the most basic human needs: food, shelter, and safety. Decades of mismanagement and famine in 1990s produced many deaths by starvation. Some sources suggested the famine caused 3.5 million deaths and between 200,000 to 400,000 refugees fled to China. Approximately 20,000 refugees made it to the preferred destination - South Korea: only a fraction of the refugees in China. The plights of the refugees in China are perilous and they are in constant fear of being captured and repatriated to North Korea where only harsh punishments are waiting.

Are violations and suffering stopped after escaped? To what extent are North Korean refugees marked physically and morally by their suffering and escape? North Korean refugees, those who made it to South Korea, suffer from social maladjustment. Through document

analysis this study examines North Korean youths' adjustment in South Korean schools.

**Uri Cohen**

Lecturer, Tel Aviv University, Israel.

**Yael Eisenbach**

Lecturer, College of Management, Israel.

## **Academia and Class: Higher Education and the Rise of the Mizrahi Middle Class - The Case of Private Colleges in Israel**

The research examines the relationship between the growth of private colleges in Israel, a phenomenon integral to the "revolution in higher education" in Israel as it evolved in the last few decades (Yogev, 2008), and the phenomenon's influence on the formation of a *Mizrahi middle-class* (Cohen & Leon, 2008). The innovativeness of this research lies in its presentation of the links between the expansion and institutionalization of higher education and the construction of a class identity within its long-term historical context. This research is based on the recognition of the massive transformations undergone by Israeli society in last three decades, a process described by the sociologist Shmuel N. Eisenstadt (2004). He argues that the "First Program" implemented in the early stage of Israel's history, when the State was led by the Labor Movement with Mapai and the *Maharach* at its head, had been exhausted by the 1970s. One of the major transformations materializing during the period of the "Second Program" could be observed in the conflicts that arose over attempts by various secondary or marginal segments of society to penetrate Israel's political, cultural and social centers and participate in its formation. One major site of change was the community of immigrants from the Islamic countries who had arrived in Israel shortly after its establishment and became collectively known as "Mizrahim". In light of these events, the research will focus on two factors:

1. The status and identity of middle-class Mizrahi **students** studying in a private college in central Israel in comparison to their middle-class Ashkenazi student peers.

2. The **family and neighborhood** characteristics of these middle-class Mizrahi students in comparison to their middle-class Ashkenazi peers.



**Shane Dempsey**

Senior Lecturer, The University of Newcastle, Australia.

**Helen Warren-Forward**

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## **Students' Conceptions of Group Work Learning is Strongly Associated with the Development of Metacognitive Awareness about Team Based Learning and Social Competence**

The traditional context of learning in a University is that of a student engaged in learning and assessment as an individual learner (a solo learner), in a model of teacher centered instruction. Most educational research undertaken which reviews students' conceptions of learning, and the qualitative outcomes of learning, has been undertaken in the solo learner context in a direct instruction model of teaching. The research reported in this paper is undertaken entirely in the context of group work learning and from the phenomenographic perspective. Two studies were undertaken to explore the structural elements of group work learning and the conceptions of group work learning of university students working in collaborative teams over an extended period of time.

Study 1 was a seven year longitudinal study where students on completion of a 10 week group work learning research task responded to an open ended short answer questionnaire which asked them to identify their important learning outcomes as a result of undertaking the group work task. Study 2 was a prospective study conducted in 2008 which used a forced choice questionnaire based on the outcomes of study 1 to compare the priorities for group work learning when changes to the poster task were made.

Four conceptions of group work learning were described by students. One of the conceptions was associated with an 'acquiring facts' approach to learning, a surface level learning construct, however the other three conceptions, 'developing meaningful interpretations', 'negotiating social structures', and 'recognising expertise and creativity' are associated with the development of metacognitive awareness around the process of group work learning and learning outcomes that graduates can adapt to modern team based work environments.

The results indicate that group work learning is a powerful learning environment which can provide learning outcomes unidentified, and possibly unachievable, in the solo learning environment.

**Tatjana Devjak**

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**Sanja Bercnik**

Assistant (to professor), University of Ljubljana, Slovenia.

**Srečko Devjak**

Associate Professor, University of Ljubljana, Slovenia.

## **Preschool Teachers about Introducing Special Educational Principles of Reggio Emilia Concept in Slovene Curriculum for Preschool Education**

*"Professional training of educational staff for implementing special educational principles of Reggio Emilia concept in the field of pre-school education in the years 2008-2013"* is the title of the project, which Faculty of education of University of Ljubljana obtained and is funded by the European Social Fund and Ministry of Education and Sports. The project is based on the analysis, development and integration of individual elements of the Reggio Emilia concept in the kindergartens in the Slovenian environment. Through the project we would like to include in kindergartens those elements of Reggio Emilia concept, which we can recognize as an upgrade or elevation of the National curriculum for preschool education (1999). In this text authors: (1) represent the basic positions or certain elements of Reggio Emilia concept in Slovenian kindergartens and focus mainly on items such as: cooperation between kindergarten and the environment in which it operates, kindergarten, which co-designs the culture of the local environment and the children, who learn about tolerant and respectful attitude towards others and different and (2) present the results of the research (N = 331) among the preschool teachers on the discussed topic. The research results show that just over 60% of preschool teachers have already heard of the Reggio Emilia educational concept and that only one third of them know special elements of this concept, and only 5.2% of them know the Reggio Emilia concept as a whole. However, their opinion importantly varies depending on the environment (urban or village) on the importance and forms of cooperation between kindergarten and the environment in which the kindergarten operates.

**Roberta Devlin-Scherer**  
Professor, Seton Hall University, USA.

## **The ESL Classroom Assistant Program**

Lack of preparation of secondary preservice teachers for working effectively with ESL students is well documented (Dong, 2004). For the past six years, the English as Second Language (ESL) Classroom Assistant Program has involved preservice secondary education students in teaching and tutoring experiences with ESL students who are attending reading, pronunciation, TESOL preparation, writing, and American Culture classes on a university campus. Collaborative activities and the set up of such a program between a secondary education and ESL program will be shared. Problems in program startup and progress related to student attitudes, attendance, scheduling, relationships, and strategies for handling these problems are noted. Over time, ESL teachers' suggestions highlighted the need for better orientation and preparation of preservice students. Open communication about these areas have made program improvement, continuation, and expansion possible.

The paper will describe the different structures the program has employed in various iterations. Team led conversation groups were used in the first year with mixed success. In year two, in-classroom assistance was adopted. In these classes, secondary preservice students have been able to observe interactive teaching and assist with challenges in pronunciation, writing, and reading that ESL students face. Since the university has an established laptop initiative, secondary students often assist in the organization of PowerPoint presentations. Secondary education student comments' on teaching opportunities and observation of practical classroom activities are provided.

The exchange between the two programs has positively added to the content in the general methods class offered to secondary students in all disciplines. Useful tools such as Voice of America have been highlighted. Sample activities to assist in reading comprehension and writing are demonstrated in the class. Practice-based papers applying ESL strategies have been added to the curriculum. ESL teachers have served as judges of the annual Secondary Exhibition on Best Practices.

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## **Effective School According to Elementary Education Teachers and Students**

School is a teaching and learning environment which teachers and students come together. At schools, students learning requirements and community education requests are fulfilled. From this perspective, schools' basic functions are same. However, each school is unique and there is a unique nature.

Effective school is student-centered and contemporary education institution which achieves the individual and society education requests. For Klopff (1982), effective school enables each student having different intelligence and capability improve of cognitive, auditory, psikomotor and aesthetic sides of them; for Brookover (1985) effective school teaches the knowledge and skills to each student having different intelligence and capability and Brookover describes the efficient school aiming the success and carrying out this in the high level.

The most important qualification of effective school is that the level of educational effectiveness at effective schools is really high contrary to the other schools. The level of a school's effectiveness is evaluated with the success of the students' educational levels. In other words, the school's success and effectiveness is determined with students' knowledge, skills and development in their behaviors.

The basic feature separating the effective school and other schools is not only educational purpose and functions. The intrinsic qualities and the organizational regulations of the effective school are different from other schools. Another basic effectiveness dimension of efficient school is to have effective training-teaching process and the environment. Education is a social enterprise which is planned and aimed. To be effective and efficient of this social initiative, planned education process and education environment equipped with purpose are needed. It is thought that teachers and students' opinions are really important for the improvement of effective schools.

### **Purpose**

The purpose of this research is, to determine elementary schools in Turkey have which level qualifications to be efficient school. So, the opinions of teachers and students in state schools and private schools have been determined. According to the students and teachers' perspectives, it has been introduced what kind of features the effective school should have. Within the scope of the research done in elementary schools, answers of the questions below have been looked for:

1. How should the efficient school be for students in elementary schools?
2. How should the efficient school be for teachers in elementary schools?
3. How should the teaching-learning process and the learning environment be for teachers?
4. How should the teaching-learning process and the learning environment be for students?
5. How should the qualification of the school be improved for students?
6. How should the qualification of the school be improved for teachers?

### **Method**

The research has been done in state and private elementary schools in Ankara. Status sampling method which is easy access has been applied. The research was carried out in a state and private school having different sociocultural features in five different regions. Teachers and students who have different sociocultural features and are in different grades in state or private schools have attended the research. Research data was gathered from ten schools totally. This research was carried out in Autumn semester of 2010 - 2011 Academic Year.

### **Data Collection Tools**

In the research, questionnaire and form which consists of open-ended questions improved by researchers were used as the data collection tools. Research data has been collected through the questionnaire of 268 elementary students totally, and the questionnaire and interview of 124 elementary teachers.

### **The Findings, Conclusions and Recommendations**

According to the opinions of teachers and students in elementary school in Turkey, most of the schools in Turkey are not effective school, but opportunities of private schools are much better than the ones in state schools. According to the opinions of students, effective school is that needs and expectations of students are satisfied, projects are done, there are social events and games, and it is a school which is innovative and student-focused; for teachers, it has been described that the opportunities in classes and technological equipment are very good and students fulfil their duties and responsibilities, projects are done and effective learning is achieved in effective schools.

It has been stated that schools should be organized according to students' opinions and needs, students need to enjoy learning and schools offer students an opportunity of social development for elementary schools' being efficient school in Turkey. Teachers provide versatile development of students and schools. Effective school is not only an institution that students train, it also should be learning and development center of society.

**Yitzhak Ezuz**

Head, Beit Berl College, Israel.

## **Being an Independent Learner in a Post-Modern Democratic and Singularity Age**

Since the time of Plato and more particularly Aristotle, and gathering momentum with Spinoza and Kant (Yovel, 1973, 1980), Western thinking has been dominated by logical thought, while emotion and creative imagination have only recently begun to be salvaged from their lowly status. Today, it is becoming clearer that the modern, enlightened conception of man's rationality does not improve humanity or make it happier. On the contrary, it is becoming all too obvious that the human thought process cannot continue to disregard its emotional, empathetic, and creative foundations. Only the constant effort to integrate them leads to richer, more productive thought and writing (Shlasky and Alpert, 2007).

In recent years, brain research has suggested that the above-mentioned trend - that of the development of Western rational thought and the traditional academic writing that conveys it - has caused intuition to be seen as the opposite of the analytic decision-making process, in that it is considered pre-analytical or non-analytical in essence. However, intuition is the compression of immense analytic experience; "it is concentrated, refined analysis. Intuitive decision-making is, therefore, a post-analytical phenomenon – not pre-analytical, or non-analytical. It is the product of analytical processes that are so condensed that even the person benefiting from them is sometimes unable to comprehend their internal makeup. This mechanism can be seen as a form of 'systems intelligence,' in that like other generic mechanisms, systems intelligence is statistical in nature. This innately-wired response mechanism is located in the amygdala, a small group of nuclei found in the temporal lobes of the brain" (Goldberg, 2007, pp. 127-128).

It follows, therefore, that Western culture - in which academic thinking and writing has developed, based on the assumption that there are "absolute truths" and unequivocal definitions - has also been based, from Plato to Frege, on the comparable dogmatic assumption that words represent "independent truths" in an absolute reality (Baker and Hacker, 1985; Nevo, 2006). Modern science has strengthened this trend, as it is expressed in the English language generally and in academic writing specifically (Nevo, 2009), and has determined the methods used in academic thinking and writing.

The age of singularity, which we are poised upon, suggests that multiplying information in a geometric progression will result in the

fact that the more we know, the greater the uncertainty will be, and the more accelerated the rate of change will become. What the post-modern age has seen as a wave in a turbulent sea will be more like a tsunami coming our way, and the "causality paradox" will have a decisive influence in the development of human knowledge (Passig, 2008). These factors will not only force a radical change in the traditional educational processes, which are based on the dogmatic assumption that it is possible (according to the model of the Renaissance man) to gain command of all knowledge and, as a result, to provide "real" answers; but also engender the development of a new writing style based more and more on probabilities.

This manner of thought and writing will combine different forms of thinking and knowledge, including emotion and intuition, and will avoid the artificial separation that academic thought and writing has long strived towards - and which should remain solely in the realm of technology. The context of academic writing will become broader and more creative than that of traditional academic writing, even while continuing the effort to maintain a reasonable standard of cohesion.

**Margaret Felis**

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## **Recollecting Heritage Languages and Constructing Identities: Long Term Student Perceptions and Experiences of Greek Heritage Language Education**

For many years Greek heritage language programs have been available to Americans of Greek heritage offering a space for learning and maintaining Greek culture and language within the context of the United States of America. Though research in regards to heritage language learning is certainly not new, little research has focused on how the long-term impact of these programs has been reflected in the perceptions and experiences of those attending the relevant heritage language schools and programs.

This paper provides an opportunity to explore the long-term perceptions and experiences of attending Greek heritage language educational programs in the Northeastern part of the United States of America. In addition, it aims to explore the perceived impact that Greek heritage language education may or may not have had on individual constructions of identity. The data for this project were collected by interviewing individuals ages thirty and above, who as children attended a Greek Heritage Language program in the Northeastern United States. Through a qualitative analysis of the narrative content, this paper highlights the importance of heritage language programs in the construction and maintenance of heritage identities.



**M. Hussein Fereshteh**

Associate of Professor, Bloomsburg University of Pennsylvania, USA.

## **The Multi-culturalization/Globalization of U.S. Teacher Education: Diversity/Cultural Differences, and the Unique Learning Experiences of the Arab/Muslim – American Students**

I examine and discuss major teaching and learning theories that have the strong potential to expose new education students, experienced teachers, and school administrators to diverse methods of instruction that will provide a positive and effective learning experience for their students' educational, social, and cultural needs. Although in my research I have focused on the cultural and learning needs of Arab/Muslim-American students in the United States, it is obvious that other students of various ethnic backgrounds in our schools and around the world can benefit from the results of this project. In my approach I borrowed John Dewey's research design and methods (Research/problem solving in education: case study approach), which he used in his classes and experimental lab with his education students. I began by examining 18 major college-level teaching and learning theories. I then selected 4 for experimentation in my graduate and undergraduate courses, over a five-year period. Among the theories I selected and explored for this research were Dewey's Progressivism/Pragmatism (using knowledge as a tool for thinking, reflection, and application, imagining students as members of community of learners, showing/believing that our schools must reflect our society); Maslow's Humanism (the benefits of well-rounded mothering, meeting all of the child's basic needs, emphasizing their development of positive emotions); Neill's Culturalism and Emotionalism (emphasizing student culture/emotion, attending to the needs of students, demonstrating that the teaching and learning environment can be an example of democracy at work); Gardner's MIT theory (based on the belief that students have unlimited potential, particular intelligence, **and recognizable unique interest**, and that their teachers are to recognize them and build upon the student's strongest interest and potential). The outcome/results of this project will help our education students to learn and apply the mentioned theoretical concepts on national and international levels, which will enable them to diversify their teaching methods for their own students.

**Elsa Fourie**

Director, North-West University, South Africa.

## **Siyakhulisa: Towards Quality Early Childhood Education Centres**

The South African government's policy for early childhood education reflects increasing concerns regarding the holistic and educational development of pre-school children. Worldwide, evidence proves that exposure to pre-school experience has a significant influence on the child's formal school performance and future success. The benefits of pre-school education are however, dependent on adequately trained teachers, as well as adequate facilities and curriculum materials.

In South Africa there is a vast difference between pre-primary centres/schools in towns (urban areas) and those in townships (rural areas). A large number, if not most, of the pre-school centres in townships can hardly be called 'pre-schools'. The main emphasis in these schools is on nutrition, safety and, in some cases, also hygiene. A visit to the majority of township pre-schools reveals overcrowded one- or two room buildings (in most cases a shack), with children sitting on the floor and keeping themselves busy. There are almost no outdoor facilities.

In general, principals and teachers at township pre-schools have a very limited education themselves. Most have not attended school beyond grade 8, 9 or 10 and therefore have no knowledge regarding the education of pre-school children. The best that most of these teachers can manage to do is to let the children sit quietly, to feed them and to let them run around in the small school yard. The above scenario results in a situation where children are not at all prepared for formal education.

As from 2007 I have implemented a project whereby a 300 of these pre-school teachers have been empowered to provide a higher quality education to their learners. The project focused on providing the teachers with knowledge, skills and some curriculum materials towards preparing the pre-school child adequately for formal education. In 2010, through also focusing on innovation, general management skills, communication, health and safety and HIV/Aids these teachers were also empowered to effectively manage a quality Early Childhood Development centre.

This paper focuses on the nature of the project and based on research (qualitative and quantitative) and reports on it's impact on the knowledge and skills of the participating teachers.

**William Gaudelli**

Associate Professor, Teachers College, Columbia University, USA.

## **Reading an Ethnology Museum as Pedagogical Space: A Multitext Study**

Ethnology museums have a troubled lineage as they are inheritors of a violent colonial legacy while being steeped in a positivist epistemology that seeks to order and categorize an otherwise disordered world. Educational research, similarly, is often predicated on realist knowledge principles as people are made objects to demonstrate their interactions to predict likely outcomes of various interventions. This article considers how an ethnology museum, the American Museum of Natural History (AMNH) in New York City, can be used as a learning site by student teachers as they experience reading a museum. Student teachers, having considered examples of postcolonial theory, use this scholarship to think through and critically read AMNH. The inquiry into how student teachers read AMNH as a pedagogical space is reframed, however, by multitext interjections offered by participants themselves. The study, then, is oriented around two principle areas: how student teachers can read an ethnology museum critically and how multitexts may work to address representational problems inherent in social science research, such as education.

**Aikaterini Georgoulia**

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## **The New Acropolis Museum: Towards a New Greek Museology; Interpreting Past, Educating Present**

The Parthenon marbles seem to be well-known to everyone, unfortunately not so much for their history or/and their aesthetic value, but primarily because they are the objects which have fostered an enduring dialogue between Greece and Britain. Britain holds in the British museum some of the Parthenon marbles since 1816, while Greece seeking mainly to prove that the marbles should be restituted to the country of their origin, constructed the New Acropolis Museum.

The aim of the present paper is not to look at the political power or the commercial value of the Parthenon marbles, but to explore how the interpretation of the Parthenon marbles constructed in the New Acropolis Museum may be understood as educational. The educational objectives of the museum, as well as what visitors are being educated about will be investigated. First and foremost, the study examines whether, and in what ways, the Acropolis Museum has been aligned to the educational precepts of the 'New Museology'. Furthermore, by briefly comparing the newly constructed Acropolis Museum with older Greek museums, such as the National Archaeological Museum of Athens, and by indicating the conservatism of the older museums, the second part of this paper questions whether the Greek Museology has transgressed the boundaries of the main objective of the Greek museums since the proclamation of Independence from Turkey in 1832 and the foundation of the first museums later in this century; namely, the continuous reaffirmation of Greek identity. It will be suggested that the identification of the traditional museums with national identity serves to limit their ability to adapt to change, because of the fear of compromising their role in Greek cultural life.

**Murat Germen**

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## **Muta - Morphosis**

Photography is one of the creative fields at which technological advances influence artistic expression the most. The ease of manipulation brought by software and extra features available in cameras made artists (using photography as an articulation tool) reconsider their visions, themes, narration, syntax and ways of sharing their artwork. Sharing sites like Flickr, which expedite encounters of various individuals from different cultures, help in changing the perception of the much vital notion of time and enable artists to get faster feedback, revelation, exposure and layering of information to be conveyed.

While some photographers, who are deeply obsessed with analog processes, deny digital technology; it is quite obvious that artists, who are aware of the complexity and particular advantages that this technology brings, indeed end up with a novel aesthetics of photography. In addition to the regular montage and collage methods remaining from the old analog days, digital imaging techniques allow artists to work with notions like augmented perception, chronophotography, subreal encounters, pictorialism, palimpsest-like superimposition, interlacing, simplification / minimization, creation of new worlds, delusion, synthetic realism / artificiality, appropriation... This paper + presentation will cover the new forms and resulting aesthetics of contemporary photography nourished by the digital culture. The particular focus will be on a photography series called "Muta-morphosis" created by the author and conceptualized through the text below:

The different traces left by various people and slices of time co-exist as layers in cities that have a particular past. The global trends and economical conditions strain this multi-layered traditional urban structure. An architecture with a language that cannot be considered as local anymore but universal, attacks the old texture of cities during the urban growth. This intervention usually implemented through gentrification supported by big capital, causes the urban tissue and its components to face mutation and even beyond this, undergo metamorphosis. Following this interaction and consecutive natural selection, some constituents disappear and some survive after being transformed.

Artwork series titled Muta-morphosis was obtained by shrinking panoramic images. Horizontal image compression points to the dynamics between the urban components that can persist urban growth

and the others that give up, vanish in various metropolitan districts. The urban construct obtained after this process points to the notion of evolution, where stronger components of existence survive the others after a natural selection process and change the course of life. The resulting constructed urban reality can be taken as a new possible definition of the notion of home in the urban scale and be traced to its future projection.

**Maria de Fatima Goulao**

Assistant Professor, University of Aberta, Portugal.

## **The Effects of E-Learning in Teaching a Course Unit**

Nowadays is incontestable the ICT role in our lives, as in a professional level, as in a personal level. The education field is not indifferent to its potential and opened doors to its utilization. However, using technology could not mean that is a plus to education. So Herrington et al (2010) say "We argue that technologies need to be used as cognitive tools for learning rather than as simply alternative delivery platforms" (p.3)

Our proposal aim is to present the developed work in order to adjust a course unit into an e-learning model. Firstly, it is going to be contextualized this restructuring in the Universidade Aberta's Pedagogical Virtual Model and regulatory instruments related to the model. Secondly, we are going to expose our options, as well as the reasons why they were chosen, seeking the conciliation of the model's principles with the idea of technologies should go beyond the availability of the contents. This structuring was made in different levels. Among them stands out the thematic to approach and its organization, the definition of general and specific aims inherent to each one of them, the materials to be used, the type and the technique to present formative and evaluative activities. At the learning unity development level, it will be explained the used strategies, based on the University's Pedagogical Virtual Model, mentioned above. Finally, through this process there will be reflections, having as indicators some students' feedback, as well as their level of success.

**Pamela Greene**

Director of Assessments, Muskingum University, USA.

## **A Multi-Method Study of the Intersection of Policymakers' Conceptualizations of Democratic Citizenship and P-12 Education Policy**

While much attention is given to the extent to which P-12 students are sufficiently prepared to pass standardized tests or other accountability measures, far fewer questions have been asked about how well P-12 education prepares students to assume their roles as adult citizens in a democratic society. In the same vein, there are myriad discussions about democracy, but little conversation about what constitutes a democratic citizen.

Using Q-methodology and a framework suggested by Westheimer and Kahne (2004), this study attempted to explore how members of the Ohio General Assembly and the State Board of Education conceptualize democratic citizenship. Qualitative inquiry was used in an effort to understand policymakers' reasons for ranking certain behaviors and characteristics as most important or least important to democratic citizenship, and also to gain further insight into their conceptualizations. The final aspect of the study was quantitative. It served to investigate where, how, and to what extent the conceptualizations of democratic citizenship that emerged from the policymakers' Q-sorts were reflected in the education policies that they draft, advocate for, and uphold.

Overall findings indicated that policymakers who took part in the study equated democratic citizenship with law abiding behavior, work ethic, character, and personal responsibility. Findings also indicated a general agreement that policy governing accountability, standards, and classroom practices should be aligned with and/or inclusive of the application of the behaviors and characteristics of democratic citizenship. Nonetheless, disagreement among study participants concerning the alignment of accountability measures with the behaviors and characteristics of democratic citizenship remained quite strong. This disagreement indicated a generally persistent belief among state-level policymakers that accountability measures in education are of greater importance than the development of democratic citizenship in P-12 students.



**Emine Seda Gun**

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## **Effect of Repeated Technique on Reading Comprehension Skills**

Reading is the process of comprehending written and visual texts. Within this process, there is a tendency for understanding and answering to the relevant questions of what is being read. It is a learning process that makes the organism does something on its own. The eyes and the brain have to work in cooperation. Because reading is a multiple process, not single.

The goal of this study is to diagnose and recover the problem of a student, not having any mental or physical problem but suffering from reading comprehension. In this study effect of word drill technique to improve reading comprehension skills of a student, who has been chosen for the aim of the research from the 5th class of elementary school, was studied. In the selection process, multiple tests were administered to diagnose the specific reading difficulties of the child. The result of evaluation which was done before application, the student's reading degree was at 3rd class frustration level was determined.

The research was applied to the 5th class student at Ergin Primary school (in BALA) in Ankara in the second term of years 2010-2011. Suitable texts for the level of the student were chosen and used for the study. Each study proceeded 1-1,5 hour and totally it arrived 33 hours.

At the end of study the reading level of the student increased to 5th class independent level. Results showed that the study was substantially helpful and the implemented method was contributed to the student's reading comprehension skills.

**Gezahegn Gurmhu Balcha**

Lecturer & Dean, Adama University, Ethiopia.

## **Students' Perception of Gender Role Difference in the Study Fields of Technical and Vocational Education and Training Schools of Ethiopia**

It is observed that in technical and vocational education and training schools, females more than males apply for study programs which are in contradiction to gender stereotypes. For this reason, the study is intended to investigate the magnitude of pervasiveness of perceived gender-role stereotypes of students in technical and vocational education and the associated factors influencing the incidence. The study is considered creditable since the investigation of the current status of the students' perception about culturally prescribed gender-role stereotypes will help in planning for intervention. Hence, 1<sup>st</sup>, it is to determine the gap between female and male students' in their perception of gender role stereotypes; 2<sup>nd</sup>, it is to assess whether males or females are favored by the condition of perceived gender role differences, and 3<sup>rd</sup>, it is to analyze the socioeconomic factors (parental education, occupation, and income) that bring about significant variance in the students' behavior of perceived gender-role stereotypes. The study focuses on first year regular students admitted to technical and vocational education schools in Ethiopia in 2009/10 academic year. The sample size was 310 students (160 females and 150 males). Multi-stage random sampling technique was used to draw respondents proportionally from the traditional categories of the \*study fields: Technical, Home Science and Business, named as traditionally female study fields, traditionally male study fields, and study fields traditionally common to both male and female, respectively. Data was collected through questionnaire consisting of a scale measuring subjects' behavior of perceived gender-role stereotypes; open-ended, closed-ended, and interview items. The data analysis include descriptive statistics, analysis of variance and stepwise multiple regression techniques. The results indicate moderately high pervasiveness of the subjects' behavior of perceived gender-role stereotypes. Significant gender differences is observed in subjects' perceived gender-role stereotypes in favor of females (females less influenced) in terms of conformity to traditional gender-role stereotyping. There is no significant difference between males and females in their perception of gender-role stereotypes during employment. This is interpreted as that females assume that employers do not trust them in the traditionally male study fields, while males hesitate that females are favored in employment because of political

decisions to encourage females; and because in the home science fields, business enterprises prefer females. The socioeconomic factors, except income, predict the perception of gender-role stereotypes significantly for both male and female groups. The result relates partly to Salami's (2007) finding that socioeconomic status contributes to the subjects' attitude towards gender-roles. It is concluded that females are prone to pursue masculine roles but males still stick to more masculine roles and avoid feminine roles.

\* Which usually are domains dominated by either females or males

**Paul Gurton**

Lecturer, University of Wolverhampton, UK.

**Developing Sustainable Landscapes: A Mid-Point Evaluation of a Regio Comenius Project to Develop the Use of Outdoor Learning in Primary and Special Education in Warsall, West Midlands, UK and Kefallonia, Greece**

This paper explores the benefits and constraints of the project which is in its second of three years. Consideration is given (with reference to the work of Osler , 1992).to the broad range of benefits both personal and professional afforded by the programme and how far it is possible to prepare for study visits of this sort .

The paper further explores the opportunities the project has provided for Continuing Professional Development (CPD) in a time of economic restraint and the bilateral insights it has given rise to into comparative education in the tradition of Durkheim (Fauconnet 1956), Simon (1990), Alexander (2000) and Osborn et al. (2003). Next steps in the project are considered in the light of interim evaluations and an introduction to the progress made in the development of shared learning resources.

**Ingrid Harrington**

Lecturer, University of New England, Australia.

## **Recruiting for Teaching Success in Hard-to-Staff Schools in Northern Territory Indigenous Communities, Australia**

Teacher retention in Australia is an on-going issue, one that every State and Territory takes seriously. The reasons why teachers leave the profession are many, varied and well documented and in response, each State and Territory provide programs targeting better support, training and understanding of beginning teacher needs. Schools in the Northern Territory that record exceptionally high indigenous student populations report that despite the increased focus on supporting beginning teachers, teachers at certain schools stay for an average time of approximately one school term.

The Northern Territory Department of Education (NTDET) has identified this as a serious on-going issue that requires exceptional management if teachers are to a) be recruited to these schools, and b) stay at these schools for a reasonable tenure. The Department has recently diverted from standard recruiting procedures and adopted a more strategic and targeted recruitment procedure in an effort to match suitable teachers to successfully manage the challenges that they may face in these 'hard-to-staff' schools. This paper outlines some of the recruiting features that may assist other educational providers with some insight into how best to recruit professionals for success in such a challenging career.

**Laurie Henry**  
Co-Director, University of Kentucky, USA.

## **Designing an Innovative, Contextualized Curriculum to Develop 21st Century Literacy Skills in Adult Education Programs**

The purpose of this paper is to describe the development of an integrated curriculum that emphasized the skills required for the 21st century workplace. The main goal of the curriculum was to provide adult learners with the knowledge and skills for success in an entry-level position within targeted industries, including technology sector and health services fields. Learner outcomes included attainment of the General Educational Development (GED) certificate, Career Readiness Certificate, Microsoft digital literacy certifications as well as the development of industry-specific professional soft skills and relevant 21st century skills, which emphasized problem solving, critical thinking, and collaboration.

Curriculum development for this project was heavily grounded in the 21st century skills (Partnership for 21st Century Skills [P21], 2006) and new literacies of Internet-based reading, writing, and communicating (Gee, 2000; Lankshear & Knobel, 2003; Leu, Kinzer, Coiro, & Cammack, 2004) and relied on central tenets of instructional design (Gagne, Wager, Golas, & Keller, 2005; Reigeluth, 1999). Instructional activities included information challenges and a capstone project centered on problem-based learning, a proven method for increasing disciplinary knowledge, developing skills, and promoting professional leadership (e.g. Barrows, 1986; Duffy & Cunningham, 1996; Jonassen, 1991; Torp & Sage, 1998; White, 1996).

Specific GED content standards in five areas (reading, writing, mathematics, science, and social studies) were integrated throughout the instructional activities to make connections between the content standards and contextualized areas (e.g. technology, healthcare). The capstone project facilitated the application of knowledge and strategies learned from the core content with an emphasis on civic engagement.

Unlike most GED-preparatory courses, learners in this program were given opportunities to prepare for the modern workplace by developing 21st century skills by completing team-based capstone projects; thus, graduates from this program may have an increased opportunity for career success compared to adult education programs that focus solely on GED completion.

**Gavin Heron**

Lecturer, University of Strathclyde, UK.

## **National Qualifications Frameworks and the Assessment of Social Work Students: Devil in the Detail**

National qualifications frameworks (NQFs) are designed to enhance transparency and provide comparisons between different qualifications both nationally and internationally. There is however, increasing concern that the outcomes-based approach typical of many NQFs is limited and may actually distort the learning process (Young, 2007). The NQF in Scotland is widely regarded as one of the most successful and has inspired qualification frameworks elsewhere in Britain and Europe (Raffe *et al.*, 2007). This study examines key elements of Scotland's NQF and its influence on assessment practices within a social work qualifying courses. A content analysis of key terms relating to the hierarchy of the Scottish Credit and Qualifications Framework (SCQF) is applied to a major practice-based social work assignment. Findings suggest there are inherent problems with the SCQF that limit its value for educators responsible for designing courses. These problems are likely to be multiplied when comparisons are made between countries that have very different social, cultural, economic and political factors influencing their pedagogical traditions. It will be suggested that educators may have to take a more critical stance and question the dominance of NQFs, especially in terms of whether students will be among the real beneficiaries. Whilst this study focuses on one NQF in relation to social work education, its design and implementation reflects key themes in the literature and will have relevance for educators in a variety of countries and in a wide range of disciplines.

**Nemah Hermosa**

Professor, University of the Philippines, The Philippines.

## **Assessment of Student Performance in Online Courses: Paradigm and Praxis**

The paper has two parts. The first (introductory) part discusses basic frameworks and principles for assessment of student learning. *Assessment with Purpose in Mind* (Earl, 2006) deals with the gradations of emphasis among assessment *as* learning, assessment *for* learning, and assessment *of* learning. The Course Development Model (Palloff & Pratt, 2009) looks at assessment within the broader context of course development, stressing the alignment of assessment with program competencies and course goals, and even all the way up to the College's or University's mission. The Backward Design Model (Wiggins & McTighe, 1998) describes the relationship of assessment to teaching. Backward mapping (planning with the end in mind) creates the necessary alignment among desired outcomes, assessment tools, and teaching strategies by turning the planning process on its head. This paradigm requires thinking not only about the curricular goals, but also to deconstruct the complex learning processes involved to identify the stages of learning, and deciding how to assess whether students are progressing toward the goals.

The second (main) part of the paper illustrates how these assessment frameworks and principles are applied in online courses. Online learning has changed the face of distance learning and has opened up greater possibilities for interaction, collaboration, and cross-cultural dialogue. Many new forms of assessment have arisen using this medium. What kinds of new learning and assessment opportunities can be created through online learning? What pedagogies can be employed to support meaningful online assessment? What are the losses and gains of this medium for teachers and learners? How effectively do models and forms of assessment translate into the online environment? The paper addresses these questions based on current trends in assessment, and within the context of assessing students in online courses that the paper presenter teaches at the University of the Philippines Open University.



**Wei-Chen Hong**

Graduate Student, National Tsing Hua University, Taiwan.

**Shelley Shwu-Ching Young**

Professor, National Tsing Hua University, Taiwan.

## **Integrating the Four-Frame Webcomics with Hyperlinks and Social Networking Site as Motivations of Learning about Chinese Lunar Festivals**

The purpose of this study is to develop the digital comics integrated with hyperlinks and social networking site (SNS) for introducing Chinese Lunar Festivals to international students on campus. Simple, iconic, universal and other attracting representations of comics let people engage in while they were reading. To enhance the memories, facilitate the learning motivations and shorten the learning periods of learners, taking advantages of those characteristics of comics for creating the Web-based comics. International students in Taiwan have the chances to experiences Chinese Lunar Festivals, but rarely know about what the histories of those festivals come from. This situation let them hard to participate in activities with local people while encountering the festivals. Using digital comics and the sharing on the SNS can provide them the ways to learn about related information of Chinese Lunar Festivals and ease their feelings of culture shock.

The digital comics consist of the introduction of origins and the relative activities of Chinese Lunar Festival. In the comic frames, the representative images embedded with hyperlinks, which allow learners to click and do exploring learning on their own. The hyperlink stimulates learners to do further learning and enhances learners' memories simultaneously. Learners can share the comics on the SNS for collecting elements related to the specific festivals from their friends, and meanwhile their friends can read those comics when they were responding learners' requests.

Main research questions will be discussed: do the hyperlinks and the sharing posts on the SNS from learners facilitate reading motivations? How much information can learners transfer to the reality for reducing culture shock after reading the digital comics?

Using digital comics to support learners acquire knowledge effectively is the main goal of this study. Base on the trait of scanning and sharing digital information of people nowadays, creating the information organizer is essential for efficient learning.

**K. Paul Kasambira**

Professor, Bradley University, USA.

**Michelle V. Willi**

Professor, Bradley University, USA.

## **Teaching Cultural Diversity Counseling Through Innovative Interview Techniques: A Model for Guidance Counselor Educators**

Many students have not had significant experiences in interacting with, and communicating with people from different backgrounds (D'Andrea & Daniels, 1991). Thus, many students may have a significant impediment to overcome in order to open themselves to the cross-cultural experience of their future clients. The purpose of this research is to assist counseling students to improve cross-cultural communication skills that would enable them to use interviewing techniques with individuals from diverse cultures. This approach is open-ended with continual opportunities to refine and enhance skills of students, building on the demonstration videos of previous students.

Specific objectives were identified for this project. They included the following: 1) developing skills in cross-cultural interviewing among counselors, teachers, and others, 2) developing communication skills between and among people from different cultural backgrounds, 3) presenting opportunities for interviewees to express their concerns as they attempt to adjust to the dominant cultures, 4) providing an arena for dialogue between people from diverse cultures, and 5) developing demonstration videotapes of cross-cultural interviews to be used in a variety of settings where cross-cultural concerns are evident (Kasambira & Rybak, 1996).

In evaluating the effectiveness of comprehensive multicultural training courses, D'Andrea, Daniels, and Heck (1991) found, in general, that the courses did help students to increase their levels of multicultural awareness, knowledge and skills. Merta, Stringham, and Ponterotto (1988) described a cross-cultural experience that was processes in a class setting as valuable in increasing counselor sensitivity to other cultural perspectives. Anderson and Cranston-Gingras (1991) reported on a relatively brief program in which multicultural awareness can be developed. Yet, the need for quality therapeutic approaches which help guide counselors in overcoming cross-cultural obstacles has been identified (Berg-Cross & Zoppetti, 1991). This research was directed toward developing a clear blueprint for assisting students in refining their multicultural communications abilities.

**Yaacov J. Katz**

Professor, Bar-Ilan University, Israel.

**Yaacov B. Yablon**

Senior Lecturer, Bar-Ilan University, Israel.

## **Affect and Digital Learning at the University Level**

The purpose of the present study was to examine the efficiency of SMS based cell-phone learning as compared to email vocabulary delivery and snail mail delivery at the university level.

241 first year university students studied English vocabulary in their mandatory English foundation course. Students were divided into three groups: study via cell-phone based SMS messages, via email messages and via snail mail delivery. Vocabulary lists were delivered weekly to students via the three delivery strategies during year-long course. Students in the three groups were tested on English vocabulary and responded to a questionnaire that examined their attitudes toward flexibility of the learning strategy; user friendliness of the learning strategy; learner control of the learning process, learner motivation; and learner autonomy.

Results of the study indicate that there were no significant differences for achievement attained by the three groups on the vocabulary test. However, there were significant differences on students' attitudes toward flexibility of learning; user friendliness of the learning strategy; learner control of the learning process, learner motivation; and learner autonomy. The students who received SMS messages had most positive attitudes on all five factors, followed by attitudes of students who received email messages, who were followed by attitudes of students who received vocabulary via snail mail.

It appears that SMS based vocabulary delivery is perceived as more effective than email delivery which is felt to be more efficient than snail mail learning. Results of the study indicate the potential for university vocabulary learning via cell-phone based SMS messaging.

**Sibel Kaya**

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**Evrin Genc Kumtepe**

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**Pelin Yalcinoglu**

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**Alper Tolga Kumtepe**

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**Murat Pektaş**

Kastamonu University, Turkey.

## **Nature of Science Views of Early Childhood and Elementary Preservice Teachers**

This study investigated pre-service Early Childhood and Elementary teachers's Nature of Science views. Data were collected from three universities, one in central, one in northern, the other in western Turkey. A total of 267 students, 125 from Early Childhood and 142 from Elementary Education program who completed their third year in the program participated in the study. Students in both programs had also completed a Science Methods course by the end of third year. Syllabi review for this course showed that student in Early Childhood Program were not explicitly taught about NOS; however, students in Elementary Education program received 2-3 weeks of explicit instruction regarding NOS. Furthermore, different aspects of science are embedded in the Elementary Science Methods course throughout the year. VNOS-C questionnaire (Abd-El-Khalick, 1998, Lederman, Schwartz, Abd-El-Khalick, Bell, 2001) with ten open ended items was used for data collection. These questions were aimed to gather information about the following aspects of science: tentative, creative, subjective, empirical, sociocultural, distinction between theory and law and distinction between observation and inference. Further interviews were conducted to clarify some answers and for questions that were not answered. Results indicated that pre-service teachers were most informed about the tentative nature of science with about 75 percent being "experts" according to their answers. Around 50 percent stated that there is subjectivity in science and 50 percent were aware of the difference between observation and inference. However, they were mostly uninformed about the empirical basis of science, creativity in science, social/cultural embeddedness of science and difference between theory and law. Almost all students indicated the development of scientific knowledge requires experiments which pointed out a "naive" view. Findings were similar for students from both programs regardless of their gender. These results indicate that

even explicit instruction is not sufficient for improving pre-service teachers' NOS views.

**Thomas A. Kersten**

Associate Professor, Roosevelt University, USA.

**Julia N. Ballenger**

Professor, Stephen F. Austin State University, USA.

## **School District Relationships Post NCLB: Voices of Principals and Superintendents**

Schools are highly people-centered businesses. This is probably best reflected in the fact that in most school districts, employee salaries account for at least 60% of total school district expenditures (Kersten, 2009). Because of this reality, it is not surprising that developing positive relationships at both the campus and district levels is critical to any administrator's success (Kersten, 2010).

However, establishing positive relationships is no simple task but rather a highly complex function. Because school districts are public entities governed by local school boards and financed by federal, state, and local funds, they are subject to scrutiny and sometimes diverse expectations of political forces both within and outside the organization. As part of the political process, school leaders, in particular, often find themselves the central figures in school district efforts to improve schools and increase student achievement, especially in the NCLB era. Principals and superintendents are expected to use their relationship building skills to work with very heterogeneous school communities to establish collaborative visions and missions for their organizations while also developing highly defined, results-oriented school improvement plans.

This presentation will focus on a nationwide study of P-12 superintendent and principal perceptions of how school district-related relationships affect their personal as well as their organization's success. Data were gathered through a series of focus groups on issues related to school leadership. Data were compiled and analyzed by the researchers. Emerging patterns among the responses were identified with in contextual categories (Maxwell, 1996). Through this inductive process (McMillan & Schumacher, 2001) "categories and patterns emerged from the data gathered" (p. 462). Through data reduction, conclusion creation, and triangulation, the researchers were able to identify the reported trends (Berkowitz, 21997).

**Bumi Kim**

Assistant Professor, Wonkwang University, South Korea.

**Chong Hee Lee**

Professor, Ewha Womans University, South Korea.

## **Instrument Development for Mathematical Learning Motivation and Causal Attribution in South Korea**

Korea is showing extremely excellent achievement level in TIMSS/PISA, but students stay at a low achievement level in the affective domain. As such, this prompted us to analyze the reasons for the lower achievement of Korean students in the affective domain in comparison to the cognitive domain, and to understand the factors that may contribute to explaining their mathematical achievement. Considering that specific emotions such as 'emotional memory' can be revitalized in specific situations such as in math classes, we may be able to suggest that Korean students have a learning motivation, a self-regulating system, learnt from the students' own experiences of mathematical achievement.

This research is aimed at respectively developing instruments of mathematical learning motivation and causal attribution of junior and senior high school students in Korea. To develop the appropriate items for the instrument of mathematical learning motivation and causal attribution of achievement, this research conducted exploratory factor analysis, confirmatory factor analysis, and differential item functioning.

Regarding results, a total of 35 items were developed for self-regulatory efficacy, task difficulty, mathematical anxiety; 8 items on causal attribution for success(luck, effort, ability) and 10 items on causal attribution for failure(luck, effort, ability, other person). As a result of analyzing the correlation between the three factors of mathematical learning motivation, there appeared a positive correlation between task difficulty and self-regulatory efficiency while mathematical anxiety showed a negative correlation with the other two factors. On the other hand, the highest achieving students' group in mathematical achievement was found to be high in task difficulty and self-regulatory efficacy, and to be the lowest in mathematical anxiety while the lowest achieving students' group in mathematical achievement was found to be the highest in mathematical anxiety. The students who have the causal attribution for success viewed ability as a trait that can be acquired or developed whereas the failing students believed their ability to be innate.

The specific results and their implications will be further discussed in this paper.

**Sun Hee Kim**

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**Soojin Kim**

Researcher, Korea Institute for Curriculum and Evaluation, South Korea.

**Kiyeon Kim**

Kim, K., Teacher, Seoul Buk Technique High School, South Korea.

## **Development of a Mathematical Affects Inventory Using Cognitive Diagnosis Theory**

Many assessment tests have been developed for the affective domain in mathematics, such as the Fennema-Sherman Mathematics Attitudes Scales (1976), Program for International Student Assessment (PISA 2003), and Trends in International Mathematics and Science Study (TIMSS 2007). However, it is difficult to find an inventory of affective factors and to develop an appropriate affect test in mathematics that includes all affective factors based on recent theories.

Affective factors cannot be strictly differentiated, so one item can measure several factors. Thus, cognitive diagnosis theory was applied in this study. Cognitively diagnostic assessment can be developed to evaluate examinees with respect to their level of competence in each attribute, namely knowledge and skills. Thus far, several studies have undertaken a cognitively diagnostic assessment of academic achievement; however, there have been no studies in the affective domain. If cognitively diagnostic assessment can be used to measure students' affects, then these results can be used as the qualitative evaluation of the students' mathematical affects about mathematics, the students themselves, as well as the learning environment.

The purpose of this study is to develop a Mathematical Affects Inventory (MAI) that measures student's specific affective quality. Fifty items were loaded on six factors, namely, desire to challenge, interest, self-confidence, anxiety, affective control, and awareness of value in mathematics by EFA & CFA. Further, to apply cognitive diagnosis theory, we developed the Q-matrix of the mathematical affect assessment test on the opinions of mathematics education experts and psychologists. The Q-matrix is a matrix showing the relations of items and attributes that the items need to be measured (Tatsuoka, 1983, 1995). The row represents the number of attributes and the column, the number of items. We verified the test using the Fusion model/DINA model. Moreover, several studies were conducted to diagnose the mathematical affects of individual students using this newly developed Q-matrix.



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**Carolyn King**

Lecturer, The University of Central Lancashire, UK.

## **Religion and Citizenship: Is there a Conflict Inherent Within this Curricular Relationship Within Faith-Based Schools?**

This paper discusses some contemporary issues that surround faith-based schooling within a pluralistic society. There will be a focus on the distinctiveness of religious education and the inclusion of citizenship education within the curriculum of faith-based schools and an exploration of the implications of this curricular relationship. The paper considers the possibility of an inherent contradiction in such a relationship and investigates the differing educational attitudes towards provision, including contemporary debates surrounding religion and citizenship and the challenge this poses for educators.

Religious education as a subject has always been seen as contributing positively to both multicultural and intercultural studies; therefore, policy makers have connected religious education to citizenship education in anticipation of a similar success. Citizenship education was accepted as a National Curriculum subject in secondary schools in 2002. The UK government have supported the expansion of faith-based schools across England and Wales on the premise that they support the diversity of the national population, are positive knowledge transfer vehicles underpinning community cohesion and citizenship, encourage inter-faith dialogue, foster social morality, ethics and justice and align to the European Union's position on supporting pluralism and multiculturalism.

Religion and citizenship became an important focus of education within the UK governments 'Social Inclusion' agenda, this was primarily because both subjects were believed to encourage young people to engage with social and moral responsibility, promote community involvement and cohesion and develop an interest in political literacy. However, within faith-based schools the educational provision of citizenship brings up a number of issues when related to religious or faith commitments. The citizenship agenda may often clash with the faith ethos of the school and the faith community. Therefore, the nature of citizenship and the role of faith need further consideration, particularly within an educational framework.

**Chung Oi Kok**

Post Graduate Researcher, Durham University, UK.

## **Development of Extended Logic, Self-Confidence and to Learn Art History Through Visual Arts Education: A Desired Skill for the Singapore Creative Economy**

Natural resources are non-existent in Singapore and it becomes the main aim for the government to focus on the development of a national manpower in the area of commerce, science and technology. This is thought necessary to survive economically by acquiring a robust and competent workforce to support foreign investors from multi-national corporations to invest in Singapore in order to stimulate the national economy.

Nevertheless, for Singapore to remain economically competitive, it remains a continuous challenge due to the recent phenomenon that for a nation to remain competitive, it needs to develop a creative workforce. In this respect, creative workforce does not equate to arts and design, instead creative workforce represents manpower who possesses the qualities in regards to imagination, inventiveness, resourcefulness and productivity. These qualities relate to the understanding of "Extended Logic" and "Self-Confidence. Singapore former policy makers and arts scholars/academics feel the urgency to revisit the delivery of education and consider the necessity to promote arts education especially to learn more on art history to develop creative qualities for future creative workforce. On the other hand, students are taught to develop skills in terms of thinking, creativity, exploration, innovation, teamwork, sense of awareness, observation and perception by art teachers and they feel that these skills are being marginalised because many people have underestimated art learning in school.

In view of the above, my paper discusses the differing rationales to promote arts education in specific visual arts, based on my present research findings through qualitative interviews with Singapore former policy makers<sup>1</sup>, prominent arts scholars/ academics, art teachers and argues that art learning is able to develop "Extended Logic" and "Self-confidence" .

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<sup>1</sup> Former policy makers refer to former permanent secretaries from Ministry of Education (MOE) and Ministry of Information, Communications and the Arts (MICA).

**Maija Kokare**

Ph.D. Student, University of Latvia, Latvia.

**Zanda Rubene**

Professor, University of Latvia, Latvia.

## **From Teachers' to Classroom Practices: Action Perspective on Organizational Learning at School**

The study deals with the interpretation of organizational learning in school settings – conceptualizing it as progressing gradually from externally organized, through self-organized, to mutual learning. The idea of organizational learning is considered as (1) supporting changes at school that are related to transformation of the concept of knowledge and learning and (2) as a balancing perspective between the two fundamental goals of democratic education: autonomy and ability to function as a members of the society, while recognizing that participation and collaboration in this sense have not only the social aim to ensure equality or social justice, but is also the individual's own tool for development.

The framework of the study is based on the (1) linking the ideas of experiential learning, organizational learning and action research and (2) the interpretation of the concept of organizational learning at the classroom level.

This is a case study in one particular school in Latvia and considers two research stages – the analysis of one period of teachers' organizational learning cycle and the classroom-specific assumptions regarding the teacher's organizational learning strategies used in classroom. The research questions focus on what the transformation of the concept of knowledge means for school and how organizational learning principles can be realized in school and in the classroom. The study combines action research from the 1<sup>st</sup> and 2<sup>nd</sup> person perspective and reflection on existing classroom practices. It is based on qualitative and quantitative analysis of interviews with teachers and students, diaries, questionnaires and 190 classroom observations.

**Angeliki Kostopoulou**

Lecturer, Birmingham University, UK.

**David Wray**

Deputy Director, Open University/University of Warwick Institute of Education, UK.

## **The Importance of the Environment in Teaching Reading: Beliefs and Practices**

The importance of carefully designed environments in fostering young children's learning is reflected in Pestalozzi's 'object lessons' that were built on the value of manipulative experiences as well as Froebel's 'gifts' and 'occupations' which help in children to examine things around them in a structured manner. Such environments could promote caring for all areas of a child's development 'through activities which work with children's emergent understandings and provide the concepts, knowledge, and opportunities to extend those understandings. When these activities operate in the child's zone of proximal development where learning is within reach but takes the child just beyond his or her existing ability then these activities are expected to be both enjoyable and educational' Bowman et al. (2001) (p.10). Literacy is a significant curriculum area but uncertainty exists as to the kind of literacy experiences that are the most appropriate in order to facilitate children's progress. This presentation explores this issue by focusing on the relationship between beliefs and practices in terms of teaching reading among early years teachers.

In this presentation we will discuss the results of a research study into beliefs and understandings about the teaching of reading held by teachers in different early years settings, specifically teachers in day nurseries, school based nursery classes and reception classes in primary schools. The study revealed that practitioners in private day nurseries used the environment to facilitate contextualised teaching of reading as part of a holistic curriculum. By contrast, nursery and reception class teachers, although accepted the importance of free expression, faced demands to meet specific learning attainments. These differences in the roles of early years practitioners appeared to be associated with significant differences in their beliefs and practices in teaching reading.

**Anna Ksigou**

Ph.D. Candidate, University of Sheffield, UK.

**Definitions of 'Childhood Apraxia of Speech' (CAS)  
with Reference to the Literature.  
How Might a Teacher and a Speech and Language  
Therapist Work Together to Assess and Support a  
Child with CAS at School and Home**

**INTRODUCTION**

This presentation is really enlightening. The whole spectrum of speech disorders was unwrapped through my involvement in Childhood Apraxia of Speech (CAS). The research evidence enlightened my understanding of the differences among the plethora of various motor speech disorders.

**FINDINGS**

In the first part of the assignment, I discuss how CAS is defined, and no conceptual or clinical distinctions are intended by use of the term apraxia rather than dyspraxia, or by the use of the term CAS rather than DAS (Developmental Apraxia of Speech), DVD (Developmental Verbal Disorder) or AOS (Apraxia of Speech) in this assignment. I also present the clinical symptomatology of the disorder alongside with its causes and possible diagnostic markers, as evidenced from literature.

**INTERVENTION PARAMETERS**

In the second part, I state the assessment criteria and the intervention parameters, while focusing on the intervention of a speech and language therapist and a teacher assessing and supporting a child with CAS.

**CONCLUSION**

Finally, I round off with a few general remarks suggesting more research on this disorder and a more humanistic treatment of the children affected by it. Dyspraxia is not thought to be "curable", but early diagnosis, treatment and educational support can help children substantially overcome their motor difficulties. There is an urgent need for closer interdisciplinary co-operation between health and education services, both at the organisational level and between individual professionals with child development expertise. Educators, specialists (speech and language therapists, psychologists) and family should be there, trying to accommodate these children and provide positive experiences in an inclusive environment.

**Ching Chan Lee**

Professor, Kangwon National University, South Korea.

## **The New Trends of Technology in Education and Its Implications of Korea**

In the era of the information society, knowledge and information have become the driving forces behind social development. A nation's level of creativity in the fields of science and technology, and knowledge and culture is the most potent determinant of the fate of a nation. A nation's power, wealth and the living standards of its people are determined by the breadth and depth of its intellectual assets which include technology, information, knowledge and culture.

A reservoir of the nation's intellectual assets relies on the learning capability and creativity of its people. Education plays the most vital role in developing a nation's intellectual power. Hence, the best way to prepare for future challenges is to correctly set up the backbone of a nation's education system. That a nation will not survive without first properly building a strong educational cornerstone is a truism that has been proven many times over through the centuries both in the East and the West. In the "Republic", Plato's basic theory is that education forms the basis of all the functions of the nation.

The history of mankind can be regarded as the process by which the depth and breadth of information and knowledge have developed, and this has been followed by the scope and depth of education. Educational opportunities are now available to the masses, unlike in the past when they were accessible only by the privileged few. With the institutionalization of equal basic educational opportunities for all, education itself has taken deep root in society and has had far-reaching effects on every aspect of human life. As a result, education is not only a right but a means to an increased quality of life.

History shows that civilizations which introduced printing technology to education were also the major role players in shaping world history. However, some of the civilizations that led the way in scientific and technological development in the Middle Ages failed to utilize this lead to the utmost in education, thus were unable to maintain their edge over other countries that did.

Information technology is the foundation upon which the information era can be established and its introduction to education is the surest way for a nation to be in the vanguard of the information era. By doing so, we might be able to touch off a series of revolutionary changes in education and teaching methods. Whoever successfully manages to incorporate technology in education will be the one who will lead other countries in shaping the future of civilization.

The advent of the information society has the following implications:

First, proliferation of information and knowledge necessitates the extension of the duration of basic common education.

Second, vocational programs for training young people to acquire the skills necessary to earn a living need to be upgraded from secondary to tertiary education.

Third, further educational programs for adults should be an integral part of life in the era of an information society, which will experience rapid changes and dissemination of knowledge. Hence, continuing education and life-long education are integral parts of an information society.

And fourth, the introduction of multimedia information technology into education will trigger revolutionary changes in the management of educational systems, content and teaching methods.

Such technological advances are transforming pedagogical methods in unexpected ways. As a result of the break-neck speed of technological advancements, some scholars predict that the public educational system as we know it today will be gone in 20 years. New educational methods such as e-learning and mobile learning are already changing the rigid educational system of the past. Learners no longer desire to remain in the confines of a brick and mortar school, but believe learning can be achieved outside the classroom, from activities in which they engage in everyday life. And they are putting such beliefs into practice.

Take the development of social networks as an example. The number of high speed internet users in Singapore, Netherlands, and Denmark are 88%, 86%, and 82%, respectively. In Korea, the number of high speed internet users has grown from 14,000 in 1993 to 95% of the nation's households in 2009. Social networks that have developed out of the proliferation of high speed internet of the 1990's have grown exponentially over the past several years and they have the potential to bring about unimaginable transformations to the field of education. Today, more than 500 million users spend more than 700 billion minutes per month on Facebook. The appetite for ancillary technological devices that facilitate the use of such social networks is also growing infinitely and as an example, a new smart phone that was released in Korea earlier this year sold 7 million units and is expected to sell more than 10 million before the end of the year. Phones like this offer thousands of applications related to education that can be downloaded and accessed by individuals at anytime, and these individuals can access lectures from distinguished institutions of higher learning from around the world in the form of podcasts.

Other examples of the use of technology in education can be found in countries that have been promoting open educational systems



through distance education using high-tech devices such as satellites. The Open Learning Agency (OLA) in Canada, The Open Training and Education Network (OTEN) in Australia and the National Technological University (NTU) in the United States, have some of the most advanced programs for open and distance education. Even in Korea, we have 19 digital and cyber universities now, and it will expand very rapidly. Also Korean education consumers are allowed easy access to high quality educational information through the EDUNET. It is an interactive learning system, which allows for students to remotely receive inexpensive instructions.

Breathtaking advances in information and communications technologies have altered our conventional concepts of classrooms, teaching methods, curricula, and administrative aspects of schools. Cutting-edge multi-media information technology now enables us to transcend the limits of time and space and to explore new possibilities in education. As seen in the earlier examples of podcasts or distance learning, a student is able to listen to a lecture of his choice at the time of his convenience and learn it at his own pace. This makes quality educational programs available to the disadvantaged and to those in areas and levels of society who have been unable to get access to quality education. This will contribute to the realization of equality in educational opportunities.

Despite its many benefits, incorporating technology in education has its potential pitfalls. First, in some developing countries, where establishing a firm foundation of public education is still in its infancy, the need to augment this effort with newly developed technologies creates severe burdens in the form of costly capital and human resources. Yet, with the increasing interrelatedness of education and technology, failure to facilitate the technological infrastructure such as access to computers and high-speed internet for its citizens would not only create a digital, but an enormous educational divide between the developed and developing world.

Second, the rapid development of technology can lead to a generational divide as the young are able to adapt to a society of mobile learning and networking, while the aged fall increasingly behind. Only 4% of the world's high speed internet users are individuals over the age 65. As a result, seniors could grow increasingly isolated with society's growing dependence on technology. Even the most well-educated will have difficulty keeping up with the ever rapid changes in technology as knowledge will become obsolete rather quickly. Hence, accessible retraining programs for older adults are essential to help them adjust to the changes. For older adults to benefit from such programs, it is important to keep the door to education wide open. An institutional device should be in place to make education accessible at any time and in any place. For this, appropriate steps should be taken to incorporate

the latest in information technology in education, adding a new dimension to the process of studying the process of learning.

Third, the overdependence on efficiencies of newly developed technologies can potentially hinder the development of natural human abilities, resulting in degradation of humanity and the loss of moral sensitivity. The remote system of learning, apart from interpersonal relationships, leaves little room for the development of character and morality that benefit the common good. Consequently, young people around the world may become self-absorbed and oblivious to the need of others. The unencumbered, excess use of technology among youth can also lead to internet addiction, abuse of chatting and games, exposure to online pornography, and the failure to discriminate between the real world and virtual reality. These are prevalent and serious issues that should not be ignored. Technology serves a great purpose, but as our youth devote much of their time to using new technologies, we should remember that morality must be inculcated at an early age by effectively linking it to parental guidance at home. And the solutions to the unintended consequences of technology should be found in education.

Education can no longer serve its purpose by merely imparting new knowledge. It must not only promote the acceleration of information technology, but it must also lead the way in deterring the unwanted side-effects of a technology-driven world. Public educational institutions cannot fulfill this responsibility alone, but must work in partnership with families and the larger society. The importance of understanding the changing role of education in the face of rapidly developing technology is especially poignant for developing countries. We should learn from the successes and failures of the developed world by deterring the negative side-effects of the unfettered use of technology, while magnifying the benefits that technology in education can have on the growth and development of a nation. Nations that are able to strike a perfect balance between these two will be able to manage to incorporate technology in education, and thus will be able to lead the way in shaping the future of civilization.

**William Patrick Leonard**

Vice Dean, Sol Bridge International School of Business, South Korea.

**Higher Education, the Business Cycle and  
Executive Board Irresponsibility**

Purpose: to assess the clarity and efficacy of New Mexico public higher institutions mission statements in guiding institutional decision-making and budget control.

Mission statements are commonly defined as brief declarations established by a governing board to inform/guide internal executives and staff in making decisions. They typically identify:

- what the institution does
- for what constituencies
- how it will be accomplished

Procedure: all current New Mexico governing board members are asked to complete brief ten item digital survey instrument. The instrument will be composed of Likert-like questionnaire with an accompanying opportunity to comment or amplify. Respondent anonymity will be maintained.

The resulting data is summarized and categorized by institution. Clarity and used in identifying institutional purpose, constituents and process in critiqued. The clarity and efficacy of each mission statement is contrasted with institutional budget growth in recent years.

**Tonya Leslie**  
Researcher, New York University, USA.

## **The Creation of a Discourse, or Forming the Literary Habitus of the African American**

According to French sociologist Michel Foucault, discourse is power<sup>2</sup>. Indeed a look into the discourse surrounding African Americans—the words that form the societal beliefs of what it means to be Black in America—have been historically influenced. In this paper I trace the development of this disenfranchising discourse as it appears in children’s literature pre and post emancipation. Using classroom primers and abolitionist texts, I identify the emergence of words and images that make up the discourse surrounding African Americans that has constructed our collective habitus<sup>3</sup> around what it means to be Black in America. Through this review of texts, I establish that this discourse did not originate with the African American community. Instead the discourse was socially constructed, designed to reproduce a social construct that supported White domination. I will argue that this constructed discourse is limiting, historically inaccurate and far from liberating. I will also argue that within this framework, African Americans were always agents of change and found avenues to challenge the discourse and reshape their realities.

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<sup>2</sup> Freire, Paulo (2003) *Pedagogy of the oppressed*. New York: Continuum

<sup>3</sup> Bourdieu, P. (1977). In Passeron J.C. (Ed.), *Reproduction in education, society and culture*. London: Sage Publication

**Yvonne Lewis**

Consultant Writer, Imagination Stage Inc., USA.

**Gail Humphries-Mardirosian**

Associate Professor, American University, USA.

## **Transforming the Teacher, Reaching the Student**

An evidence-based study involving professional development of teachers in arts integration and its impact on their *attitude* towards the arts' role in education; on their *skills* and *behavior* in incorporating arts-based instructional techniques into their pedagogy and transferring them to their classrooms; and on the positive impact on students.

**Yu-Tzu Lin**

Assistant Professor, National Chi Nan University, Taiwan.

**Chiung-Fang Chiu**

Teacher, National Taichung Institute of Technology, Taiwan.

## **Teaching Computer Science with Social Media**

With the rapid development of information and communication technologies, teaching and learning can be improved by applying such new technologies, and web 2.0 is one of the widely used techniques in educational applications. The Web 2.0 technology makes the knowledge platform more selective, flexible, attractive, and economic by variable and interesting services, on which users not only can access knowledge more efficiently, but also can have social activities. Such platform then becomes a social media, and provides new opportunities for e-learning by supporting social learning environment. Learning/teaching behavior is influenced by social media like Blog, Twitter, Wiki, and Facebook, which gradually becomes a way of life. Since the knowledge of computer science is needed to be updated frequently, it is appropriate to let learners learn with social media.

In this paper, we design and implement a social-media-based curriculum for computer science education. Two examples of course design are provided: computer architecture and computer algorithms. By providing social media platforms as learning/teaching tools, students can communicate, share their opinions, and react immediately in the class. In the lecture of computer algorithms, the teacher initiated a problem and led the students to think how to solve it. Then students could share their ideas on Facebook by merely posting short sentences for discussion, which encourage students to “speak” on Facebook as soon as they have new ideas without worrying about the completeness of their thoughts. At last, the teacher concluded the students’ statements and asked the students to review all the posts to reorganize their thinking. Another lecture is computer architecture. Students were asked to read materials on Wiki at first, then to think how to do if they have to fabricate a computer suitable for some specific purposes (playing 3D games, writing multimedia programs, doing word processing, etc.), and then write down their plans with reasons. Finally, the teacher led the discussion and constructed the relationship between theoretical and practical aspects of computer architecture.

The experiment results show that students were more active in searching knowledge from Internet, presenting their thoughts, and reviewing others’ opinions. The student questionnaire revealed that students favored social-media based learning over traditional ways. This research also found that almost all students were willing to use

social media as an assistive tool of computer science learning, which encourages us to do further research.

**Alenka Lipovec**

Associate Professor, University of Maribor, Slovenia.

**Darja Antolin**

Associate Professor, University of Maribor, Slovenia.

**Helena Bezgovsek Vodusek**

Associate Professor, University of Maribor, Slovenia.

## **Solving Problems on a Blackboard as a Traditional Sociomathematical Norm**

In the last decades education area emphasize sociocultural perspective as a theoretical framework with profound implications for teaching, schooling, and education. Even young students should actively attempt to reconstruct their mathematical knowledge by sharing it with their peers. It seems reasonable prospective teachers' education follows the same learning perspective. Our paper highlights elementary preservice teachers' social anxiety in faculty mathematics course. During the course they were supposed to expose their knowledge to their classmates by solving problems on a blackboard. However they often tend to avoid presenting their thinking on blackboard in fear of being evaluated or scrutinized. Described phenomenon is of special importance when considering teacher education; therefore we used empirical data in order to highlight it. Elementary preservice teachers (N=242) filled out internet questionnaire about preferred teaching techniques in absolved mathematical course. Only one third of participants saw learners' solving problems on blackboard in front of their classmates as an efficient method for learning. Almost half of participants would choose solving problems in smaller groups. Fifth of participants would prefer an old fashion method in which educator is explaining and solving tasks on a blackboard. It seems that for at least for this group mathematics teacher is still perceived as the sole legitimate carrier of knowledge. Last two groups (together almost 2/3 of participants) clearly demonstrated some features of social mathematics anxiety. Additional data, gathered in digital preservice students' portfolio, allowed analyzing questionnaire answers from several viewpoints. Most interesting are preservice teacher as a learner of mathematics and preservice teacher as a teacher of mathematics. Relation between success in written mathematical test and also success in home works by proposed teaching technique will be discussed in framework of learning mathematics. Teaching component will be addressed by



comparing preservice teachers' ability to reflect and preferred teaching technique.

**Wai Yin Lo**

Assistant Professor, The Hong Kong Institute of Education, China.

**State and Society:  
The Rhetoric and Practice of Mass Education in  
China from a Case Study in Quizhou Province**

In the eyes of the academia, education is not only a form of consumption, but also an investment and a kind of capital. It is believed that an improvement of the education level of a society helps to increase labor productivity, and in turn, helps to eliminate poverty. In China, school education is a vehicle for modernization. From a state's discourse to the actual implementation in Chinese farming villages, education has also transformed the originally-existed relations in the society. This article examines various linkages in the economic dimension, connecting the individual, the family and the state between the school and the society from a case study in Fangxiang Village of Quizhou Province, China. It is apparent that the communities' support is vital in the development of mass education in China.

From the real life accounts gathered from Fangxiang Village, we see the complexity of education resources in the process of putting the state's abstract discourse into practical effect. The imbalance of the economic structure (relationship between the agricultural and the industrial sectors), the rural-urban structure and the land structure has a deep impact on the development of education in rural areas.

**Brenda E. Logan**

Associate Professor, Armstrong Atlantic State University, USA.

## **Like the Phoenix, We Will Rise Again: Improving Preparation of Novice Teachers**

In recent years, the debate over teacher quality and preparation has gained new urgency (Hess, Rotherham & Walsh, 2005). Advocates and proponents of middle level education argue that staffing middle-grades classrooms with teachers who have not been trained to work with young adolescents is a great social injustice to future generations (Mertens, Flowers & Mulhall, 2002). Teacher education in the United States has experienced a great deal of criticism in the past few years, and as a result teacher training is more regulated at the state and federal level than it was 20 or 30 years ago (Wiseman, 2006). Strengthening the quality of teachers and teaching has been central to efforts to improve American education in recent decades (National Science Foundation, 2006). The National Middle School Association has long promoted more rigorous standards for the preparation of probationary teachers than No Child Left Behind demands of highly qualified teachers (Erb, 2004). Never before have there been so many new teachers in American classrooms and never before has the need for additional teachers been so great.

Based on national statistics that we are losing 22 percent of our teachers in the first three years, and 50 percent after five years, a middle education college instructor designed a survey to collect suggestions for improving the content and experiences for a required curriculum and methods undergraduate course for pre-service teachers. A sample of 350 middle school teachers in 11 middle schools descriptively responded to two questions pertaining to preparation of novice teachers for the classroom. The survey indicated that teachers knew specifically what behaviors novice teachers needed to become effective in their schools. Moreover, the teachers had precise content-based concepts and ideas that teachers needed to master in an education preparatory course.

**Denise Lussier**

Emeritus and Adjunct Professor, McGill University, Canada.

## **A Conceptual Framework of 'Intercultural Communicative Competence' and Issues to Be Addressed In Language Education**

Within this new era of plurilingual and multicultural societies where one word "globalization" is predominant and where tensions between communities still prevail, many issues need to be raised in language education. We must question how to consider (inter)cultural aspects of language learning, how to promote experiences of diversity and openness to other cultures, how institutions such as schools and universities can promote social cohesion. We argue that the development of language competence needs to address not only the linguistic, sociolinguistic and pragmatic/discourse elements of language but should integrate (inter)cultural interactions, the development of (inter)cultural representations and transactions between individuals in the learning process. All these new factors must be looked upon with logical coherence based on a theoretical framework of *Intercultural Communicative Competence*.

This presentation will report on a multidisciplinary research project that was conducted by our Canadian research team. One of the aims was to validate an ICC framework empirically with more than 2000 young adults. This framework is composed of three competencies: 1) intercultural cognitive competence based on knowledge, 2) intercultural procedural competence based on skills (know-how), 3) and intercultural existential competence (being) in reference to affective and psychological factors.

The presentation will provide some data in reference to the language/culture relation, the nature of positive and negative cultural representations linked to social thought and social interactions when two cultures or more are confronted, the major cultural markers of identity and the interrelations which exist among each of these concepts. It will consider a new approach to language teaching taking into consideration affective and psychological factors as well as cognitive factors. The three assumptions, as proposed in the conceptual framework of ICC, linked to the concepts of *language, thought and (inter)culture* and the underlying theories, would bring coherence to the development of ICC.

**Mun Cheong Lye**

Senior Teacher, Universiti Sains Malaysia, Malaysia.

**Chwee Hiang Toh**

Lecturer/Programme Chairperson, Universiti Sains Malaysia, Malaysia.

**Poh Hong Gooi**

Language Instructor, Universiti Sains Malaysia, Malaysia.

**Mei Chan Yeap**

Language Instructor, Universiti Sains Malaysia, Malaysia.

## **Difficulties Faced by Learners of English as a Second Language in Writing: A Case Study of Weak Learners at a Malaysian University**

*"Before come to USM, my village invite singer for festival in my village. We had prepare many thing for this festival. I excited as she my idola. I was collect many her collection album. I very admire her and not sleep one week ..."* ... a Preparatory English student, Semester II 2007/2008

After studying English for at least 11 years at the primary and secondary levels in Malaysia and another 2 years of pre-university, many Malaysian students still write in the manner described above. While linguists or communicators might argue that these learners have achieved some level of communicative competence (Canale 1983, Ellis 1994), it is every English language instructor's aim to help these learners improve their competence and achieve an acceptable level of accuracy. Research into error (e.g. by Corder 1967, Nemser 1971, Selinker 1972, Richards 1973) has shown that learner errors are indicative of both the state of the learner's knowledge and of the ways in which the second language is being learned. This research is conducted to identify and analyse errors that commonly appear in written texts of learners of English in an elementary level course at a university in Malaysia. The categories of errors that will be studied include textual errors, lexical errors (confusion of sense relations, collocation) and grammatical errors (morphology, syntax). Low level discourse errors (coherence, pragmatics) will also be analysed and high level discourse errors are not included as these errors will be too numerous for enumeration and beyond the mastery of weak learners. Subsequently, the patterns of errors made by these learners will be identified and based on these patterns, appropriate teaching materials and strategies are suggested.

**Sam Marandos**

Assistant Professor, Teacher Education, National University, USA.

## **How Do Various Schools of Philosophy Affect Educational Systems and Practices in the United States - The Impact of Philosophical Thinking on School Curricula, Educational Practices, the Roles of the Teacher and the Students!**

This paper is about the crucial roles that educational schools of philosophy have played and still play in influencing how the educational systems in the United States function, the impact on educational practices, curricula, the roles of the teacher and those of the students. This paper focuses on the different perspectives of authoritarian versus nonauthoritarian philosophical theories and what they have to offer in terms of the curriculum, the responsibilities and roles of the teacher and students, classroom practices/management, and the best practices necessary to involve the teacher and the students in useful, applicable, and relevant learning.

The schools of philosophy are divided into authoritarian based and nonauthoritarian based theories and include:

A. Authoritarian based

1. Idealism
2. Realism
3. Behaviorism

B. Nonauthoritarian based

1. Progressivism
2. Reconstructionism
3. Humanism
4. Constructivism

The above philosophical theories best represent what great thinkers have pondered regarding the best and most meaningful ways to help society structure its school systems in order to help students become knowledgeable in the various fields of human knowledge and be able to critically think about what is the best course to follow in one's own life.

**Jessica Marshall**

Lecturer, The University of Central Lancashire, UK.

## **Church Education of Parents in a Postmodern Society**

This paper will examine whether it is beneficial for the church to educate its congregation to be what they consider 'good' parents. In British society there is a moral panic concerning parents who are considered by the media and society to be unfit to care for their children. For example, parents are sent letters from schools if their children are considered to be unfit, and are fined if their children consistently truant from school. In more extreme cases the media reports on cases of child abuse and infanticide. Postmodern sociologists suggest that we live in an age of normlessness where there are no moral standards or guidelines against which people can parent. Therefore, whilst the state and society are critical of people who are considered to be 'bad' parents, what is the yardstick against which they measure who is a 'good' or a 'bad' parent. And, whilst parents must take some responsibility for their actions, to what extent are their parenting skills (or lack of them) a product of living in a society that is without a 'moral compass'.

The state intervenes in parenting practices through the provision of parenting classes, these classes focus on the practical issues of parenting, yet in today's society do parents need more than practical advice.

This paper will examine the involvement of the church in educating people to become 'good' parents and explore how this is reflected in their childrearing practices. I argue that, by emphasising the moral and spiritual development of parents, the church and the church community provide a much needed moral framework within which to raise children, whilst arming parents with practical support and a friendship network.

**Charlotte Mascreen**

Assistant Professor, Manipal University, India.

**Praveen K. Shetty**

Assistant Professor, Manipal University, India.

## **Learning the Nuances of Written English by Fusing the Strategies of Spoken English Learning: An Approach to EFL Students**

A number of teaching strategies are used in learning English as a foreign language (EFL). However, an effective way of enhancing student's written English still remains a challenging area particularly in the Indian context. Conventionally, students are taught the rules of language structure and are expected to apply this knowledge in writing on a given topic. In the context of Indian ELT classrooms, which is increasingly oriented towards communicative approach, the breach between the skills in spoken English and ability to express in written English seems to be widening. There is a need to translate the students' ability to express their ideas in spoken English into effective written form of communication. In this regard, blending the spoken English activities with the written exercises would be an interesting area to explore.

The proposed approach to enhance the written English skills of students intends to combine classroom discussions of the oral activities and case study approach of the written activities to teach the nuances of written English to learners of English as a foreign language. Here, students would be encouraged to orally express their views on an important issue and analyze it from diverse angles. It would be followed by an exercise of writing on the same issue in a structured format. The variation in the use of language involving vocabulary, tone and style would be analyzed through subsequent discussions. The same method could be used in another way through Case Study where the students would be asked to write their views initially to be followed by presentations. The aim is to create awareness about the subtle variation necessary in the use of written English as against spoken English.



**Nancy Maynes**

Assistant Professor, Nipissing University, Canada.

**Lynn Julien-Schultz**

Professor, Nipissing University, Canada.

## **Do Teacher Candidates Perceive the Value of a Conceptual Schematic Model to Support their Understanding of the Planning Components and Sequences Involved in Planning for Direct and Indirect Instruction for their Students?**

In both the Englemann (Englemann 1992; Englemann, 1998; Englemann & Carnine, 1991) and Rosenshine (1990 and 1997) conceptions of direct instruction, once students have had modeling from the teacher, students need opportunities for guided practice, with support being removed gradually as students' independence increases. Fisher and Frey (2008) refer to this gradual and strategic move toward increasing independence as the "gradual release of responsibility". Faculties of Education try to teach this sequence of instructional actions to teacher candidates through lesson planning. However, the linear nature of lesson planning templates makes it challenging for aspiring teachers to determine when they should model, when they should provide practice, how much practice is needed, and when they should start the "gradual release of responsibility". To aid our teacher candidates with these decisions, we developed a schematic that we use to accompany the linear lesson planning template so that they can see the elements of instruction in relation to each other. The components of the diagram are supported by the work of other researchers and authors (Collins, Brown, & Holum, 1991; Healey, 1987; Marchand-Martella, Martella & Ausdemore, 2005). The elements of gradual release of responsibility are shown graphically in the diagram. This research explores teacher candidates' perceptions of the usefulness of this schematic in supporting their understanding of the planning components and sequences in lesson planning tasks, using both direct and indirect instruction.

**Mohd Nazir Md Zabit**

Ed.D. Candidate, University of Strathclyde, UK.

**Eleni Karagiannidou**

Lecturer, University of Strathclyde, UK.

## **The Effects of Problem-Based Learning on Business Education Students' Critical Thinking Skills in a Malaysian University**

This study was the first in Malaysia which focused on the implementation of PBL method among lecturers to improve students' critical thinking skills which had been integrated into the business education courses. A quasi-experimental, two-group, pre-test, post-test 1 and post-test 2 design had been conducted to examine the effects of problem-based learning on the critical thinking skills of 45 undergraduates who were undergoing the Bachelor of Education (Economics) programme at Sultan Idris University of Education (UPSI), Malaysia. The students were equally randomly assigned to an experimental group ( $n = 23$ ) or a control group ( $n = 22$ ). The California Critical Thinking Skills Test (CCTST) - Form A was used as the instrument for the pre-test, post-test 1 and post-test 2 for the PEA3063 - Population Economics and Policy course. There was no significant difference in critical thinking skills in the pre-test, whereas significant differences in critical thinking skills existed between the problem-based learning and lecture groups in post-test 1 and post-test 2. The problem-based learning students had a significantly greater improvement in the overall CCTST, analysis and induction subscale scores compared to those students who attend the conventional lectures. Problem-based learning also fostered business education students' critical thinking skills and academic achievement.

**Pnina Mesika**

Teacher, Omere High School, Israel.

## **Fostering Inventive Problem Solving Competences among Middle School Pupils**

This paper presents a study on teaching an inventive problems course to middle school students. The method consists of finding original and useful ideas by systematically examining alterations in existing components within a system, their attributes, functions or internal relationships. For example, changing the physical properties of a component, i.e., size, shape, color, surface area or transparency; changing the function of a certain component in a system, i.e., assigning a new function to an existing component. These ideas were derived from the work by Genrich Altshuller, the founder of the TRIZ method, who researched thousands of engineering inventions and patents and identified their joint constants or properties.

The research aimed at exploring how learning this method affects the pupils on a cognitive and effective level. The sample included 151 students in the experimental groups and 142 students as a control groups. Data were collected by means of administering pre-and-post course problem solving quiz, questionnaires, as well as observations in the class and interviews with students.

The findings indicated that the learning the course increased significantly pupils' ability to suggest inventive solution to daily-life problem presented to them, in comparison to the control group. In addition, learning the course raised pupils' interest and self-confidence about creativity and problem solving and made many of them believe every individual is endowed with creativity to a certain extent, and this competency may be fostered through learning problem solving methods.

**Emmanuel Mushayikwa**

Ph.D. Student, University of the Western Cape, South Africa.

## **Scaffolding the Continuing Professional Development of Science Teachers' Classroom Practice**

This presentation discusses the theoretical underpinnings of a framework for supporting science teachers' classroom practice. The paper is motivated by the continuing dearth of progress in improving the quality of science teaching in most previously disadvantaged schools in South Africa, with particular emphasis on the Western Cape Province. The paper looks at the challenges facing teachers in these schools from an epistemological basis of the science subjects. Of particular importance, is the fact that most of these teachers do not manage to complete the syllabus in the three years designated for the Matric examinations phase. The structure of the science curriculum is investigated in terms of a) the processes and skills of science; b) unifying concepts of science; c) the nature of the scientific enterprise and d) the impact of science on society.

Complexity theory is used to describe classroom dynamics and how these affect the teaching and learning of science. An analysis of these dynamics gives rise to three issues that form the core of the research questions. These are:

- a) What science is taught in the classroom?
- b) How is the science taught?
- c) Why is it being taught in this way?

An analysis framework comparing various science curricula with the South African Curriculum and Assessment Policy Statements (CAPS) for the Sciences is derived and used to analyse the questions raised above. The framework reveals that the teachers were unable to successfully implement the curriculum because of the way it is currently structured, among other reasons. In response to the second question, four teachers were observed teaching a common topic in the curriculum. The observations showed that the decisions that the teachers made were related to the resources available to them. These decisions were further interpreted in terms of personal goals. The paper concludes by highlighting the ways by which complexity theory can be used in designing teacher professional development interventions in South Africa.

**Meiko Negishi**

Assistant Professor, University of North Florida, USA.

## **Effects of International Field Trip on College Students' Cross-Cultural Sensitivity**

A nationally recognized concern in higher education is the preparation of future leaders who work effectively in culturally diverse settings. In 2001, the U.S. Department of State and the U.S. Department of Education initiated International Education Week to “promote programs that prepare Americans for a global environment” (International Education Week, 2009). Research indicates that exposure to other cultures and diverse experiences greatly enhance one’s knowledge, attitudes, and behaviors toward other cultures (Ponterotto, Utsey, & Pedersen, 2006).

The present study examined the impact of a two-week cultural field trip to Japan on college students’ cultural sensitivity. Participants consisted of eight undergraduate students attending a mid-sized, south-eastern university in the United States. Students were asked to examine their cultural awareness using the Inventory of Cross-Cultural Sensitivity (ICCS) before and after the field trip in five constructs (i.e., Intellectual Interaction, Cultural Integration, Behavioral Response, Attitudes toward Others, and Empathy)

The results showed that there were noticeable changes at least in two areas of students’ cultural sensitivity based on the effect sizes. First, students’ willingness to interact with people from other cultures (Intellectual Interaction) significantly increased,  $d = .8$ . Also, their willingness to integrate with other cultures (Cultural Integration) developed after the field trip,  $d = .4$ . This study highlights the importance of international experiences and direct interaction with people from other cultures. Further, these kinds of transformational learning opportunities are necessary for college students who are our future leaders.

**Alexandra Paraskevi Nikitopoulos**

Scientific Associate, Ludwig-Maximilians University, Germany.

**Silke Weisweiler**

Researcher, Ludwig-Maximilians University, Germany.

**Dieter Frey**

Professor, Ludwig-Maximilians University, Germany.

## **Adults' Training Motivation: Antecedents of Participating Voluntarily in Professional Development**

Various environmental changes (e.g. technological progress, demographic development, and globalization) make continuous learning activity regarding individuals' professional skills indispensable for most industries. However, both conceptual and meta-analytical work identified training motivation as a central factor regarding positive training outcomes (Burke & Hutchins, 2007; Colquitt et al., 2000). This means, participating in any developmental activity is more or less wasted, unless someone really has the intention to learn new knowledge and skills.

With our field study we make a contribution to the research about training motivation by identifying antecedents of participating **voluntarily** in professional development.

The study was conducted at a large German Elite-university. The sample exists of 210 academics with 112 persons being former participants of a training program offered at this university and the others being "non-participants". This sample composition allows us to control to what extent a person's developmental activity is influenced by earlier training experiences if existent. A questionnaire with standardized and self-constructed scales was designed according to one of the most influencing theories in social psychology: the theory of planned behavior (TPB, Ajzen, 1985). We investigated to what extent an individual's training motivation can be predicted by attitude towards training, subjective norms and perceived behavioral control.

Hierarchical regression analysis revealed that the three core elements of the TPB explain an incremental amount of 22.6 % of variance in a person's intention to participate in a training if controlled for earlier training participation which itself already explains 21.1% of variance. In particular, attitude towards training functions as important predictor. A second analysis revealed that attitude is mainly influenced by the perceived need for training, earlier training experiences and the reputation of the training institution. Implications of these findings and

the appropriateness of the TPB in the context of professional development are discussed.

**Patrick O'Shea**

Assistant Professor, Appalachian State University, USA.

## **The Use of Augmented Reality in Education: Can Student-Created Scenarios Work?**

This session will focus on exploring issues associated with the use of Augmented Reality technologies in educational settings. Augmented Reality is the use of a technological medium to overlay digital information on the physical environment. This technology has been used in many different fields, and these cutting-edge techniques are becoming more pervasive in educational settings. In most educational settings, either smart phones or handheld computers are used as the technological medium through which additional information about a setting is provided to individual or groups of students. These interactions are normally built into a larger narrative structure that incorporates elements of computer game design to produce engaging, interactive experiences.

This session will consist of two distinct areas of focus. The first area will concern the background and current efforts associated with educational uses of these technologies and will include a discussion of the technological aspects of designing effective Augmented Reality experiences, including the policy issues associated with the purchase and use of particular devices. The second, and more extensive area of focus will be on the curricular design issues associated with creating narrative-based, academically-challenging Augmented Reality experiences - specifically, using students to help design shared Augmented Reality learning experiences. Particular focus will be placed on describing the process through which student-developed Augmented Reality experience can be developed, a demonstration of sample experiences created by teachers and students, and discussion of research results into the effectiveness of these experiences on academic performance and engagement in the learning environment.



**Sevil Ozcan**

Assistant Professor, Celal Bayar University, Turkey.

**Murat Dogruluk**

Science Teacher (master student), Bes Eylul Primary School Gordes,  
Turkey.

## **The Examination of the Effects of Problem-Solving Method on Student Achievement in Science and Technology Course**

They are known that students learn in different ways, and also there is positive correlation between achievement and attitude. In this reason, teachers should consider their students' attitudes towards their lessons. If they aim to achieve higher success. So this study was carried out to determine whether or not affect the students' attitude toward science and technology course depend on teaching with problem-solving method of the 8<sup>th</sup> grade "Force and Motion" unit.

Study was realised with 44 students who were studied at 8<sup>th</sup> grade in two primary schools which are located in Gordes town of Manisa / Turkey during the 5 weeks period in the 2009-2010 akademik year. "Force and Movement" unit was processed using the Problem-solving Method in experimental groups' lessons. But in the control group, Lecture Method was used to teach of the same unit. Science and Technology Attitude Scale, which is consist of Likert- Type 15 items, was applied to two groups at the beginning and end of the study. The data obtained from these scales have been transferred to the SPSS program, and they were analyzed statistically with dependent and independent samples " t- test".

When the data, obtained from pre and post-tests, have been compared. The significant difference in terms of the attitude was detected between experimental group, was committed course with problem-solving method, and control group, was used lecture method ( $p < ,01$ ). While the attitude towards the lesson was increasing positively at the end of the unit in experimental group, no significant difference in the control group.

**Antra Ozola**

Researcher & Lecturer, University of Latvia, Latvia.

## **Factors Influencing Gender Differences in Reading Achievement**

The results of the IEA (International Association for the Evaluation of Educational Achievement) PIRLS (Progress in International Reading Literacy Study) 2006 study for the 4<sup>th</sup> grade students in Latvia have indicated internationally the 6<sup>th</sup> largest gender gap in reading literacy scores. The objective of the paper is to find out which factors most influence the reading gap between the sexes. Knowing that, decisions and recommendation for teachers can be developed which might help to decrease the gender gap in reading. The research question is: which factors influence the difference in reading achievement between sexes? The objective of the paper is to help improve reading literacy level of boys in Latvia and to draw teachers' attention to the complicated issues boys face in their reading development at primary school level. Linear regression has been performed in order to find out factors which relate to the differences between boys' and girls' reading achievement.

### **Methodology:**

In this research Latvian data from IEA PIRLS 2006 study are used. Mainly linear regression in the class level has been performed based on differences in achievement scores and student, teacher and school questionnaire data. Student level data have been aggregated but school level data – disaggregated to the class level.

### **Conclusions:**

Boys are more positively affected by higher socioeconomical and culture capital at the class level while girls have higher scores if they read more outside the school. In schools with higher safety and socioeconomical status indicators the gender gap in reading literacy was smaller. In classes where more time was devoted explicitly for reading, achievement differences between the sexes are smaller.

**Felicitas Pado**

Professor, University of the Philippines, The Philippines.

## **Tailoring the Fit: Addressing Students' Diversities in Reading Lessons**

Educators acknowledge the diversities among learners. Learners come from different home backgrounds; they have different sub-cultures, prior knowledge, socioeconomic status and language. They manifest different learning styles, multiple intelligences and intellectual capabilities. This knowledge and acceptance of learner diversities is oftentimes not reflected in teaching Reading. Many teachers treat the learners in a class as one group, hence, they employ uniform teaching strategies, use the same textbooks and instructional materials, and they expect the students to learn at the same pace.

This paper will discuss the study on the different diversities of Filipino learners and how these are addressed in a Reading lesson.

The study revealed the following diversities manifested by the Filipino learners: their background knowledge, which they relate to a lesson, affect their comprehension. The values of their culture affect both the expectations and the processes of learning. Their home language which is different from the language of instruction affects their learning.

The findings of the study likewise revealed that in most cases, the reading instruction in the elementary grades employed the "one size fits all" strategies: all learners are subjected to the same curriculum, content, and activities, uniform pacing of the lesson, the same number of exercises to work on and the same assessment techniques.

The presentation will likewise describe how these diversities are being addressed in the classroom by training teachers to employ "tailor-fit" and culturally responsive Reading instruction. This involves choosing reading selections that are in accordance with the learners' schema, employing whole class and cooperative group activities that cater to their multiple intelligences and learning styles, and pacing of the lesson that is appropriate to their intellectual capabilities. Every lesson addresses the diverse needs of the readers and bring out the best in them!

Some examples of these Reading lessons will be shown.

**Beibei Pan**

Ph.D. Candidate, Monash University, Australia.

**Chris Nyland**

Professor, Monash University, Australia.

**Bryan Cooper**

Monash University, Australia.

## **Family Utilization of Child Care and Education Services in Urban China**

The interest of early childhood education (ECE) is enhanced in the recognition of important role of early interference in the life cycle skill formation. The knowledge of the perceived need to facilitate both children's capacity and parents' convenience through ECE programs becomes a key issue to guarantee successful ECE programs in either political or practical approaches. However, formulation of Chinese ECE policy is hampered by a paucity of empirical knowledge regarding the state of ECE provision and utilization.

Aware that this problem is in relation to inequality and insufficiency for China's government to invest in ECE, this paper glances at family utilization of ECE services in urban China. It will contribute to research that is striving to address this paucity of knowledge. More specifically, the study will determine: (1) the nature of the ECE services utilized by Beijing parents; (2) the factors that determine the pattern of utilization.

A parent survey was conducted in Beijing from 2006 to 2009, collecting total 442 valid questionnaires. Correlation analysis is used to depict the association between ECE arrangements and family characteristics. Findings indicate that local registration and family income are the most influential factors in the use of ECE services. Local parents seem to care more about teacher qualifications and spend more time in commuting between kindergarten and home. High income families are prone to choose a non-public ECE provider and invest more money in their children's ECE. Child age is found significantly related to the size of class. Interestingly, unemployed parents who report least ECE expenditure also input least time in sending children to kindergarten compared with part-time and full-time working parents.

This Asian evidence of ECE utilization strives to clarify the nature of ECE experience of families and enrich the understanding of their choices on ECE.

**Howard P. Parette, Jr.**

Professor & Endowed Chair, Illinois State University, USA.

## **Readily Available Technology Integration in an Early Childhood Education Preservice Curriculum: Issues and Strategies**

Children who are at risk or who have disabilities often require intensive educational interventions that may include the use of *readily available* technologies (e.g., free, inexpensive, Web-based, downloadable from the Internet, purchased off the shelf, accessibility feature of existing operating systems) to develop important skills necessary for success in educational settings. Unfortunately, technology integration of readily available technologies in preservice education curricula for early childhood education professionals has, until recently, received little attention in the U.S. Twentieth century understanding of developmentally appropriate practices with young children has often allowed education professionals to exclude technology integration, even though children have grown up with a wide array of experiences with technologies in their daily lives. Fortunately, the role of technologies in developmentally appropriate practices is being reexamined, and such technologies are being integrated into classroom settings. What is less clear, however, is how preservice students are taught to make decisions about these technologies to support the delivery of the curriculum, and how a problem-solving approach is used to identify assistive technologies for children who are at risk or have disabilities. This presentation will present (a) a definition of readily available technologies and its various characteristics, with exemplars of each characteristic; (b) an *activities-based* framework for decision-making regarding the integration of readily available technologies in large and small group settings in the classrooms; (c) a framework for problem-solving for children who are at-risk or have disabilities and who need assistive technology to support their access to the readily available technologies; and (d) strategies for evaluating the outcomes of technology integration in the classroom. Content of the presentation will be based on a new course for early childhood education majors—SED 369, *Assistive Technology and Young Children with Disabilities*--taught in Spring, 2011, at Illinois State University and which is unique in the U.S.

**Thanos Patelis**

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

**The Development of an Instrument of College Aspirations and College-Going Behaviors**

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. Previous research successfully synthesized the 41 variables offering over 500 variables of the SAT Questionnaire into a set of 11 factors providing 14 scales. The 11 factors represented the following: (1) Linguistic Interest (excluding Spanish), (2) Scholastic Activity, (3) Natural Science Interest, (4) Honors Courses, (5) Advanced Math Experience, (6) Overall High School Academic Performance, (7) Time Involved in Extra-Curricular Activities, (8) Sustained Extra-Curricular Activities, (9) Self-Reported Ability and Socioeconomic Status (2 factors), (10) Expressed Need for Study Skills and Planning (2 factors) and (11) Artistic and Advanced Academic Experiences (2 factors). This presentation will provide new evidence using additional data to support the factor structure found and also describe work in progress to evaluate the predictive validity using college outcomes.

**Nadine Felicity Petersen**

Lecturer, University of Johannesburg, South Africa.

**Gadija Mia Petker**

Lecturer, University of Johannesburg, South Africa.

## **“I Don’t Know How I Actually Ended Up in this Field of Study”: The Views of Pre-Service Elementary Teachers on Reasons for Their Choice of Specialisation**

This paper reports on the views of two cohorts of South African pre-service teacher education students (n=120) about why they chose to specialise in elementary education. Generally education as profession in South Africa is not highly regarded as a worthwhile field of study. Many people believe that education enrolments are made up of school leavers who failed to obtain the results required for other fields of study such as the medical, business and legal professions.

The public’s views of elementary school teachers are even less complimentary with teachers at this level being regarded as less intelligent (as they fulfil a mainly baby-sitting role) and as under-qualified to carry out the real work of teaching as is required in senior schools. There is evidence of the impact hereof in the low enrolment and graduation rates in elementary education in the country with, for instance, 2009 statistics indicating that while 4000 new elementary teachers are needed each year only 1258 graduate annually.

In our study students responded to three open-ended questions related to their choice of specialisation. Data were analysed via qualitative content analysis and recurring themes and patterns identified. Firstly, the findings indicate that very few students chose elementary education because they regarded it as a rewarding or worthwhile profession. Most chose it based on a desire to make a difference in education based on their own negative experiences. Secondly, a large percentage of students (mainly black students) indicated that it was the only career choice open to them because of their poor matriculation results and/or because of access to a state-sponsored financial aid. The presenters discuss the ramifications of these and the rest of the research findings for attracting sufficient suitable candidates into elementary school education to ensure quality schooling in South Africa.

**Mico Poonoosamy**

Ph.D. Student, Monash University, Australia.

## **Foreign Languages in Australia: Historical Prejudices, Contemporary Challenges and Political Indecision for a Gloomy Future**

Since 1945 to date, around 6.9 million people have come to Australia as immigrants with their cultures and native languages. The Australian Department of Immigration and Citizenship affirms: "Their (immigrants) contribution to Australian society, culture and prosperity has been an important factor in shaping our nation" (ADEC, 2010, P. 1). In 2010, nearly one in four of Australia's 21 million populations was born overseas. More than 200 languages are spoken in Australian homes and in communities and 7000 'indigenous' languages are also used. The painful irony is that a multicultural Australia is not a multilingual Australia. From an educator's point of view, historically, Australia's schooling policies in regard to the teaching and learning of foreign languages have for decades been adversely affected by factors which were all but educational. Generating feelings of acute uneasiness and deep insecurity, foreign languages were perceived as major threats to the xenophobic and exclusionist monolingual stance of a dominant white Australian English speaking community till the late fifties. But distances are bridged through communication, international educational networks and trade. As such, language skills and cultural sensitivity are the "new currency of the world order" (MCEETYA 2005, p.2).

That said, the lack of linguistic resources to communicate with the rest of the world have been hovering over Australia since the fifties. Presently, there is an urgent need for educational reforms in languages. Yet, the 2007 Review of teacher education for language teachers final report says that "the wider Australian community was perceived as unfriendly, or at best, indifferent towards languages and language learning" (ACER, 2007, p. 2)

This paper critically reviews the second/foreign languages education policies in Australia, focussing on the state of Victoria. It also examines the directions and challenges of the current foreign language policies and provides informed policy-oriented and pedagogical recommendations for the future.



**Anna Popova**

Lecturer, University of Worcester, UK.

## **Undergraduates' Journey to Gaining a Professional Status in Early Years Sector in an English University: A Socio-Cultural Analysis of Personhood Functioning**

This presentation will report on the findings of a two year long project that focused on undergraduate students' journey to getting a professional status. Early Years Professional Status has been recently introduced in the UK as a means of professionalising early years practice, which gave experienced professionals an opportunity to gain a status recognised and approved by the state. Three years ago the opportunity to gain this professional status was extended to undergraduate students. This initiative created a unique social context, where a university had to create conditions under which students, who were relatively inexperienced in working with children, were to work for their degree and become professionals, whose status was recognised and approved by the state. The research project reported in this paper had a dual aim. On the one hand, it was monitoring the success of the new initiative and, on the other hand, it used Developmental Work Research (DWR) (Engeström 1987, 2001) methodology to help create pedagogical conditions conducive to students' successful completion of the degree and becoming leaders of early years practice. From a theoretical perspective the DWR methodology is related to a socio-cultural and activity theory that guided the project on the whole. Thus, in the centre of the investigation of the students' emerging professionalism is the concept of personhood (Asmolov, 2001), which is defined as a "self-organising, purpose-oriented 'part of society'; its general function lies in realising an individual way of social being" (Dodonov, 1985, p. 37). The concept helps linking different practices in which students participate and their own individual journeys through a particular social context of combining the degree and gaining of a professional status. The project reports on the kinds of personhood functioning that these students have created and social contradictions that have given rise to these particular ways of functioning.

**Guna Pudule**

Ph.D. Student, University of Latvia, Latvia.

## **Career Education in Latvian Comprehensive Schools, Problems and Opportunities**

For schools to be capable of providing schoolchildren with efficient education in the context of today's economical conditions, it does not suffice simply to maintain the education standard regulated by the State. Society demands from school not only a person with professional knowledge, but also an individual with creative and good communicative competence, willingness to develop themselves, flexibility, strong sense of responsibility, with self-management and self-organization skills, the ability to adapt to changes, as well as to enhance their living standard and career.

Unfortunately, the participants of Latvia's labour market are not completely ready for changes, they do not always understand the trends of global economy and the way of thinking, behaviour necessary in the labour market of the knowledge society, which subsequently impedes with the growth of economy and development of society.

This situation can be improved by career education, the aim of which is to provide every student with opportunities and support in gaining the type of knowledge, skills and attitude that would allow to fully integrate into society, labour market, as well as to sensibly fulfill themselves in life.

**Purpose of the study:** Based on the acquired information in the theoretical literature, summarized survey data about carrying out career education, and the analysis of normative documents, to determine and analyze problems, as well as to find opportunities to solve the problems in carrying out career education in all-in all schools of Latvia.

**Materials and methods:** The analysis of theoretical literature and literature sources, the research and analysis of normative documents, surveys concerning carrying out career education in schools for students, teachers – class-educators, school headmasters, as well as the statistic processing of data (descriptive), analysis and interpretation.

**Main conclusions:**

- School management is not motivated for carrying out career education;
- Career education in schools is not being systematically managed, there is lack of regularity at carrying out events, as well as lack of subsequence in carrying out the content.;
- In schools where activities of career education take place they are mainly carried out apart from the general process of education, as well

as the cooperation between the sides interested in carrying out career education both at school (class educator – teachers of subjects – social pedagogue – nurse – specialist of career education), and away from school (local council – higher education – other educational institutions – support institutions etc.).

- According to the existing normative documents issued by the State, schools are able to choose the possibilities of carrying out career education themselves.

Forming partnerships could be one of the options of carrying out career education in schools efficiently.

**Shuk Han Pun**

Assistant Professor, Hong Kong Institute of Education, China.

## **Enactment of Teacher Agency in Experiential Moral and Civic Learning: An Inductive Inquiry**

The moral and civic mission of school education has been renewed around the world. Despite different historical contexts, many societies are increasingly concerned with how to cultivate in children and youth knowledge, identity, skills, values and dispositions vital to their development and achievement as citizens of a culturally diverse and rapidly changing society within globalization. Moral and civic learning, whether framed as citizenship education, value education or character education, has been instituted as an independent subject, a component of conventional subjects or a cross-curricular theme within the school curriculum. Yet, due to the limitations of classroom-based teaching and learning, schools have turned to experiential learning as a pedagogy that takes students beyond the classroom to imbibe civic competencies and moral values.

This article aims to construct a theoretical framework for understanding the enactment of teacher agency in scaffolding student experiential learning. Different agential roles of teachers in student experiential learning pathways are identified. Observation on different scenarios on teacher practice and student learning found from four collaborative research projects on experiential learning done in Hong Kong reveals a set of individual, organizational and contextual factors that mediate teacher agency enactment. While identification with principles underlying experiential learning is a prerequisite to such enactment, a critical mass of colleagues under open school leadership is essential for sustainable practice. Misconception about how students learn and professional inertia tend to thwart teacher agency within a high-stake examination context that characterizes the education system of Hong Kong. Though with limited observation within a particular educational context, this framework can help structure future research on how student experiential learning occurs vis-à-vis teacher agency in action. Also, it can serve as a guide for thinking about the necessary support and capacity teachers need in scaffolding student learning in milieus other than the classroom.

**Ana Queiroz**

Professor, ESEIG-IPP, Portugal.

**Daniela Campos**

Assistant Professor, ESEIG-IPP, Portugal.

## **Teaching First Year Engineering Students: Interdisciplinary is the Key**

First year classes in engineering courses are broad spectra, nevertheless, in most cases, are seen as unnecessary by the students. Therefore, an extra effort must be made in order to motivate and to clarify students' vision of engineering. It is in the first year of the engineering degrees that the abandon rate is higher (30%) and in most cases it is justified by lack of motivation and interest in the first year courses. In a small Polytechnic School, like our own, advantage may be taken of the dimension of the teaching and student staff. The first year drop out/ lack of interest problem has been worked on for some years and in this article we would like to give our contribution to a possible solution.

Our proposal is to motivate by example: show the student that all areas are interconnected. This can be achieved by using practical examples, taking field trips, making interdisciplinary projects, etc. Interdisciplinarity is key.

In fact, it is not essential that all courses are interconnected, it is more important that the examples/field trips/projects given are relevant to the engineering degree in question, so that the students can make the *liason* between what they are learning and how it will be useful in their future as engineers.

Even though our proposal is easier to implement in a smaller scale, we believe this methodology can be extended to a larger scale. What is important is that all the teaching staff of the first year knows the curricula of the other courses, so that they can share examples with colleagues and students and implement interdisciplinary projects.

This method was already tested in our school with good results achieving higher approval rates, higher grades and lower abandon rate.

**Richard Race**

Senior Lecturer, Roehampton University, UK.

## **The 'Backlash' or 'New Directions' for Multicultural Ideas in Education**

Angela Merkel in October 2010 stated that multiculturalism as a project has failed in Germany. Politically, Merkel was moving her political discourse to the right to consolidate her position as German Chancellor but this highlights a more general 'backlash' against multiculturalism (Phillips, 2005; Vertovec and Wessendorf, 2010). Interestingly, this also offers an opportunity to continue an ongoing conversation relating to multiculturalism (Modood, 2007; 2010; Eade et al, 2008; Parekh, 2008; Race, 2009) and the possibilities of 'new directions' (Vertovec, 2010). In an age of austerity across Europe and the world, the need to continue to promote the concepts of multiculturalism and debate integration and assimilation is paramount when reflecting on education practice and policy-making (Bell and Stevenson; 2007 Hamersley, 2008).

This paper focuses on research carried out on a project relating to Multiculturalism and Education (Race, forthcoming). The books conclusions focused on three main issues: firstly, the concept of integration and how it has shaped education policy in England and the United States of America (Banks, 2009); secondly, there is a continued need to encourage, promote and enhance diversity training for all professionals through reflective practice (Schon, 1987; Pollard et al, 2008; Bolton, 2010); and, finally, the possibilities and potential of the citizenship curriculum at Key Stages 3 and 4 in England (QCDA, 2009).. A combination of policy documents and empirical data from questionnaires and interviews will be used to explain both the education and politics of promoting multicultural ideas and the application of concepts e.g. integration and multiculturalism to education policies (Race, 2007; 2009; forthcoming). These findings do not only apply to England and Greece, but all countries that continue to value and promote cultural diversity and multicultural ideas within education.

**Nicole Racette**

Professor, Tele University, Canada.

**Louise Sauve**

Researcher, Tele University, Canada.

**David Moisan**

Researcher, Tele University, Canada.

**Normand Bourgault**

Professor, Quebec University in Ouatouais, Canada.

## **The Most Effective Means of Reaching Students Who Require Help**

In order to promote student persistence rates, academic institutions have been increasing services offered to help struggling students. Despite these efforts, many studies show these services are underutilized, often because the target group is largely unaware that help is available. Our research team has attempted to identify how best to promote student outreach in order to raise awareness and encourage participation.

A survey on 25 outreach mechanisms was conducted among students from three universities in Quebec (267 respondents). The following methods were found to be preferential: messages sent via email; a section on the university's website detailing relevant information on support services; information included on course syllabi or study guides; and notes included with comments on homework. Fifty percent or more of the respondents, for each of the four preferred mechanisms, felt it was best if the notices were introduced early in the term. A third of respondents believed that sending an informative email at critical moments could be effective. Critical moments cited included at midterm and toward the end of term when deadlines and exams pile up. We noted that among the seven technological mechanisms presented, only the use of viral marketing and Web 2.0 induced no interest in respondents.

The paper will present the methodology used and results obtained in this research. We have attempted to interpret these results in light of scientific literature. Some hypotheses are advanced to explain why, in this digital age, students do not categorically prefer the newest technology through which to be reached.

**Jose Reis-Jorge**  
Professor, ISEC, Portugal  
**Sandra Fetal Pinto**  
Researcher, ISEC, Portugal.

## **Promoting Social Competences among 5th and 6th Grade Students - An Intervention Programme Proposal**

The incidence of disruptive behaviour and misconduct in schools has raised in the last decades due to a combination of social, economic, cultural and political factors, among others. Whatever the reasons, the fact is that the globalisation and massification of schooling has turned schools into territories inhabited by heterogeneous groups of people, thus vulnerable to phenomena of indiscipline and disruption, with negative effects on students' achievement. The need to provide effective support for school children and adolescents with behavioural, social, and emotional problems has never been greater.

The *punishment* approach adopted to deal with conduct problems under the traditional sociological perspective that considers school as a "black box" restricted to face-to-face interactions within the classroom proves modestly effective. In order to understand what happens in school completely, a multi-leveled conception of social reality is required, based on a reciprocal relation between structure and action in the wider context of the school as a living organization. Within this conception alternative types of interventions have been developed and implemented aimed at delivering proactive or preventive strategies for social competence.

In this paper we present and discuss a proposal of intervention for social competences directed to 5<sup>th</sup> and 6<sup>th</sup> grade students. This target group was selected with a view to serving as a mitigating factor to the increasing number of conduct problems observed in upper grades in the school context where the programme was developed.

The project work leading to the present proposal developed in two main stages: the first one, the diagnosis stage, was concerned with the empirical work carried out with teachers, head teachers and school psychologists to identify the conduct problems faced, and the ways such problems were usually dealt with. In addition, different types of school records were also used as sources of information. On the basis of the indicators emerging from the empirical work and from reports of different interventions described in the specialized literature, the second stage was concerned with developing the intervention programme: objectives, competences, content, strategies and activities, and evaluation procedures.



Despite the confined nature of the context from which it emerged, the school-wide social learning strategies included in this proposal make it of interest to wider audiences faced with the need to provide and deliver training in social competences among school children and adolescents.

**Richard Ruiz**

Professor, University of Arizona, USA.

## **Language Planning, Social Justice and Education on the Border**

Can language planning be used to advance the cause of social justice? A number of writers have discussed this question in many contexts around the world. See, as examples, Haugen's (1983) commentary on corpus planning and gender equity, Jernudd's (1995) review of government restrictions on personal names, Smith's description of language discrimination immediately after the fall of the apartheid regime in South Africa, Yerendé's discussion of language and political subjugation in Guinea-Conakry, among many others. The fact that much of the activity of language planning in the world is about minority languages—their revival and revitalization, their suppression, their use in school and government, their exclusion from public life—impels us to the view that language planning must have something to do with issues of equity and fairness. This is explicitly true in Joshua Fishman's (1991 et alia) work on reversing language shift for indigenous languages. In this presentation I will argue that most of the language planning activity currently in the United States is about social justice, and that perhaps this has been true historically as well. My focus will be the virtual elimination by law and practice of languages other than English (LOTEs) as media of instruction in states on the US-Mexico border. I will also discuss recent developments regarding education and hate speech directed at Mexican immigrants in Arizona. How we understand the situation of LOTE-speakers in Arizona may be helpful in responding to the more general question of whether changes in language and rhetoric can also effect changes in equity and fair treatment of minority communities.

**Amany Saleh**

Professor, Arkansas State University, USA.

## **A Closer Look at the Marriage of For-Profit and Public Higher Education Institutions**

Over the last decade, the field of higher education has witnessed a growing number of for-profit institutions offering online degree programs. Many of these institutions offer a wide variety of programs and degrees ranging from Associate to Doctoral diplomas in a large number of fields. However, in the last few years several of such institutions fell under great criticism for their aggressive recruiting practices, questionable financial aids filings, and their failure to produce employable graduates. Employers have become increasingly skeptical about hiring graduates of such institutions. Lately, the Higher Learning Commission (HLC) was sanctioned for granting accreditation for two of these institutions. As a result, the public has expressed dismay and is demanding a complete investigation of such institutions.

Consequently, some of these institutions are now seeking partnerships with accredited public higher education institutions which are experiencing financial woes. Such partnership allows for-profit organization to continue to offer their online education degrees under the name of the public institution and with its accreditation while the public school gains financial rewards.

The author of this paper discusses the implications of these partnerships for students, public institutions, higher education and society. What is the long-term impact of such partnership for higher education? How would these partnerships affect students' learning? How will these partnerships impact the employment of college graduates? What impact such partnerships would have on the society's trust in higher education institutions? What role should higher education faculty play in addressing such practices?

**Arif Saricoban**

Associate Professor, Hacettepe University, Turkey.

**Gulay Saricoban**

Hacettepe University, Turkey.

## **Atatürk and the Foreign Language Education Policies**

There have been various opinions on the policies of foreign language education in our country since the foundation of our republic. There is no doubt that Atatürk placed much more importance in foreign language education than the other nations' founders on earth. For the purpose of foreign language education, the department of western languages and literatures was established in the faculty of language, history, and geography at Ankara University. This department was also considered to contribute the fields of history and Turkish studies. Foreign language and literature studies are believed to be responsible for establishing interaction and communication between cultures. If a scientific approach to a foreign language and its literature and the knowledge of methodology leads to acquisition of a native language, this means that it performs its real function. Atatürk, believing this contribution of knowing a foreign language to the mother tongue of a nation, absorbs the importance of this fact. He strongly asserted that we should make use of this advantage for our national benefits: by not teaching a topic in a foreign language, but teaching a foreign language. To him, the courses should be conducted in Turkish. However, just contrary to his views, we had courses conducted in the foreign language in Anatolian high schools, science high schools, and/or in private colleges. Thus, the number of these schools has increased and therefore, the importance of mother tongue has lessened even in our country. From moving this perspective, this paper aims at discussing the foreign language policies followed in our country by referring to certain periods.

**Merylann Schuttloffel**

Chair & Professor, The Catholic University of America, USA.

## **An International Exploration: The Influence of National Culture on the Identity of Catholic School Leaders and Their Creation of a Catholic School Community Culture**

How do leaders of faith-based educational institutions shape the school community's culture in ways that assist in faith identity formation? Contemplative practice presumes leader character is necessary to make decisions that reflect a Catholic identity (Schuttloffel, 2008, 1999). The relationship of the elements of character [communities, story, and virtue] (Nash, 1996) with the elements of leadership [beliefs, world view, and action] (Sergiovanni, 1992) offer important insights regarding the influence of culture on leadership practice. This paper's study investigates the role that a national culture plays in the formation of a lay Catholic school leader's Catholic identity and ultimately in their decision-making that shape the school community's Catholic culture.

This paper will focus on data from England, the Netherlands and Australia that explores the dynamic between culture, leadership practice and Catholic identity within a school community. Data was collected from principals, teachers, diocesan officials, and school board members in each nation. Participants were voluntary and recommended by university colleagues for their willingness to participate in an international study that focused on leadership decision-making. Interview data were triangulated with documents, observations at school sites and other participants. Examples of documents include handbooks, curricula and newsletters and artifacts within the school.

The exact nature of the impact of special communities, life stories, and virtue on creating beliefs, world view, and action demonstrates the often intangible quality of leadership. Investigations into these relationships support the development of leaders capable of responding to the mounting demands of Catholic school administration including spiritual leadership and cultural responsiveness. This study informs the complexity of preparing individuals for their position as a faith-based school leader. The knowledge, skills and dispositions necessary for successful leadership are multifaceted and are not simply bestowed through leadership preparation programs. However, the skills, knowledge and dispositions necessary for contemplative practice can be developed and fostered through opportunities for adaptive

experiences within a Catholic higher educational setting or appropriate professional development.

**Mary Shann**

Professor, Boston University, USA.

## **Achieving Interdisciplinary Learning in Doctoral Study in Nanomedicine**

Nanomedicine is an emerging field that requires a new generation of scientists to capitalize on the remarkable advances that technology has enabled for studying and treating diseases at the molecular level. The author is the external evaluator for the Integrative Graduate Education, Research & Training (IGERT) program in Nanomedical Science and Technology at Northeastern University. Funded by the National Cancer Institute and the National Science Foundation, the program is the first of its kind in nanomedicine to address the scientific and engineering challenges that these young scientists will need in applying nanotechnology to human health. The Ph.D. students span many primary disciplines: biology, chemistry, physics, chemical engineering, mechanical/industrial engineering electrical/computer engineering and pharmaceutical science. Northeastern University has just completed a 5-year grant that brought together 20 faculty members with its core team of five principal scientists to collaborate with 26 doctoral fellows in graduate study, research, and internships, in pursuit of advances in nanomedicine. This paper reports on the testimonies of the Ph.D. fellow gained over five years of biannual interviews as to how the program has helped them achieve interdisciplinary perspectives. Overwhelmingly, the fellows attested to the achievement of interdisciplinary understanding in their work. Among the experiences to which they attributed these insights were a two-semester course sequence that introduced them to cutting-edge nanomedical technologies for sensing and imaging drug delivery and their therapeutic applications. This was complimented by a second course that joined theory with simultaneous laboratory experience for instrumentation in nanomedicine. The fellows also named featured speakers from local area hospitals and industry scientists as key sources of new ideas for research and understanding of nanomedical applications. Most of all they cited the opportunities to learn from each other to deepen their understandings across traditional disciplinary boundaries of knowledge.

**Simeon Slovacek**

Professor, California State University, USA.

**James Meza, Jr.**

Dean and Professor, University of New Orleans, USA.

## **Founding and Governing Highly Successful Charter Schools through Universities**

Two successful models or case studies are presented where universities serve as partners, advocates and board members in charter schools. In the United States, charter schools are (pre-college) public schools that have somewhat more freedom designing and delivering effective instructional programs and schools for students ages 5 to 18 years old. The two presenters are seasoned in the founding of charter schools and have been involved with charter schools since the first laws were enacted in their states over 16 years ago. The first presenter is a university professor who serves as founding board member of three charter non-profit organizations that have created 20 new charter schools serving over 6,000 students in the highly diverse communities of Los Angeles, California. These schools serve predominantly African Americans and Hispanic students - historically students with the lowest graduation rates and poorest academic performance records of a racial or ethnic group. The second case study is presented by a College of Education Dean who founded four minority serving charter schools in New Orleans after a devastating hurricane destroyed much of the city. The experiences of the University of New Orleans are shared as they rebuilt the education system by reconstituting existing schools and governing the emergent charters. This second case also involves operating schools in high need areas of the city of New Orleans where high numbers of minorities, particularly African Americans, historically live. Both sets of charter schools in these two diverse cities have dramatically increased students' academic achievement levels, graduation rates and college going rates. The challenges and benefits of this pioneering work by universities in stepping outside the box to found public schools are presented as well. The session's brief presentation will also include time for questions and answers.



**Agni Stylianou Georgiou**

Assistant Professor, University of Nicosia, Cyprus.

**Elena Papanastasiou**

Associate Professor, University of Nicosia, Cyprus.

## **Changing Answers in Multiple Choice Tests: Does Metacognition Matter?**

Testing literature which focuses on studying the effect of changing answers on multiple-choice tests suggests that a) most examinees take the opportunity to change some of their answers on tests, b) only a small proportion of answers are typically changed on a given test, and c) changes usually increase the student's overall test score. Prior research has also shown that students tend to believe that it is best not to change any of their answers on tests and that it is better to stay with their first answers. Our study focused on studying how students' subjective judgements of the metacognitive processes that may be involved in answer changing relate to actual performance on the tests themselves. Many researchers advocated that being aware of the metacognitive strategies that learners employ while undertaking a task is of great importance. Our aim in this study was to investigate what is the role of metacognition in changing answers on multiple choice tests. Specifically we were interested in studying what are the characteristics of the items to which examinees changed their answers most frequently and how they relate to students' ability to monitor the item review process. The findings of this study support the important role of metacognition in test taking. Students that were able to use metacognitive processes while taking the test, were more likely to make wrong to right changes compared to the other students in the sample. In addition, these students ended up increasing their test scores because of these processes. As a result, this finding rejects the unfounded view that students should stick to their first response when responding to multiple choice tests since metacognitive processes allow students to perform better on such tests. We therefore argue that it is important for students to monitor the item review process in multiple choice tests.

**Yun-Ting Su**

Graduate student, National Tsing Hua University, Taiwan.

**Shelly Shwu-Ching Young**

Professor, National Tsing Hua University, Taiwan.

## **Innovation in E-Reader: Sharing Note-taking on Social Networking Site**

With the flourishing of e-readers (a.k.a. e-book readers) and social networking sites (SNSs), these new technologies have captured the eyes of numerous modern people. Because of e-readers and SNSs, people have the chance to experience new reading and socializing styles. The phenomenon makes the authors wonder how people could benefit from these two emergent technologies. From the perspective of learning, this study proposes an innovative learning method of sharing note-taking from e-reader onto SNS in higher education setting.

Note-taking originally belongs to personal learning record and fewer students would like to share their note-takings with others. When it comes to the era of Web 2.0, note-taking could be very likely a collective creation by taking advantage of SNSs. Especially college students are used to interchange information and interact with their social relationships on SNSs. Additionally, e-readers make note-taking more conveniently by clicking the bottom or touching the screen within couple steps. Together they could afford students (1) to integrate learning materials with note-taking; (2) to contribute individual note-taking to others, that is, collaborative note-taking; (3) to review and comment on others' note-takings; and (4) to co-create note-taking to meet their own needs.

In a nutshell, if we could integrate e-reader with SNS, these two technologies would lead us to a novel learning style. Sharing note-taking from e-reader onto SNS will be totally different from the previous individual digitalized learning record. It will become more open, more interactive, and more pragmatic.

**Tunde Szecsi**

Associate Professor, Florida Gulf Coast University, USA.

## **Trans-Cultural Electronic Professional Dialogues for Nurturing Teacher Candidates' Competencies**

This presentation reports on the findings of a qualitative study on a creative approach – trans-cultural professional dialogues via emails - to facilitating teacher candidates' professional competencies.

Given greatly expanding diverse student populations in the European Union and the US, major teacher education accreditation agencies mandate that teachers are better prepared for effectively serving culturally diverse students. However, studies indicate that teachers both in Europe and the USA have limited direct and meaningful experience with other cultures. The theoretical rationale for implementing trans-cultural projects via technology appears well-grounded. Social constructivists, for example, view social interaction as an opportunity for constructing new meanings. Cinfuentes & Shih (2001) also argue that technology based trans-cultural communication allows students to develop more personal meanings and dispositions.

To nurture teacher competencies, Hungarian and American elementary teacher candidates participated in a semester long professional dialogue. The e-mail technology offered a unique platform to explore potentials and challenges of the increasing globalisation, mobility and diversity in schools. The thirty eight teacher candidates discussed topics about education and diversity issues in their respective countries,. In addition, they reflected on four video segments on assessment, and teaching strategies, and developed a final self-reflection.

All emails and self-reflections served the research data, which were analyzed with the method of constant comparison (Glaser & Strauss, 1967) to identify the occurring themes of teacher competencies especially those specified by the European Union's Common Principles for Teacher Competencies and the NCATE Standards.

The findings indicate that teacher candidates gained a unique understanding of a new culture, and demonstrated various teacher competencies related to culture and language. The findings also suggest that better understanding of cultures and reciprocal positive relationships between diverse people can be gained through personal contact. The presentation concludes with recommendations for teacher educators.

**Madalina Tanase**

Assistant Professor, University of North Florida, USA.

## **Teaching Children Numbers 1-100: Are Romanian Parents Involved in their Children's Learning at Home?**

We live in a world of numbers, and in order to become responsible citizens in a global economy, we need to develop the skills necessary to interpret these numbers. Therefore, parents need to help their children develop critical thinking skills and make connections between mathematics and real life.

This study analyzed the learning of place value concepts, having as participants first grade Romanian students and their parents. The researcher selected this topic, as researchers (Ho & Cheng, 1997) found Base-10 knowledge to be crucial for children's understanding of other mathematical concepts, like addition, multiplication. Moreover, the researcher was interested to account for real life applications of learning numbers 1-100.

Findings from parent interviews and student tests show that parents' understanding of the base 10 concepts had a strong impact on their children learning. Parents who possessed a stronger knowledge base of mathematics helped their children master more complex notions, and were more engaged at home with their children. The quantity and quality of these home interactions had an impact on children's learning as shown in the student tests. Students whose parents taught numbers using counting games (i.e. Monopoly), scored generally higher than students whose parents taught numbers using fingers to count. Conversely, parents who lacked the confidence they could provide their children with the support needed, got less involved at home before the teacher addressed the concepts in class for fear they would make mistakes, and only followed the teacher's pattern when helping at home.

In conclusion, since the ability to understand numeric information empowers individuals, parents need to create learning opportunities that enable their children to develop critical thinking skills that help them understand the connections between mathematics principles and real-life scenarios, going beyond the mere rote memorization. These are the effective skills needed to live a proactive life.

**Min Chia Tang**

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**Joanna McLean**

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**Mian Wang**

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## **A Model for the Use of Person Centered Planning in IEP Meetings**

Person centered planning (PCP) is an individualized joint-planning process between persons with disabilities and the service organizations that support them (O'Brien & O'Brien, 2000). According to O'Brien and O'Brien (2000), rather than matching individuals to existing services, this approach allows for individuals to actively develop their own life and career goals and design the plans to accomplish these objectives. This model of support was developed to restore self-agency and dignity to the individuals served.

While some schools in the United States have adopted the use of PCP practices in the Individualized Education Program (IEP) process (Whitney-Thomas, Shaw, Honey, & Butterworth, 1998), student-centered and student-directed education plans are far from widespread. In fact, not all students are present at their own IEP meetings (Lichtenstein & Michaelides, 1993; Martin, Marshall, & Sale, 2004; Test, et al, 2004) or if they are, they fail to meaningfully participate (Whitney-Thomas et al., 1998). Research has shown that when students do attend their IEP meetings, there is more discussion about the students' strengths and interests (Martin, Marshall, & Sale, 2004). Moreover, IEP meetings that employ PCP practices tend to result in higher satisfaction

ratings from both parents and students (Chambers & Childre, 2005; Flannery et al., 2000). To date, no one PCP technique has emerged as a clear model for empowering students to make decisions in their educational plan.

Based on existing research, the current article will propose a model of implementing Person Centered Thinking for use in the IEP meeting setting. The current article will also delineate specific strategies that can address some of the dissatisfaction commonly noted by parents and students with the traditional IEP process and may increase self-determination for students with disabilities in their educational progress. Development of district-wide education personnel training for Person Centered Thinking will also be discussed.

**Bernard Timmins**

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**Siobhan Long, Manger**

Enable Ireland National Assistive Technology Training Service, Ireland.

**James Brosnan**

Degree/professional qualifications Expert AT User and AT Advocate,  
Ireland.

## **Learning with the Community a Success Story: Undergraduate Product Design Students Active Engagement with Users to Identify and Address Assistive Technology (AT) Needs for the Future**

Enable Ireland's National Assistive Technology Training Service develops and delivers a range of training programmes targeting adult Assistive Technology (AT) users, therapists, tutors, families, educators and employers. It also provides local AT Assessment support with a view to skilling up front line teams working directly with AT end users. A key challenge facing all AT users and their support teams is the sourcing of appropriate AT solutions to meet their evolving needs, at home, for communication, in education, in employment or for leisure purposes. Having developed a certified AT training course in partnership with the Dublin Institute of Technology (DIT) in 2002, from which there are now over 200 graduates working in a range of AT service delivery roles nationally, Enable Ireland's National AT Training Service was asked to contribute to the content of an AT module designed by DIT's School of Engineering, targeting final year students of their degree programme in Product Design.

The emphasis of this Product Design module was on the principles of Universal Design and how they can impact on AT design. The form of this collaborative AT module consisted of on-site visits to the AT training service where students were given an AT overview, hands on time with a range of electronic assistive technologies, and the opportunity to hear from AT end users about the strengths and failings of currently available AT products, from a design perspective. Building on an already successful partnership between Dublin Institute of Technology and Enable Ireland which saw the establishment of an accredited Assistive Technology course, we recognized the shared advantage of including Assistive Technology content within the undergraduate Product Design course. By providing onsite visits to Enable Ireland's AT Training Centre, which included the opportunity to hear first hand the experiences of AT Users themselves, Product Design students were facilitated to understand the 'real world' challenges that

poor technology design poses. Feedback from AT users was a potent spur to all students to pursue a diverse range of product design projects which would have the potential to circumvent and/or avoid such challenges in future generations of product designs. It was our belief also that by mainstreaming AT within the core course content, that product designers of the future would enter the workplace with a deeper understanding of the positive impact that AT can have on the lives of all potential end users, including those with disabilities.

Following the visit, product design students later undertook an AT Product Design project and were evaluated by a team of three assessors, who included a front line service provider, an academic tutor and an expert AT user. Corporate sponsorship facilitated the commendation of five students annually, in recognition of their achievements in the areas of: innovation; use of mainstream solutions; multi-purpose application of design concept and other criteria. During the second year of this initiative, one graduate was funded to bring his design concept (a voice output communication device) to prototype stage, which was a great achievement. A subsequent PhD scholarship has also emerged.

This paper will outline the steps necessary to bring this innovative collaboration to fruition; the role of AT users in defining the direction of the product design concepts, as well as the pedagogical principles which informed the development of course content. It will focus on the importance of user involvement at the core of the programme, as well as on the insights provided by the expert AT user during the project's evaluation phase. It will also address the benefits of public/private partnership as a method of promoting innovation in third level education, the role that mainstream media can play in promoting this mainstream message and will explore possible options to advance this type of partnership activity between the health and education sectors further. This collaborative model offers some insights into some of the challenges facing service delivery agencies and academics, as well as some of the solutions which may enhance access to AT for all who need it.



**Fiona Timmins**

Lecturer, Trinity College Dublin, Ireland.

## **“I Hate GIBB’s Reflective Cycle 1988” (Facebook, 2009): A Consideration of The Usefulness of Gibbs (1988) Model of Reflection in the Context of Nursing Students’ Public Commentary**

The importance of reflection as a means of exploring learning opportunities in practice and developing and maintaining competence is evidenced by the bulk of literature surrounding the area of reflection (McMullan et al, 2003). Reflection is cited as a useful and valuable tool for professional development (Taylor 2000, Rolfe 2005) and has been particularly influenced by Schön’s (1983) in seminal work on professionals’ development of skills and knowledge, vis a vis reflection in and on action. Schön’s (1983) conceptualisation of reflection influenced the nursing profession, suggesting less reliance on traditional and scientific forms of enquiry and encouraging practitioners to learn from reflecting both within practice and on their practice (Rolfe et al 2001). Schön’s (1983) seminal work is widely used and also underpins many other structured models of reflection for nursing practice (Rolfe et al 2001).

Reflection is also utilised widely as a teaching and learning methodology for nursing students. Kolb (1984) describes a model for experiential learning within the classroom that is widely used in nurse education (Brackenreg 2004). Drawing upon the work of Kolb (1984) Gibbs (1988:46) further describes experiential learning methods for the classroom followed by a ‘structured de-briefing’ exercise, commonly referred to as a model of reflection. It is primarily an educational framework (Rolfe et al 2001) for use in teaching environments. The later model became popular for use within nurse education settings (Rolfe et al 2001) and is widely used for educational purposes (O’Donovan 2006). Despite its humble origins, Gibbs (1988) model remains popular and continues to form a component of many undergraduate nursing programmes (O’Donovan 2006).

However a critique of reflective practice (Carroll et al 2002) suggested further empirical work is required to develop and test models of reflection. This view supported voraciously by (Newell 2002); however, Rolfe (2005) opposes these latter arguments suggesting that the reflection itself provides the empirical evidence. This nebulous evidence base for reflection lends itself to a situation whereby the development and evaluation of models of reflection for use in undergraduate programmes is minimal. Consequently in traditional

fashion models of reflection are sometimes used routinely with little or no thought about their overall ultimate usefulness for practice save the naïve rhetoric of becoming a “reflective practitioner”. Students often express apathy towards their use and negative attitudes towards reflection are prevalent (Facebook, 2009, Langen, and Prendergast 2007); in addition, one recent study indicated only superficial use of the model by students (Timmins and Dunne, 2009).

This paper aims to firstly critique literature on reflection, identifying patterns and trends as well as gaps and omissions. Suggestions will be made for more suitable models of reflection for nursing students and means of facilitating these in practice. This discussion will take place in the context of public ongoing Facebook © discussions by nursing students and other research on students views of this topic. The discussion will focus on exploring ways to enhance the student experience.

**Daniel Tixier**

Professor, ESSEC Business School, France.

## **Pre Business 101: Professors, L'Oreal and Students Unite Through the Kallystee Game**

The pedagogical challenge of the Kallystée game lies in total immersion with no previous formal knowledge. The introduction period at the beginning of the first year of studies at our school is a transition between worlds that used to be soft, and based on skill developments, team building activities and some conferences on business. Put in charge of this introduction period, a number of years ago, it was decided to build and dramatize a transitional shock, on the observation that students tended to reject the first courses on business basics because they had not realized that they had changed worlds and did not understand the purpose of the courses.

So it was decided to go for a "Do-Like-Learn" model of instruction in "circle", instead of the traditional vertical one of the "Learn-Do-Like" type, and to develop a special business game for this purpose with a major international company marketing "easy to understand" products in a highly competitive but growing market, and build a pedagogical partnership with them on this specific occasion of the introduction period. We chose L'Oréal, world leader in cosmetics, and anti-aging creams and built with them around the simulation a complete package of conferences to be delivered by the company on how they practice their management jobs in the fields of marketing, strategy, finance, R&D and general management, with an opening on jobs and careers in multinational companies.

At all times, the aspects of sustainable management are discussed. The L'Oréal managers are international and the game involves several nationalities of participants. Ideological standpoints may exist and ethic behaviors of the participants can be subject to criticism in the end and animate the game.

Since the interventions of professors running the game and of those specializing in one field take place in parallel to those of the managers of the sponsoring company, the students can naturally establish a link between the game and market reality.

A key question was to decide whether it made sense and was appropriate in a business school to go to a single company, even a major international one, and give it a whole entering class as an audience, even if the process brought invaluable "real" inputs on jobs and functions. Another question was whether it would work better than the traditional softer introductory approach to destabilize students from their previous world, create a level of "passion" and enthusiasm

for their future studies, and prepare them for the management basics courses to come. Side questions were: will the faculty members accept such a pedagogical approach, and will they believe that, for instance, one can master profit results without having formally learnt subjects such as accounting, in instinctively controlling action dynamics and back searching from the results to the reasons why.

Finally, the game is, of course, entertaining. For many it is their best memory of the start of their year and of their integration to the school. We will demonstrate and discuss this totally original exercise with the participants.

**Cias Thapelo Tsotetsi**

Lecturer, University of the Free State, South Africa.

## **Staff Development Teams, Flags Up!!!**

The purpose of the study was to investigate the role played by Staff Development Teams in the implementation of the *Integrated Quality Management System* (IQMS) in Qwaqwa schools in the Thabo Mofutsanyana District of the Free State Province. This was done by analysing the context and content of the policy (IQMS), and subsequently focusing on the training and the functioning of the SDTs and structures involved in the implementation of the IQMS in the targeted schools.

A literature study as well as research questionnaires and interviews were used to gather information. Of the 155 schools in Qwaqwa, questionnaires were distributed to 16 schools, which were randomly selected. Interviews were conducted with one school principal and one District official.

Although it appears from the findings of the research that the appropriate structures for the implementation are in place, and most of the schools are currently functioning adequately in the first stages of implementation, a number of difficulties were identified.

It was found that the majority of the schools do not have management plans for the implementation of the IQMS. Consistency and follow-up on the process are also lacking.

In conclusion, the success of the implementation of the IQMS depends largely on whether the District office, the school principal, the Staff Development Team and the Development Support Groups play their roles effectively.

**Dave Trotman**

Associate Dean, Newman University College, UK.

**Madeline Martyn**

Researcher, Newman University College, UK.

**Stan Tucker**

Emeritus Professor, Newman University College, UK.

**Steve Dixon**

Lecturer, Newman University College, UK.

## **Young People and Risk: Potentiality, Paranoia and the Pedagogy of the Possible**

This paper discusses the phenomenon of risk in the lives of young people. Drawing on two separate studies conducted by the authors, it charts a continuum of risk that extends from the perceptions of primary school children to the challenges surrounding the reporting of sexual abuse and neglect by young people. The findings affirm risk as both a multi-dimensional and at times complex field of encounter. Involving the controversies of child neglect, abuse, and internet grooming, the 'moral panics' surrounding the perceived problems of youth, and the promotion of risk as a positive attribute of creativity, the authors consider these dimensions as part of a wider 'typology of risk'. Using this typology the authors evaluate how it can be applied in the construction of educational conditions that diminish, ameliorate or facilitate risk. Practices that can usefully inform a pedagogy of risk are then pin-pointed. Drawing on studies from diverse fields of child welfare, education, digital practice and critical theory the possibilities afforded by pupil voice, participatory action research, creativity and digital spaces are highlighted as potential vehicles to enhancing educational pedagogy. Working in an English context where 'state approved learning' (Balarin and Lauder, 2010) has come to dominate much of what proceeds in name of education, the paper concludes with a call for the restoration of professional judgement as a means of discerning, insulating and generating moments of risk. The paper offers a perspective which the authors argue is relevant to all aspects of educational practice, training and professional education.

**Nada Turnsek**

Assistant Professor, University of Ljubljana, Slovenia.

## **What Kind of Children Do We Want? - A Cross-Cultural Study of the Desired Children's Characteristics in Europe**

The paper presents research findings of the study exploring which characteristics of children people in Europe desire the most. The respondents involved in World Values Survey and European Social Survey had selected five characteristic which they considered as the most important for children to learn at home from a list (*independence, religious faith, thrift, unselfishness, imagination, hard work, responsibility, tolerance/respect for others, obedience, good manners and determination/perseverance*). The theoretical framework of the survey focuses on the *theory of modernisation* and *post-modernisation* (Ronald Inglehart, 1995, 1997). The study aimed to explore whether the characteristics of children in Europe form a distinctive patterns indicating an »image of a child« in a single country or (prevailing) culture. Data analyse reveal that the desired characteristics of children in Europe do indeed vary significantly. Cluster analysis identified the two patterns each with five statistically significantly linked children's characteristics: the »*progressive pattern*« (based on individualist/autonomous yet socio-centric paradigm of child-rearing) and the »*traditional pattern*« (based on collectivist and/or religious paradigm of child-rearing towards child's subordination). In some countries a set of traditional and/or religious characteristics are emphasised, in others the pattern of characteristics which can be identified as post-modern prevail; in the rest the selection of children's qualities differs from the both 'extremes'. The study also aimed to define whether an image a child is associated with general attitudes of the populations towards social development and their subjective evaluation of the quality of life (thus, we have involved the Inglehart's list of relevant variables). The data analyses confirmed that the selections of children's qualities are significantly linked with the materialistic/post-materialistic orientation of the respondents as well as with their subjective evaluations of the quality of life (life satisfaction, health, happiness and trust in people).

**Andreas Tzineris**

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## **Claiming identities in EFL Education: A Case Study**

In a social environment as diverse as the languages people use to facilitate communication, the use of English-as-a foreign language (EFL) can be indicative of multifaceted discursive phenomena pertinent to multifaceted practices that re/occur among multifaceted stakeholders. Within the domain of EFL education, the choice of learning and/or teaching EFL can be specific not merely to the dis/position(s) of all involved but mainly to the interests of all concerned. In this paper, the dis/position(s) of the teacher of EFL can be subject to the validity of the credentials people tend to (ac)claim within the range of specific practices substantiated by specific interests in/vested in specific contexts of language use. Based on an empirical case study that encompasses data from a narrative inquiry, the paper examines how EFL can be utilized not only to demarcate the identity of a teacher of EFL but also to permeate, shape, and inform the teaching practices and experiences of a focal individual practitioner of EFL in the context of Greece. Through a qualitative content analysis of the narrated meaning(s), the paper argues that the teacher of EFL is not merely an agent of language instruction but mainly a figure entangled in complex identity significations that stem from language attitudes embedded in diachronic stereotypes about the ac-claimed ownership of English.



**Inara Upmale**

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## **Health Education as a Leading Factor in Adult Health Competence Building**

### **Introduction.**

The adult health education offers essential possibilities in securing an adequate, equal and tenacious acquisition of health education (Hamburg 1997). It ought to be perceived as an instrument for changes, with which the individual, groups and society in general can be taught knowledge and abilities, as well as creating the possibility and resources to preserve and better ones health for now and hereafter. The author deems that as a result health education might be the most important factor in developing of health competency

**Aim:** To develop a model of adult individual health competence in Latvia and, building on it, to elaborate recommendations for health education work guidance and organization in practice of primary health care nurse.

### **Results.**

Author assumed that health competence model is constructed by following determinants: health education, health behavior, values and environment, which are mutually interacting. A quantitative research method was used, and data were processed with statistical program SPSS 14; N 836 (in age from 18). Five attitude scales were developed. Internal coherence between scales was measured with Cronbach alpha coefficient. When teaching adults, an effective teaching plan must be developed which establishes mutual goals with the participants. These goals must be practical, attainable, relevant, and culturally sensitive.(Chang M;Kelly A.E 2007)

The developed health education guidelines for a specific target group, it would be advisable to note that:

- One must clarify what education and comprehensive skills this group has got already;
- One must formulate the goals of education;
- One must systemize the content of education;
- One must choose effective methods of education to reach highlighted goals;
- One must choose appropriate aid;
- One must foretell restrictive factors (suitable rooms, the physical well-being of an individual, and the perceptive abilities in a specific moment.);

- One must analyse the reached goals, thereby gaining information on the quality of the teaching process and efficiency.

#### Conclusions

1. Health education is the most significant factor in development of health competence.
2. The guidelines allow the primary health care nurses to plan their work and:
  - Better understand the target groups and their needs,
  - Plan their action both in contents of the development, methods and the strategies of circulation of information on education for a wider range of clients.

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**Adalet Kandir**

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## **The Study of Pre-School Teachers' Practices for Preparation for Literacy**

Literacy skills cover a long process that shows development for a lifetime. Like any other skills in children, literacy skills are gained based on environmental stimulants. The fact that literacy environment is equipped with rich stimulants from the early childhood period is fundamental to academic success of children in later school life. Therefore, in order for children to gain literacy skills from early childhood, it is vital that basic concept skills and language skills be improved through various activities and learning environment be created to foster these skills. With this point in mind, this study was carried out to study practices of pre-school teachers who teach at pre-school institutions where 4-6 aged children receive education to include literacy skills activities. Population of the study is composed of pre-school teachers who teach in public pre-school institutions in the city centers of Afyonkarahisar and Eskişehir. The sampling of the study includes 158 teachers who teach at pre-school institutions. "Evaluation Form for Practices of Teachers For Preparation of Literacy" developed by researchers depending on "Language and Literacy Promotion Survey developed by Green, Peterson and Lewis (2006) was used as a data collection tool. 20 teachers randomly selected were observed by two researchers throughout a teaching day using "Evaluation Form for Practices of Teachers for Preparation of Literacy". Findings of the study will be analyzed using appropriate analysis methods and related to literature review and presented in the conference.

**Takis Venetoklis**

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## **Loyal Voters and New Recruits in Finnish Universities. Do Policy Issues Matter?**

We examine Finnish university students' policy preferences and how they are associated with their voting behaviour in two consecutive parliamentary elections in Finland, 2003 and 2007. Data is collected through an internet based survey. The study of voting behaviour of university students is important because the target population has by definition a higher educational background than the general public, thus more prone to accept and judge better information dealing with policy issues. The research is unique due to its very large absolute number of respondents and its comprehensive coverage of students from all disciplines, in all the 20 higher education establishments of the country. Out of 122391 messages sent, 33320 valid answers were received, a 27,2% response rate.

Policy preferences are operationalized with questions on budgetary appropriations allocated towards several ministries and on state revenues through different taxation types. Applying multinomial regression models, results suggest that student voters hold unique preference attitudes towards public policy issues and many differ based on the party which they vote for. Preferences on both spending and revenue generating policies diverge among loyal students voters of all eight political parties examined.

Although this is an indication that policies influence one's voting behaviour, it does not stand easily the causality test. To find such links, we conduct several additional comparisons. First, we compare policy preferences of a party's loyal voters against new voters (or new recruits) for the same party and then, policy preferences of loyal voters for one party against new voters of other parties. This latter analysis shows that there are *significantly less* policy preference differences of loyal voters with their own recruits than with the new recruits of other parties. This reinforces our hypothesis that policies influence voting choice behaviour.

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## **Correlation Between Company Feedback and Self-Reflection on Professional Competences for Science and Engineering Interns**

Engineering students at the Eindhoven University of Technology are required to carry out a science or engineering internship in a company. Once they have completed their internship, students have to write a self-reflection report on their professional competencies. This reflection report is in addition to content requirements such as a technical report and presentations.

An earlier study<sup>1</sup> showed that students require guidelines to properly perform self-reflection. To this effect, students are asked to fill out a detailed self-grading form on their professional competencies prior to their internship. At the end of the internship the student's supervisor at the company was also asked to fill out the grading form. Students could use all this as input for writing their reflection reports.

The reflection reports and the company feedback forms are scored semi-quantitatively on a number of criteria. Correlations are made between the quality of the reflection reports and the feedback from the student's supervisor.

Before starting their internship, students have little experience with professional competencies; they are used to being assessed mainly on their technical knowledge and achievements. It appears that most students expect to be assessed in a similar manner during their internship. Many internship supervisors also appear to have difficulty giving feedback to the students on their professional competencies. Students often receive only minimal feedback on their strengths and little or no feedback on their learning points. Hence many students are left with the feeling that they have nothing to learn. Further improvement is thus needed, where our common challenge is further improving soft skills of science students in a hard-core industrial environment.

<sup>1</sup> Reijenga, J.C., & Vinken, E. (2009). Self-Reflection on Professional Competences in the Master Program for Chemical Engineers. In M. Gupta-Bhowon, S. Jhaumeer-Laulloo, H. Li Kam Wah, & P. Ramasami (Eds.) *Chemistry Education in the ICT Age* (pp 407-415). NY: Springer.

**Ellen Vogel**

Associate Professor, University of Ontario Institute of Technology,  
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**Jennifer Percival**

Assistant Professor, University of Ontario Institute of Technology,  
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**Telecommuting in a Technology-Rich Teaching and  
Learning Environment: Exploring Students'  
Perspectives of a Pilot Project Involving  
Core Faculty**

At the University of Ontario Institute of Technology (UOIT) students use powerful laptop computers loaded with the latest hardware and industry- and program-specific software to conduct research, make presentations, and access course material. Further, all faculty are charged with developing sophisticated course content using a campus-wide learning management system. In 2009-11, a multifaceted qualitative study was carried out to solicit feedback from the academic community (faculty, deans, senior administrators, and selected students) on a telecommuting pilot project launched primarily in response to a critical shortage of both teaching and administrative space on the UOIT-campus.

This presentation will focus on students' perspectives only. Findings will illuminate students' experiences of courses taught by faculty who telecommute. Emphasis will be placed on key success factors, barriers and recommendations regarding next steps. Purposeful sampling was used to identify student respondents. Focus group interviews, each lasting approximately 90-minutes, were conducted by trained interviewers using a semi-structured interview guide. The interviews were digitally recorded and professional transcripts prepared. Data were analyzed by employing an inductive thematic approach and this work included the use of qualitative data analysis software.

Five main themes are reported: lack of transparency re: telecommuting status of core faculty; shared faculty offices including students' privacy concerns; challenges associated with synchronous online technologies (e.g., Skype); more face-to-face interaction with faculty; and confusion re: responsibilities of teaching assistants (TA). Conclusions suggest students are cognizant of space challenges and the

potential benefits of telecommuting. However, to address knowledge gaps Course Syllabi should clearly state the telecommuting status of faculty and articulate a timely process for one-on-one interactions. Further, the role of the TA vis-à-vis the professor should be clarified. Formal course evaluations should include specific questions related to telecommuting. Future research should involve a broader student sample to identify teaching and learning opportunities and challenges associated with telecommuting.

**Carol Walker**

Dean, Saint Leo University, USA.

**Carol Todd**

Assistant Professor, Saint Leo University, USA.

**Karen Hahn**

Associate Professor, Saint Leo University, USA.

## **Changing Pedagogy into Scholarship: Teaching and Learning in Higher Education**

The change in philosophy from “stand and deliver” to active learning techniques and research regarding teaching and learning can be challenging. A change of this nature requires a systemic approach involving faculty, staff, and administration.

Drawing on the work of Boyer (1990) and the Carnegie Academy for Scholarship of Teaching and Learning (SoTL) (n.d) and in concert with the university’s core values of community, excellence and professional development, in the fall of 2009 a newly formed committee began discussing how to actualize SoTL practices university-wide. A select group of faculty identified and agreed upon three instructional and institutional foci (Achieving Balance and Scholarship, Student Ability and Motivation, and Relationship with Adjuncts) as the foundation of its work.

Reinforcing the work of Goodburn and Savory (2009), institutionally supported faculty development opportunities provided a platform to connect with and engage faculty in SoTL practices. In its infancy, the committee has engaged more adjuncts in the work of the university and faculty in peer learning professional development activities. The public sharing of learning opportunities and techniques is directed at the larger educational and university community.

This presentation will define the scholarship of teaching and learning and present realistic examples of changing pedagogies at one institution. Discussion will include a systems approach leading to buy-in from stakeholders including administration, faculty, adjuncts, and support staff. The presenters will share the university’s actions to implement SoTL practices to engage students in their learning and engage faculty in scholarship. References and resources will be described that can help faculty to discover their innovative teaching potential and avenues leading to research with the end result of nurturing and improving student learning outcomes.



**Sandra Watkins**

Associate Professor, Western Illinois University, USA.

**Jenny Tripses**

Associate Professor, Bradley University, USA.

**John Hunt**

Assistant Professor, Southern Illinois University, USA.

**Thomas Kersten**

Associate Professor, Roosevelt University, USA.

## **State Study of Superintendent Perceptions of Essential Knowledge and Skills for Exemplary Leadership**

The United States is generally recognized as falling behind other countries in education. The sense of urgency to create new ways of schooling is evident in all levels of American society. The internationally recognized expert on school change, Michael Fullan describes an increasing realization that regardless of location in the world, 'all now appear to agree that transformation of societies-individually and interdependently - is essential, and that educational reform is the critical strategic intervention that will achieve these goals' (1998).

While scholars can debate about the one best way to accomplish educational reform, the opinions of those currently doing the work are essential. As district leaders of U.S. schools, current school superintendents have valuable insights that can inform university programs that prepare future superintendents about changing realities and requirements for district leaders. Stakeholders in the preparation of Illinois building level leaders (principals) have devoted the past several years to create new requirements for university preparation programs. The next stage of school leader preparation reform will likely be superintendent preparation. This study seeks to provide data regarding the perceptions of current Illinois superintendents in order to inform the change efforts and to emphasize a sense of urgency.

The purpose of the descriptive study was to determine Illinois superintendent perceptions of requirements for entry level superintendents from three levels: what constitutes adequacy for a district chief executive officer (CEO); necessary skills in a changing world; and criteria of mentoring experiences for new superintendents. The study surveyed all Illinois superintendents (869 districts) using an online survey. Data was disaggregated by superintendent age, location of district, size of district, type of district, years of experience as a superintendent, level of preparation of superintendent.

**Yehudith Weinberger**

Lecturer, Kibbutzim College of Education, Israel.

**Amos Dreyfus**

Professor, The Hebrew University in Jerusalem, Israel.

## **The Confrontation of Experienced Teachers with Some Challenges of M.Ed. Studies in Environmental Education**

This research was conducted within the framework of a full-year M.Ed. course in Environmental Education, in a big Teachers' College in Israel. The students were experienced science teachers. The course aimed at the development of teachers' awareness of basic principles of Environmental Education and of their ability to plan learning activities on the basis of these principles. Environmental Education is in some aspects similar to Science Education, but at the same time is essentially different, since it deals with the knowledge, skills, attitudes, motivation and commitment relevant to the solution or prevention of problems associated with the total environment. The aim of the research was to investigate experienced teachers' ways of coping with the requirements of Environmental Education.

The sample was a group of 24 teachers (3 to 22 years teaching seniority, 18 women and 6 men) who held either a B.Ed. in Science Education or B.Sc. degree in Life Sciences. Eighteen of them were women and six of them were men. The findings of the research are based mainly on the teachers' performance on tasks that were presented to them at different stages of the course, and on scripts of open discussions that took place in class. The way they expressed and formulated their ideas unveiled their knowledge and beliefs in the field of Environmental Education. The analysis of the findings was made by means of a qualitative approach using interpretative methods.

Three requirements of the course were found to be particularly demanding, mainly concerning the necessity to: 1) grasp the interdisciplinary diversity of the components of Environmental Education; 2) adopt appropriate educational strategies for Environmental Education; 3) conceptualize and formulate a relevant rationale for Environmental Education. The discussion deals with the following issues: the learning patterns of experienced teachers, the challenges of M.Ed. studies in domains which require new ways of thinking (often opposed to the teacher's previous routine and expertise), and the complexity of the objectives of Environmental Education. The findings have implications concerning in-service training situations in which teachers are required to revise their educational beliefs and professional routine.

**Mervyn Wighting**

Professor, Regent University, USA.

**Gail Derrick**

Professor, Regent University, USA.

## **Measuring Perceived Learning in Higher Education**

This paper will report on a developing body of research that measures perceived learning among undergraduate and graduate students in the USA. The new standardized instrument that is used to measure perceived learning will be made freely available to conference attendees in English, Greek and Spanish.

Research evidence suggests that self-reports of learning, or perceived learning, can be a valid measure of learning. Pace (1990) supported the validity of student self-reports of learning based on research evidence that suggested the consistency of results over time and across different populations. He also found that patterns of outcomes vary for perceived learning across majors and length of study in the same manner as was established through direct achievement testing.

Educators and researchers measure learning based on cognitive, affective, and/or psychomotor change. Historically, few self-report instruments have been available to measure learning. Most of these instruments, e.g., the Learning Loss Scale (Richmond, Gorham, & McCroskey, 1987) and the Revised Learning Indicators Scale (Frymier & Houser, 1999) measure only cognitive learning. Furthermore, some of the available instruments, e.g., the Affective Learning Scale (Scott & Wheelless, 1975), measure only affective learning. No instruments appear to have been available to measure psychomotor learning. Since learning can involve cognitive, affective, and psychomotor components, a comprehensive instrument was developed to measure all three domains of learning. Rovai, Wighting, Baker and Grooms (2009) describe the CAP Perceived Learning Scale as a valid and reliable instrument to measure perceived cognitive, affective, and psychomotor learning in online and face-to-face higher education courses.

Since 2009 the instrument has been used to measure perceived learning among undergraduate and graduate students and in both face to face and online classes. The paper will report research results, and the presenters will provide the instrument for attendees to use themselves.

**Lunetta Williams**

Assistant Professor, University of North Florida, USA.

**Wanda Hedrick**

Professor, University of North Florida, USA.

**Katrina Hall**

Associate Professor, University of North Florida, USA.

## **Measuring Reading Engagement during Independent Reading**

While there is a wealth of correlational evidence that amount of reading affects reading achievement, the National Reading Panel (National Institute of Child Health and Human Development, 2000) indicated a need for more experiments suggesting causation. A reliable instrument measuring students' engagement during independent reading is needed when conducting such studies. This study investigated 8 and 9 year-old students' verbal and nonverbal behaviors indicating engagement with books during in school independent reading (ISIR) in two phases. During phase one reading experts developed an observation instrument using observations and videotapes of students during ISIR. Results indicated that the interrater reliability statistic was Kappa = 0.90 ( $p < 0.001$ ), 95% CI (0.504, 0.848). Phase two further established the validity of the instrument by assessing a different group of students during ISIR. This phase was conducted without using videotaping with observers watching students during real time only. The observers used the instrument and then a different observer interviewed the students to determine comprehension of the books. When results were compared, students who were engaged according to the observation instrument also comprehended their books as noted by their interview responses. This instrument can assist educators in determining the effectiveness of ISIR for students and alter reading activities to better meet students' needs if they are not engaged during ISIR time. Although the instrument was designed while students read from a variety of English language texts, the researchers suggest that the instrument can be translated into other languages and used in the broader international community.

**Jennifer Yamin-Ali**

Lecturer, University of the West Indies, Trinidad and Tobago.

## **Teacher Education Programme Development as a Metamorphic Experience**

This paper outlines the experience of the academic staff of a school of education in a developing country who embarked on a mission to respond to teacher development needs in their country. The staff is comprised of a combination of senior and junior lecturers with varying levels of academic qualifications. Having been the major provider for in-service teacher development at the secondary level for 37 years, the school recognised the urgent need for the provision of pre-service education for teachers at that level. Major challenges in developing the pre-service programme include constraints of time and the necessity to 'think outside the box'. The analysis of this experience highlights the potential barriers of conservatism as well as the opportunities presented by competition by other educational providers. The outline includes the essential elements of the final programme which was developed after almost two years of planning. Having recognized the advantages of pre-service preparation for teachers, the programme pays special attention to the organisation of the practicum, the integral role of the cooperating teacher, the integration of Foundations with other areas, a focus on reflection and flexible understanding of theory, and the development of a personal and professional identity. The potential success of this programme lies in the spiralling and integrating features of the curriculum which is assessed through largely alternative methods.

Apart from the programme product which resulted from the experience, other outcomes from the programme development were evident. These included new ways of viewing the role and position of the institution itself and recognition of the need for improved strategic planning including the infrastructure to facilitate such planning. The experience of planning provided the opportunity to discover new strengths and avenues for growth through collaboration and self analysis as an institution. This programme development experience paved the way for a re-creation of the modus operandi of the institution.

**Yan Yan**

Postgraduate, Peking University, China.

**Zhao Guodong**

Associate Professor, Peking University, China.

**Yang Hui**

Associate Professor, Capital Normal University, China.

## **Design and Research on Interactive Whiteboard Based Teaching Reflection DST**

With the development of interactive whiteboard instructional usage in China, more and more teachers and researchers pay attention to its unique educational resource management system and video record system. It is convenient for teachers to construct learning circumstance and to save and manage renewable instructional resource by the use of interactive whiteboard, which provides effective resource for teaching reflection. There are many kinds of teaching reflection, but this article combines interactive whiteboard and teaching reflection together, developing a new kind of reflection method: interactive whiteboard based teaching reflection digital storytelling (DST).

On the basis of literature search, case study, and action research, a proposal on the design of DST was developed for the teaching reflection based on interactive whiteboard. In addition, the writer and some teachers recorded several reflection video pieces with the use of design proposal. We analyzed these teaching reflections and also collect teachers' feedback, learning that it is a new challenge for teachers to explore interactive whiteboard-based teaching reflection method on the beginning, but it is a good way to improve teachers' practical knowledge and ability. Meanwhile, some problems on recording and developing teaching reflection based-on interactive whiteboard embarrass its development, to which the writer indicates several suggestions.

**Vered Yephlach-Wiskerman**

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Israel.

**Development of an Excellence Program for  
Teaching Students in the Kaye Academic College of  
Education**

The Excellence Program in the College aims at fostering and promoting the individual and professional development of outstanding teaching students in the College through a unique curriculum. The Program's objective is to encourage the students to strive towards tapping their inherent potential and developing it by investing efforts to this end.

During the Program, processes of building a student's knowledge and reflection of himself and of others are developed. The students participate in workshops, excursions, lectures and meetings with Program graduates. Within the framework of the enrichment workshops, innovative approaches in education and exposure to diverse learning-teaching methods are emphasized. One of the Program's characteristics involves empowering the students to foster an aspiration towards excellence for themselves and in serving as a model that they will adopt as teachers for their students, as well as in involving the students in the study experience and training them as full partners in the decision-making, in the responsibility and in the results.

The Program is comprised of three courses: Excellence and Creative Thinking, Leadership and Vision, and Involvement and Society. Each course includes two components: a theoretical aspect and a practical aspect.

The objective of the Excellence and Creative Thinking course is to strengthen the area of leadership and vision among the students. The course is intended to enrich their theoretical knowledge on the subject of leadership and leaders and their vision over different periods.

The objective of the Leadership and Vision course is to impart tools to the students to develop creative thinking and an understanding of the concept of excellence. This course exposes the students to the concept of excellence, types of thinking and characteristics of intelligence, identifying gifted pupils, and methods of coping with these pupils in a heterogeneous class

The objectives of the Involvement and Society course are to present social involvement programs in schools, to internalize the importance of homeroom hour, and to develop learning materials in areas of social involvement.

**John Zelazek**

Professor, University of Central Missouri, USA.

## **Intrusive Advisement: A Necessary Process to Retain Graduate Students and Bolster Graduation Rates**

Graduate students across the world in higher education have self-selected themselves into their respective degree programs, and each student tends to be assigned an advisor, or multiple advisors, to assist the student through their degree program. Graduate students tend to be self-directed and read most, if not all, of the literature supplied to them by an institution to guide what they should accomplish in order to succeed in their graduate level programs. But, some students may merely glance over the volumes of material that are produced by an institution and it is not a safe assumption by the institution to assume that the graduate student has read all the materials and retained every portion of what is necessary.

Hence, a graduate advisor must be an integral part of the student's academic life and partake in, a somewhat "intrusive role" toward their advisees to assist the retention and graduation rates of the institution. Intrusive Advisement includes the periodic and scheduled contact of the graduate student via all types of electronic means in order to monitor the student's progress and make each student aware of what is necessary in order to succeed. Simple things such as when to enroll, address updates, and other mundane portions of any higher education system, cannot be taken lightly. Enrollment monitoring by the advisor can save the student time, money, and academic work when it comes to undertaking the proper courses within their degree programs.

The graduate advisor, while using Intrusive Advisement, will find that the activities that they engage in are very time consuming and rarely acknowledged by their administrators as part of the faculty members normal work load. The true measure of success when applying Intrusive Advisement can only be measured in the retention and graduation rates of degree programs.